

Cavendish Close Junior School

Deborah Drive, Chaddesden, Derby, DE21 4RJ

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in all classes.
- Teachers do not always plan work that meets the needs of all the pupils in their class. As a result, more-able pupils and those who need extra help do not always make enough progress.
- Year group leaders do not check the quality of teaching and learning in different classes carefully or often enough.
- Governors do not make sure that year group leaders are doing all they can to help pupils make good progress throughout the school.

The school has the following strengths

- Standards are rising and pupils are making better progress than in the past.
- The headteacher knows how well the school is doing and what needs to be done to further raise pupils' achievement.
- The quality of teaching is improving. Some is good and outstanding.
- Pupils' behaviour in lessons and around school is good. Pupils are well looked after and feel safe.
- Attendance has improved and is now above the national average.

Information about this inspection

- Inspectors observed 23 lessons taught by 13 teachers and two higher level teaching assistants. Seven of these were joint observations with the headteacher. In addition, inspectors reviewed pupils' writing, mathematics and topic books with the headteacher.
- Inspectors heard some pupils read from Years 3 and 6 and meetings were held with two groups of pupils.
- Inspectors had meetings with staff and members of the governing body. A telephone conversation was held with a representative of the local authority. Inspectors also held informal discussions with parents and carers during the inspection.
- Inspectors took account of the 26 responses to the on-line questionnaire (Parent View), and 28 staff questionnaires.
- Inspectors looked at a range of documentation including the school improvement plan, leaders' reports on the quality of teaching, the school's own pupil assessment data, minutes of governing body meetings, and documents relating to safeguarding and pupils' behaviour.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Usha Devi, Lead inspector

Her Majesty's Inspector

Edgar Hastings

Additional Inspector

Janis Warren

Additional Inspector

Full report

Information about this school

- Cavendish Close is larger than the average-sized junior school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action, school action plus or with a statement of special education needs is above the national average.
- The proportion of pupils eligible for pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure the quality of teaching is at least good by:
 - making sure activities are well matched to the different learning needs of pupils, and especially the more able and those who need extra help
 - adapting activities and explanations so that pupils are moved more quickly onto new learning
 - ensuring that teachers' marking tells pupils what they need to do to improve.
- Raise achievement in all year groups so that it is good or better in reading, writing and mathematics by:
 - ensuring pupils have more regular opportunities to read, and that pupils who need extra help are taught how to use the sounds that letters make when reading new words
 - making sure the teaching of spelling, punctuation and sentence structure helps to improve pupils' writing
 - increasing opportunities for pupils to solve mathematical problems and to apply their mathematical skills in other subjects.
- Improve the effectiveness of leadership and management in raising achievement by:
 - checking more regularly the quality of pupils' learning and the quality of teaching
 - ensuring all leaders and managers provide teachers with clear guidance with how to improve
 - making sure that all staff quickly and consistently implement the improvement points identified after monitoring
 - ensuring the governing body challenges and holds year group leaders to account for the achievement of pupils in all year groups

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress made by pupils varies across the school. Pupils do not make good progress in all classes and subjects. More-able pupils and those who need extra help do not always make enough progress. This is because their activities do not always provide a suitable level of challenge.
- Pupils start the school with levels of attainment that are similar to the national average. For a number of years, standards at the end of Year 6 have been much lower than in most schools. In 2012 the gap between standards attained by pupils in the school and pupils nationally narrowed, but was not completely eradicated. Standards were average in mathematics, and below average in English.
- Attainment is continuing to rise and an increasing proportion of pupils are making good or better progress than previously. Pupils' work shows that Year 6 pupils are now on track to reach the standards expected for their age in English and mathematics.
- Pupils enjoy reading and regularly read at home. They told inspectors that they would like more opportunities to read to an adult in school. Pupils who struggle with their reading are not always taught how to use the sounds that letters make to read difficult words. This prevents them from making better progress with their reading.
- In some classes in Years 3 to 5, pupils do not always make enough progress in writing because teachers miss opportunities to develop pupils' writing skills. In one lesson for instance, the teacher emphasised the importance of expressing feelings in a diary while working with pupils, but did not correct errors in spelling, punctuation and sentence structure.
- Raising standards in mathematics has been a focus for the school. Additional support from a mathematics consultant for pupils in Year 6 has had a particularly positive impact. In this year group, pupils are now taught effectively to use their knowledge of number regularly to solve mathematical problems. This is not always the case in other years and, as a result, pupils in Year 6 make faster progress in mathematics than those in Years 3 to 5.
- The gap between the attainment of pupils who are eligible for pupil premium funding and other pupils is quickly closing. The funding is being used to provide additional targeted support and buy suitable resources. For example, a computer based programme and reading books have been purchased to provide individualised support and to encourage more reading at home. The progress of this group of pupils is now in line with their classmates. It still requires improvement however, because they do not make consistently good progress.

The quality of teaching

requires improvement

- Lesson observations and a review of pupils' work confirm that the quality of teaching is variable. While the quality of teaching is improving and there is some good and better teaching, too much requires improvement.
- Teachers do not always adapt activities or their explanations in order to move pupils onto new and more challenging work during lessons. This is particularly the case for more-able pupils, who often spend the whole lesson completing activities which are too easy.

- Sometimes, the activities that teachers plan for pupils who need extra help are too difficult and pupils are not provided with the resources that would enable them to work independently. For instance, in a few lessons, pupils were expected to write without any prompts or lists of pertinent words. As a consequence, they had to wait for an adult to help them.
- Marking is inconsistent. Teachers acknowledge pupils' achievements but do not always tell pupils what they need to do to improve their work. In some classes, pupils do receive appropriate guidance and have the opportunity to correct errors in their work. Teachers' expectations of pupils' handwriting are variable. In some classes, pupils do not present their work as neatly as they could.
- Where teaching is good or better, pupils make faster progress because activities are well matched to the different ability levels of pupils. Lessons are well paced, and teachers and teaching assistants ask questions which extend pupils' thinking. Pupils also have the opportunity to share and improve their work. In one outstanding example, Year 6 pupils debated whether football should be banned from the playground. The teacher skilfully encouraged all pupils to use expressive vocabulary to express and justify their views.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning. They listen carefully and help each other during group activities. Occasionally, pupils lose their concentration and become distracted. When this happens, teachers use praise and encouragement effectively to motivate pupils to continue working.
- The playground is a calm environment, with pupils of all ages playing together and looking after each other. Incidents of poor behaviour have markedly reduced, and any minor incidents during break and lunch times are effectively managed.
- Pupils, parents and carers who spoke with inspectors agree that incidents of bullying are uncommon. When they do occur, they are dealt with effectively. Pupils have a good understanding about different types of bullying, such as cyber-bullying, and know what to do if they have any concerns.
- The school places a strong emphasis on the well-being and safety of pupils. Pupils told inspectors that the adults listen to them and help them to feel safe. The nurture group has a particularly positive impact on the behaviour and confidence of pupils whose circumstances make them vulnerable.
- Staff have worked successfully with parents and carers to encourage pupils to attend regularly. Attendance is now above the average for primary schools.

The leadership and management requires improvement

- The headteacher has the drive and commitment required to make the changes needed to further improve the school but has not yet ensured that year group leaders make certain that pupils' achievement and the quality of teaching is consistently good in the year groups for which they are responsible.
- Year group leaders observe lessons and check pupils' work. However, because these checks are

infrequent, they are unable to make sure that all staff quickly and consistently implement the improvement points they have identified. Sometimes, their feedback does not provide teachers with clear guidance on how to improve.

- The procedures for performance management have been recently revised by the headteacher and governing body to ensure there is a closer link to pupils' achievement, the quality of teaching and salary progression. The school accesses support and training for teachers and teaching assistants through a local independent consultancy service. This is helping to improve the quality of teaching.
- Senior leaders check the progress of different groups of pupils and identify pupils who are at risk of underachieving and would benefit from additional support. However, these checks are not regular enough. Consequently the actions that need to be taken to help different groups of pupils catch up, such as the more-able and those who need extra help, are not implemented as quickly as they could. Because there remain differences in the progress made by different groups, the impact of the school's actions to ensure equal opportunities is adequate rather than good.
- While pupils have good opportunities to practise their writing skills in different subjects, opportunities to use their mathematical skills in other subjects are limited. Subjects are organised into topics which effectively capture the interest of both boys and girls and make a strong contribution to pupils' spiritual development. Pupils in Year 5 for instance, spoke enthusiastically about their topic, 'One Step Beyond', and how much they had learnt about space, space travel and the universe. School assemblies and projects about other countries encourage pupils to be tolerant and understanding of other people's beliefs and values.
- The impact of the local authority's support to the school has been limited because of the frequent changes in officers. Four different local authority officers have worked with the school in the last three years. This has resulted in a lack of continuity and limited support and challenge. The new local authority adviser, who started working with the school in September 2012, is providing helpful support to the headteacher. For instance, she has carried out her own analysis of the 2012 Year 6 test results. This has enabled her to gain a better understanding of the school's strengths and weaknesses and to ask the headteacher suitably challenging questions about pupils' achievement. The governing body has benefited from local authority training. Governors told inspectors that because of this training they have a better understanding of their roles and responsibilities and that they are able to challenge the headteacher about pupils' progress.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors know about where teaching is strongest and where it requires improvement. Governors monitor how well the school uses pupil premium funding and the difference this funding makes to pupils' achievement. Some members of the governing body check the work of the school for themselves and ask the headteacher insightful questions. Governors accept that they do not sufficiently challenge year group leaders. The headteacher ensures that governors are well informed about pupils' progress. However, this information is not always presented succinctly and this prevents all governors from probing the school about the achievement of different groups of pupils. The governing body ensures that procedures for keeping pupils safe meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112748
Local authority	Derby
Inspection number	405421

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Stephen Fairest
Headteacher	Cleo Cunningham
Date of previous school inspection	29 March 2011
Telephone number	01332 672338
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