

Cavendish Church of England Primary School

The Green, Cavendish, Sudbury, CO10 8BA

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved on its performance since the previous inspection.
- Children make good progress in the Early Years Foundation Stage. Teaching of the links between sounds and letters is well developed.
- Standards in English and mathematics are rising quickly and are now good in both Key Stages 1 and 2.
- Support for disabled pupils and those who have special educational needs is good and supplemented by further work before and after school.
- Teaching is good and some is outstanding. Pupils' behaviour is of a very high standard.
- Pupils feel safe. Safeguarding arrangements are thorough.
- Relationships between pupils and adults are good and ensure that pupils make good progress.
- The school is well led and managed. Steps to improve achievement and teaching have been effective.
- Subject leaders have increased responsibility. They are improving progress rates and teaching quality.
- Governors are knowledgeable, supportive and have increased the challenge they offer.
- Pupils' spiritual, moral, social and cultural development is very good.

It is not yet an outstanding school because

- All teaching is not yet outstanding. Teachers and learning support assistants do not have frequent enough opportunities to observe the best teaching skills in the school.
- Marking does not always show pupils, through discussion with them, how to reach their long-term goals.
- There are a few lessons where teachers do not challenge pupils enough, and presentation of work is variable. In these lessons, pupils do not have regular opportunities to work on their own.

Information about this inspection

- The inspector observed nine lessons taught by four teachers.
- The inspector held meetings with the headteacher, governors, staff, a representative from the local authority and a group of pupils.
- He took account of the 10 responses to the online questionnaire (Parent View) in planning and carrying out the inspection, and also spoke to parents and carers before the start of the school day.
- The inspector observed the school's work and looked at its development plan, data on pupils' progress and attainment, monitoring and self-evaluation procedures, a range of policies and the arrangements for the safeguarding of pupils.
- Pupils' books were examined in lessons and in a separate work sample with all staff.
- The inspector listened to pupils reading.

Inspection team

Michael Sutherland-Harper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of the pupils are White British.
- The proportion of pupils supported through school action is above average, but the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding to help pupils known to be eligible for free school meals, children in the care of the local authority and children with a parent in the armed forces) is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The present Year 6 is the school's second Year 6 group, following the reorganisation of schools in the county.
- The headteacher was appointed in September 2010, and almost all of the teaching staff are new to the school since the last inspection.

What does the school need to do to improve further?

- Raise most teaching and learning to outstanding by:
 - ensuring that lessons always include activities that are matched to pupils' different capabilities
 - using marking and discussion with pupils to regularly review with them their progress towards higher levels of achievement
 - ensuring that pupils' work is always neatly presented and that they have the opportunity to offer their opinions and show their reasoning
 - increasing opportunities for pupils to take the lead in lessons and to work on their own with closely timed activities
 - providing further opportunities for teachers and learning support assistants to observe what their colleagues do best in the classroom.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the school is broadly in line with national expectations but with some variation between the small group of entrants year on year. Children in the Early Years Foundation Stage make good progress in the Reception class because careful planning and accurate, on-going monitoring of progress results in continued improvement.
- Pupils join Year 1 with standards above those found nationally in all areas of learning, especially in communication and language. They achieved average standards in last year's Year 1 phonics screening check but work since then has led to further improvement. Children's knowledge of letters and the sounds they make (phonics) is now highly developed because linking of sounds and letters is carefully modelled, practised and reinforced in extension writing activities. Progress in reading, writing and mathematics is good in Key Stage 1.
- Standards in English and mathematics are rising at Key Stage 2. School data show that pupils currently in Year 6 are on track to make better rates of progress than the previous group and to reach above-average standards. One-to-one support, including through 'Early Bird' sessions before school, ensure that previous gaps between boys' and girls' attainment are now closing rapidly.
- Pupil premium funding is used well to provide individual help for pupils needing support with their learning. Funding is based on a close assessment of each pupil's progress and needs. Provision is regularly reviewed to ensure that eligible pupils make similar, and sometimes better, progress than others. In 2012, the number of pupils in Year 6 was small, but there was no significant difference in attainment between the pupils known to be eligible for free school meals and their classmates.
- Disabled pupils and those who have special educational needs make similar progress to their peers because their individual needs are accurately identified and their progress is also closely tracked. Support begins with 'class action', where the class teacher is the first point of reference, and is adjusted whenever necessary.
- Pupils read fluently, confidently and with expression. Younger readers quickly break down words into sounds and letters when they are hesitant, but all read with a good understanding of the text in front of them. Skills are reinforced by regular reading at home and by eagerly anticipated events like dressing up as story characters (adults included) on World Book Day, held during the inspection.
- All pupils make good progress in lessons. They work well with other pupils and with adults but, in a few lessons, opportunities for pupils to work on their own are not frequent enough to take the quality of learning to the highest levels.

The quality of teaching is good

- Adults and pupils work well together. In a Year 1 and 2, mathematics lesson, the teacher engaged pupils closely with the subject by using a variety of resources and colours as pupils assembled a bar graph on their preferences for items they would encounter in daily life. Work for the more able included assessing several pieces of information from a complicated list, which they followed like young detectives.

- Disabled pupils and those who have special educational needs are well supported in lessons. Teachers and learning support assistants know all pupils as individuals and adapt their strategies to address difficulties caused, for example, by long-term absence. Staff also provide extended support in skills like handwriting and mental mathematics after school.
- Reading is taught well because the school ensures that initial skills in linking letters and sounds are regularly reinforced as pupils progress through the school. Pupils are encouraged to read expressively. Their understanding of what they are reading is checked in the frequent guided reading sessions.
- Teachers have good subject knowledge, make good use of interactive whiteboards and ensure that classroom displays include examples of pupils' best work to reinforce learning. Learning support assistants work closely with teachers to support individuals but their roles are better defined in some lessons than in others.
- Most lessons are well planned. A very small number require improvement because planning does not ensure that work is well timed or carefully matched to pupils' abilities. Challenge lessens as a result. In these lessons, opportunities for pupils to take a lead are limited; for example, by summarising orally what they have learned, reading excerpts aloud or exploring ideas on their own. Sometimes, the teacher talks for too long or does not follow up questions with a request for pupils' reasons or opinions.
- Work is regularly marked. Teachers clearly indicate for pupils the next steps they need to take to move their learning on. However, marking does not always show pupils how to reach the long-term targets in their planners. Teachers review pupils' progress towards these targets in staff meetings but not regularly with pupils. Presentation is generally neat but there is some variation between classes.
- Staff have embraced the opportunity to improve their teaching by observing teachers' best skills in other schools but opportunities to observe each other, including for learning support assistants, are currently limited.

The behaviour and safety of pupils are outstanding

- Behaviour is always at least good in lessons and around the school. Often, it is exemplary.
 - A high standard of behaviour is expected of all pupils. On World Book Day, which took place during the inspection and which included many visitors, pupils served as ambassadors and admirably represented the school's high standards. There are clear systems for behaviour management that are understood by all pupils. They are reinforced by the house system and by pupils' school, eco-systems and faith councils.
 - Parents and carers who responded to the online survey are unanimous that behaviour is always good. This opinion is reinforced by recent school surveys of parents and carers.
 - Bullying is very rare. Pupils have a very good understanding of the different forms which bullying can take, including cyber-bullying and name-calling. Behaviour sheets encourage pupils to reflect on their behaviour and what they might need help with. Any incidents are carefully logged and discussed with pupils, parents and carers.
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- Pupils feel safe at school, and parents and carers agree. The school is a secure site where pupils are able to get on with learning at all times. Extremes of behaviour are not tolerated. There have been no exclusions for ten years, and no racist incidents.
- In an assembly about showing compassion to others, pupils were encouraged to share their thoughts, including in song, about what they could do to make the world a better place for each other. Their quick responses demonstrated the high expectations they have of those around them, with many pupils nodding their heads in agreement.
- Attendance is high. In this small school, any prolonged absence affects figures so the school has been working closely with families and pupils to ensure good or better attendance and to discourage holidays during term time. Pupils are punctual to school and to lessons. Key to this is the regular and exciting range of activities that the school puts on for their benefit and which pupils are eager not to miss.

The leadership and management are good

- The headteacher accurately identified achievement and quality of teaching as areas for improvement in her school development plan and has worked effectively to raise the quality of both, including during a period of high staff turnover.
 - The headteacher, senior leaders and staff have a strong understanding of data, which are regularly collected and analysed to ensure the pace of improvement does not slacken. Termly meetings review pupils' progress and map the next steps towards the school's goals.
 - Subject leaders feel that their roles have developed, including in monitoring improvement to add greater challenge to lessons so that they become consistently good or better. Subject leaders observe lessons to ensure high levels of performance.
 - Systems for managing staff performance are rigorous and presented clearly so that all staff can understand. Teachers know that they are accountable for the performance of their classes and that movement up the pay scales is not automatic but dependent on their pupils' good progress.
 - The school offers a broad and varied range of subjects, supplemented by well-attended clubs. Visits and visitors, including links with local secondary schools, contribute to pupils' development as do days based on themes, like the recent Snow Day, in which pupils participated enthusiastically.
 - Spiritual, moral, social and cultural development is a strength. Pupils have strong links with the local church and community. They welcome opportunities, like the celebration of Chinese New Year, to extend their horizons and complete imaginative work. Behaviour codes reinforce pupils' understanding of right and wrong. Very good relationships are reinforced globally by connections with Quebec, Rwanda and China.
 - The local authority has a light-touch relationship with the school. It has provided careful guidance towards improved outcomes, including through a recent review commissioned by the school.
 - Safeguarding procedures meet all requirements. Regular training for staff and governors
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includes safer recruitment and child protection procedures.

■ **The governance of the school:**

- Governance is good. Governors are supportive and determined that the school will continue to improve. They contribute skills in finance and school management and have increased the level of challenge they offer. Leaders are held to account for school performance against accurately identified priorities. Governors have a good understanding of what the data reveal about performance compared to other schools. Their regular visits give them insight into the quality of teaching. Governors know how the pupil premium is spent and regularly review its effectiveness. Staff performance is assessed against governors' expectation that teaching must always be good or better. The governing body ensures that the school maintains good links with parents and carers.
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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 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	124693
Local authority	Suffolk
Inspection number	402287

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Lesley Cooper
Headteacher	Cheryl Wass
Date of previous school inspection	29 April 2010
Telephone number	01787 280279
Fax number	01787 281060
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