

# Cavendish Primary School

Cavendish Road, Hull, HU8 0JU

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Teaching, particularly in Years 3 to 6, does not always provide sufficient challenge, especially for the more-able pupils in mathematics.
- Teachers' marking does not always inform pupils of how well they have done relative to the objectives of the lessons and often fails to provide clear guidance about how they can improve.
- Throughout Key Stage 2 pupils make better progress in English than in mathematics. Attainment in mathematics is improving but for girls it remains below the national average. This is because there is too much emphasis on the development of calculation skills and insufficient opportunities for pupils to apply their basic mathematical skills in meaningful problem-solving contexts and to explore learning independently.
- Although senior leaders have a good understanding of the school, they have not as yet fully ensured that actions result in more consistent classroom practice and improved outcomes for pupils at Key Stage 2.
- Not all members of the governing body have a sufficiently in-depth understanding of the school's provision and outcomes and, therefore, do not hold the leaders to account with enough rigour.

### The school has the following strengths

- Teaching in the Early Years Foundation Stage and Key Stage 1 is good.
- Pupils enjoy school. They behave well and conduct themselves sensibly in and out of classrooms. They are polite and show respect to each other, adults and visitors.
- Leaders are committed to a clear and shared vision of how the school should move forward.
- To improve performance, leaders and managers have made effective use of external advice provided by the local authority. This has sharpened the school's understanding of areas of its work that need most attention.

## Information about this inspection

- Inspectors observed 22 lessons taught by 14 teachers, of which three were joint observations with the headteacher and deputy headteacher. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, the headteacher, senior and middle leaders and the Chair of the Governing Body.
- Inspectors took account of the 22 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work and scrutinised a number of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Anthony Kingston, lead inspector

Additional Inspector

Patrick Hargreaves

Additional Inspector

Janet Lomas

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportions of pupils supported at school action and at school action plus or with a statement of special educational needs are below the national average.
- A small minority of pupils is from minority ethnic backgrounds with only very few who speak English as an additional language.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.
- The school has achieved the Healthy School status, Artsmark, Active Mark and the International School Award.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that expectations are consistently high in all classes and for all pupils
  - ensuring that work is always sufficiently challenging, particularly for the more-able pupils
  - ensuring that pupils always know what they are learning in lessons and have a clear understanding of the steps to success so that they can gauge their own progress and learning
  - ensuring that classroom assessment, particularly the marking of pupils' work, is consistent and provides clarity as to how pupils can improve their work
  - providing more opportunities for pupils to explore learning independently and with their peers.
- Ensure that pupils make good progress and raise attainment, particularly in mathematics by:
  - making sure that the support which pupils, especially girls, receive to improve their mathematical skills and knowledge meets their particular needs more fully
  - providing more opportunities for pupils to practise and develop their mathematical skills in meaningful contexts.
- Improve the effectiveness of leadership and management by:
  - ensuring that actions, particularly the monitoring of teaching, have a positive impact on the quality of provision and accelerate pupils' progress, especially that of girls and more-able pupils
  - ensuring that all governors have a thorough understanding of the school's provision and outcomes, enabling them to support and challenge the school effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Reception class with skills and knowledge expected for their age in all areas of learning. They experience a range of activities that nurture and develop good attitudes to learning.
- Emphasis on teaching the basic skills in literacy and mathematics lays solid foundations for pupils on entry to, and through, Key Stage 1.
- Reading is a priority. For example, the development of the library has re-awoken pupils' interest in books and the imaginative use of guided reading promotes pupils' desire to engage with the author and respond to events and characters in the stories. The systematic teaching of linking letters and sounds is extremely effective in developing reading skills. Pupils use their knowledge to tackle unfamiliar words and read with fluency and expression. They make good progress and by the time they enter Key Stage 2 their attainment is above average. As pupils move through the school they develop a love of reading and show a mature understanding of, and an ability to discuss moral and ethical issues, such as the rights and wrongs of war.
- At the end of Key Stage 1, attainment is above average in reading, writing and mathematics, reflecting good progress.
- Despite a decline in standards in 2011, the attainment of all pupils by the end of Year 6 in reading, writing and mathematics is average. The attainment of girls in mathematics is, however, below the national average. The school is aware that their knowledge and skills in mathematics are not developing at the same pace as they are in reading and writing. This is because the support they receive does not always meet their particular needs.
- The proportion of pupils attaining higher levels in mathematics is below the national average because there is too much emphasis on the development of calculation skills and insufficient opportunities for pupils to apply their basic mathematical skills in meaningful problem-solving contexts.
- Lesson observations, a scrutiny of pupils' work and the results of the most recent national curriculum testing show that the rate of pupils' progress is increasing, reflecting rigorous systems for holding teachers to account for the progress of their pupils. These systems also ensure that disabled pupils and those with special educational needs benefit from highly personalised support and make the same progress as that of their peers.
- More-able pupils do not always attain the standards of which they are capable because the level of work is not consistently or sufficiently challenging, particularly in mathematics.
- The very large majority of parents who responded to the on-line inspection questionnaire consider that their children make good progress. Inspection evidence shows that this view is accurate at Key Stage 1 but less so in Key Stage 2.

### The quality of teaching

### requires improvement

- The quality of teaching varies across the school. In the Early Years Foundation Stage and Key Stage 1, teaching is consistently good and is characterised by realistic challenge and many opportunities for pupils to learn both independently and with their peers.
- At Key Stage 2, there are examples of good and outstanding teaching but there are too many lessons where the expectations of what different groups of pupils should achieve are not clearly articulated and so not understood. Often, teaching does not fully engage pupils, explanations are too long and assessment information is not used sufficiently well to match work to ability. This prevents pupils, especially the more-able, from exploring and finding out for themselves and becoming immersed in more challenging activities which demand the application of skills and knowledge to solve problems, particularly in mathematics where there is too much emphasis on repetitious teaching and learning of calculations.
- When teaching is most effective teachers capture pupils' interest with their enthusiasm. They

regularly check that a specific learning point has been understood by, for example, looking at pupils' responses written on individual whiteboards. Teachers then seize opportunities to reinforce skills and strategies, often drawing in the whole class to solve a problem or enhance a piece of narrative through modelling. Precise questioning is used to challenge pupils to think deeply and provide the opportunity for them to connect their learning across subjects. A good example of this was in a class of Year 6 pupils who became absorbed in how, during the Second World War, the government of the day used emotive and persuasive language to win over the support of the British public.

- Marking of pupils' work is inconsistent and guidance on how pupils could improve their work is limited. Most pupils know the levels at which they are working, but do not always know precisely what they need to improve to progress to the next level.

### **The behaviour and safety of pupils are good**

- Pupils typically make a very positive contribution to an atmosphere of mutual respect and consideration for others in this calm and orderly learning environment. They are thoughtful, polite and respectful towards their peers and adults.
- They are cared for well and excellent relationships across the school add to the positive sense of belonging which permeates all aspects of the school.
- Pupils find lessons interesting and demonstrate positive attitudes to learning. They manage their own behaviour extremely well, are keen to help each other, listen to the views of others and are eager to answer questions and offer opinions.
- Conversations with pupils reveal that they have a clear understanding of what constitutes bullying. They were keen to tell inspectors that incidents of bullying of any type are rare and that the school deals with them well.
- Opportunities to take responsibility in class, in the playground and around the school provide purposeful ways to extend pupils' moral and social development.
- A breakfast club provides a calm and safe start to the day. Pupils say they feel safe in the school and that adults are very supportive, a view overwhelmingly endorsed by parents.
- A range of strategies to promote regular attendance has had a positive impact and attendance is average and rising.

### **The leadership and management requires improvement**

- The headteacher inspires staff and promotes good team spirit. There is a common sense of purpose to move the school forward and, with senior and middle leaders, she works determinedly to secure school improvement.
- The monitoring of teaching and learning provides leaders and managers with a clear picture of what works and what needs doing to raise attainment. This ensures that the school development plan has the right priorities.
- A programme of professional development to tackle the shortcomings in teaching has been implemented. This planned intervention, supported well by the local authority, has begun to have a positive impact on provision. However, although the quality of teaching is improving, the rate at which pupils' progress is increasing and attainment is improving and the actions taken by the school have not yet eradicated all weaknesses, particularly in Key Stage 2. The school promotes equality of opportunities well, for example the pupil premium received by the school is used effectively to improve provision and progress for pupils.
- The curriculum covers all required subjects and is well-balanced. Use of visits and visitors to enrich the curriculum fires up pupils' imagination, captures their interest and brings to life their learning experiences.

- The introduction of a skills-based curriculum has been embraced by staff and enjoyed by pupils. However, there are insufficient opportunities for pupils to transfer and develop writing and especially mathematical skills across other subjects.
  - The curriculum is enhanced by an extensive range of after-school clubs which nurture pupils' interests.
  - Pupils' spiritual, moral, social and cultural development is strong because of the planned programme of personal, social and health education and school assemblies. For example, following an assembly about caring for people less fortunate than themselves, a pupil said, 'It costs nothing to smile and that makes people feel better. A smile brightens up my day. It makes me feel better and good about myself.'
  - The impact of the good links the headteacher has fostered with parents is summed up in the comment, 'Everyone in, and associated with, the school cares about and shows interest in the children. Everyone is a friend.'
  - The school demonstrates sufficient capacity to improve.
  - **The governance of the school:**
    - The governing body discharges its statutory responsibilities and ensures that safeguarding arrangements meet requirements.
    - Governors provide an increasing challenge and good support to the school. They help shape strategic direction. However, not all governors have a sufficient and in-depth knowledge and understanding of the school's provision and outcomes to ensure that they all can make an equal and valuable contribution to the school's aspiration to drive up standards.
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## 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 pupil's 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 pupil's 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

<b>Unique reference number</b>	117719
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	403334

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Bailey
<b>Headteacher</b>	Machaela Heavens
<b>Date of previous school inspection</b>	10-11 April 2008
<b>Telephone number</b>	01482 374675
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