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10 June 2014

Ms Sue Addison  
Headteacher  
Cavendish Junior School  
Edmund Street  
Newbold Moor  
Chesterfield  
S41 8TD

Dear Ms Addison

### **Requires improvement: monitoring inspection visit to Cavendish Junior School**

Following my visit to your school on 9 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- accelerate pupils' progress in mathematics, particularly for those in Years 4 and 5 and pupils for whom the school receives pupil premium funding
- refine your school improvement plan by including clear success criteria relating to the progress and attainment of groups of pupils, so that governors can evaluate the impact of the school's actions more frequently.

## **Evidence**

During the inspection, meetings were held with the headteacher, a group of eight pupils, members of the governing body and a representative of the local authority, to discuss the action taken since the last inspection. I evaluated your plans for improvement. I considered documentation relating to the monitoring of teaching. I reviewed your most recent data relating to pupils' achievement. We conducted a tour of the school. I considered the quality of pupils' learning in a range of subjects.

## **Context**

Since the section 5 inspection, four new governors have been appointed.

## **Main findings**

You have put in place more robust procedures for checking on the quality of teaching. You are taking better account of evidence from: teachers' assessments of pupils' progress; visits to lessons; scrutiny of teachers' plans; and pupils' work. This information is helping you to provide teachers with more precise guidance on how to improve their practice.

Teachers are more sharply focused upon using information from their assessments to provide activities that are suitably challenging for pupils of different abilities. The most-able pupils confirm that they are enjoying their work more because they are challenged to complete a range of demanding activities by the end of lessons. Teachers have benefited from training on how to teach phonics (letters and the sounds they make) more effectively. This has particularly helped pupils in Year 3, disabled pupils and those who have special educational needs to have a more secure understanding of phonics and it has improved their reading and writing. As a result of all these changes, teaching is improving.

You have reviewed your approach to the teaching of literacy. As a result, pupils have more opportunities to develop their skills in reading and writing in a wider range of subjects. Pupils speak enthusiastically about their learning during 'Cavendish College', where they work with pupils from different year groups on a range of topics each Friday afternoon. Pupils' outcomes from these sessions, as well as their on-going topic work, show that this is helping them to develop their skills in literacy more quickly.

Pupils are beginning to use their knowledge of place value and skills in calculations to solve real-life problems more often. This is helping them to become more skilled in being able to reason and communicate their thinking in mathematics. Although this is beginning to accelerate pupils' progress, the legacy of prior underachievement of current pupils in Years 4 and 5, means that standards are not rising quickly enough in these classes.

You have worked with an external adviser to review the school's use of the pupil premium. Your analysis reveals that while gaps in attainment between pupils for whom the school receives pupil premium funding and others is narrowing in reading and writing, gaps are not closing as quickly in mathematics.

Your school development plan clearly identifies suitable actions aimed at tackling the weaknesses identified at the section 5 inspection. However, the lack of milestones makes it difficult for governors to check that your actions are having a positive impact on pupils' achievements throughout the year and that improvements are sustained.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has brokered support from the headteacher at St. Joseph's Catholic Primary School in Shirebrook, who also acts as an associate school improvement partner for Derbyshire. She has a good understanding of the school's strengths and areas for development. She has provided effective support, particularly in helping you to undertake a detailed analysis of the school's use of the pupil premium and the extent to which this is having a positive impact on pupils' achievements.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

David Carter

**Her Majesty's Inspector**