

# Cavendish Primary School

Hall Road, Eccleshall, Bradford, BD2 2DU

**Inspection dates** 24–25 June 2014

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

## Summary of key findings for parents and pupils

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

- In reading, writing and mathematics, the standards pupils reach by the end of Key Stage 1 are well below average and they are still below average by the end of Year 6.
- Teaching has not been consistently good enough for pupils to make the good progress necessary to raise standards more quickly.
- In some lessons, pupils capable of reaching higher levels are given work that is too easy.
- Teachers do not always draw pupils' attention to incorrect spellings in their work.
- Some teachers do not identify gaps in pupils' knowledge and understanding and they plan work on the basis that pupils are ready to move on when they are not.
- Pupils are not always clear about what it is they are meant to be learning because some teachers do not model or explain tasks well enough.
- The presentation of pupils' written work does not always help them learn as well as they might. This is particularly true in mathematics, where pupils do not always set out solutions to questions in steps that are easy to follow.

### The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage and enjoy the stimulating range of activities provided.
- The school is inclusive and leaders work well with parents and outside agencies to help break down barriers to learning for pupils and their families. There is a real sense of community spirit about the school.
- The headteacher inspires her entire team to work well together for the good of the pupils and has brought about improvements in teaching, achievement and behaviour since her appointment.
- Governors are very well informed and have an accurate view of the school's strengths and areas for development.

## Information about this inspection

- Inspectors observed 26 lessons or parts of lessons. Four lessons were observed jointly with the headteacher and the deputy headteacher. Inspectors listened to pupils read and also looked at their work.
- Meetings were held with two groups of children, senior and middle leaders, representatives of the governing body, teachers, parents and a representative of the local authority.
- Inspectors looked at a wide range of evidence, including the school’s self-evaluation, development plan, monitoring files, the tracking information used to check on pupils’ progress, and safeguarding arrangements. They also looked at reports of visits undertaken by the local authority achievement officer.
- There were 123 responses to the online questionnaire, Parent View, which inspectors took into consideration. Inspectors talked to parents at the start of the school day and looked at the responses to a parent survey carried out by the school.
- Inspectors took into account 38 responses to staff questionnaires.

## Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Eithne Proffitt

Additional Inspector

Keith Bardon

Additional Inspector

## Full report

### Information about this school

- Cavendish is larger than the average-sized primary school.
- The proportion of girls is above the average for a primary school.
- The large majority of pupils are White British. The proportion of pupils of minority ethnic heritage and those who speak English as an additional language is well below average.
- Pupils are taught in mixed-ability classes. Pupils in Years 4, 5 and 6 are taught in ability sets for literacy and mathematics.
- The proportion of disabled pupils, those who have special educational needs supported through school action and those supported at school action plus, or with a statement of special educational needs, is average.
- A much higher than average proportion of pupils are supported by the pupil premium, which provides additional government funding for pupils looked after by the local authority, and those known to be eligible for free school meals.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The current headteacher has been in post since September 2013 and has worked with the deputy headteacher, and members of the governing body, to address the areas for improvement identified at the last inspection. She has also worked with parents to provide a number of opportunities for them to be involved in their children's learning.
- A number of staff are relatively new in post and, in the last twelve months, there have been several changes to the membership of the governing body.

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

- Ensure that all pupils make good progress in all of their lessons, so that they reach higher standards in reading, writing and mathematics, by:
  - ensuring that teachers set work at the right level of difficulty for all pupils and give them opportunities to move on when they are ready to do so
  - ensuring that teachers correct spelling mistakes in pupils' books in all subjects and that pupils are encouraged to learn from their mistakes
  - planning learning activities and tasks so that any gaps in pupils' knowledge and skills are addressed before they move on to more difficult work
  - ensuring that teachers model and explain tasks clearly so that pupils know precisely what to do
  - encouraging all pupils to present their work neatly and, particularly in mathematics, to show all the steps in their working-out.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress that pupils make is not consistently good across all subjects and year groups.
- By the end of Key Stage 1, the levels pupils have attained are well below average. In 2013, too few pupils attained the higher levels. Despite recent improvements in teaching and provision, the current cohort of pupils have not made enough progress to enable them to reach high enough standards by the end of Year 2.
- In 2013, at the end of Key Stage 2, pupils had not made progress in line with national averages and standards were below average overall. Pupils' progress and attainment were weaker in reading and mathematics than they were in writing. Information on the progress of pupils currently in the school shows that they are now making better progress in reading and mathematics than they are in writing, because this is where leaders have focused their efforts.
- In 2012, Year 1 pupils did not perform well in the national screening check for phonics (the sounds made by letters and words). Leaders made changes to the teaching of phonics and, in 2013, results were better. Evidence collected during the inspection showed that further improvements have been made for the current Year 1 and pupils' skills are continuing to improve.
- Children start in Nursery with skills and knowledge which are well below those typically seen in children of their age. In particular, many have poor speech and social skills. Over the past two years, the progress they have made has increased. Strong leadership in this area has ensured that adults provide exactly the right kind of support for individual children. On entry to Year 1, children's skills were closer to those typically expected for their age in 2013.
- The Year 6 pupils who were eligible for support through the pupil premium in 2013 were less than four months behind other pupils in reading and writing, and nine months behind in mathematics. They made more progress than their classmates in reading. The achievement of pupils who are eligible for the pupil premium who are currently in school is in line with that of other pupils. This is because they are receiving effective support and the school is working closely with parents so that they are more fully involved in their children's learning.
- Over time, pupils who have special educational needs and the most able have not made the progress they should. Training for teachers and teaching assistants, and more accurate identification of the specific needs of these children, are now enabling them to make good progress and reach higher levels of attainment.
- In 2012 and 2013, pupils reached standards similar to the average in reading by the end of Year 6. Pupils increasingly enjoy reading and are encouraged to read in all subjects.
- The early indications are that the use of the additional funding for sport is helping to raise pupils' understanding of healthy lifestyles and increase their participation in a range of physical activities such as competitive sport and swimming. A range of outdoor equipment has been purchased and pupils benefit from specialist sports coaching.

### The quality of teaching

### requires improvement

- Over time, teaching has not been good enough to challenge all groups of pupils sufficiently and there have been inconsistencies in the quality of teaching across year groups and subjects.
- As a result of actions taken by the headteacher, and other leaders, teaching is improving, but some teaching is still failing to ensure that all pupils learn as well as they might and this slows their progress.
- Teachers have a wealth of information about pupils' abilities to enable them to plan to meet all of their needs but not all teachers consistently set tasks at a suitable level of difficulty.
- Although the general quality of marking and feedback to pupils is high, and children are given time to act on the advice given by teachers about how to improve their learning, not all teachers

identify errors in pupils' spelling and some pupils continue to make the same mistakes.

- As a result of weaker teaching in previous years, some pupils have gaps in their knowledge and understanding and some teachers do not identify these gaps before they attempt to move pupils on. For example, in a mathematics lesson seen during the inspection, pupils were being taught how to multiply together one and two- or three-digit numbers. Pupils could understand the process, but when it came to adding columns of numbers together, many had forgotten how to do this and became very confused.
- Teachers give instructions to pupils about what to do but, in some lessons, they do not check that all pupils have understood these instructions, or that pupils are clear about what it is they are meant to be learning, before expecting them to get on with their work. When this happens, it slows down the pace of learning.
- Not enough attention is paid to the presentation of work in pupils' books, especially in mathematics. Where pupils have not laid out their solutions clearly, they find it difficult when returning to previously completed work to remind themselves how to go about solving problems or answering questions.
- There are examples of good and outstanding learning. For example, in a science lesson during the inspection, pupils were learning about the impact of pollution on living things. The topic grasped all pupils' attention so that they were enthusiastic and involved at all times. Learning was carefully structured and planned to allow pupils to build on each step and the very strong support for pupils with special educational needs promoted excellent levels of confidence and self-esteem.
- Teachers and teaching assistants know the pupils they work with very well and support them in their learning. The focus on the individual child has been strengthened by the current headteacher so that those who have special educational needs and pupils who are eligible for the pupil premium receive the extra support they need. School data, supported by inspection findings from observation of lessons and analysis of students' work, show that the achievement of these groups of pupils is in line with that of their classmates.
- The Nursery and Reception classes are stimulating environments, both indoors and outdoors, and the children learn from a good range of well-planned practical experiences. Teachers and teaching assistants regularly check how well children are doing and use this information to plan activities that will help each child make good progress. Children are keen to learn and to talk about their learning.
- All teachers have higher expectations of what the most able pupils can achieve. As a result, current cohorts of the most able pupils are making good progress.
- There are very positive relationships between staff and pupils and behaviour is well managed. Leaders have established clear expectations for behaviour; teachers consistently apply these standards in the classroom and pupils follow them.

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

- The behaviour of pupils is good. They behave well in class, following instructions quickly, which means no time is wasted during and between lessons.
- Classroom environments are bright and welcoming. They are kept tidy and free from litter. Pupils say they are proud of their school and they wear their uniform with pride.
- Adults ensure that children begin to develop their social skills from the moment they enter Nursery. They learn to play together and share toys and equipment, to consider one another's feelings and to respond appropriately to instructions. This helps to ensure that they make good progress in Nursery and Reception.
- The free breakfast club provides a good, safe and sociable start to the day for those pupils who attend.
- Attendance has improved steadily over the past two years and is now above average. The number of pupils who are persistently absent has fallen. Parents are very positive about the way the school has worked with them, bringing in support from other agencies when the need has

arisen, to secure good attendance.

- The school's work to keep pupils safe and secure is good. Pupils report they feel safe and parents agree. The school provides good opportunities for pupils to learn about various ways in which to stay safe.
- There are effective arrangements in place to support children whose needs are sometimes complex, and which make them potentially vulnerable, or those who have exhibited challenging behaviour. Feedback from pupils on options such as pastoral mentors and opportunities to take time out from lessons when it is necessary was very positive.
- Despite previously high levels of exclusions, there have been no exclusions since September 2013. The headteacher has developed a range of alternative opportunities, in school, aimed at modifying pupils' behaviour and securing better opportunities for learning. A positive behaviour policy, based on building constructive relationships, is applied consistently with an emphasis on rewards for good behaviour and attitudes.
- Pupils have a good understanding of different types of bullying. For example, they can explain that spreading rumours or ignoring someone can be hurtful in the same way that physical or verbal abuse is. Pupils report that there are occasional instances of bullying. However, they say it is rare and that teachers can be relied upon to deal with issues.
- Pupils respond well to opportunities to take on jobs and responsibilities within the school, for example, as classroom ambassadors, members of the school council or as part of the charity fundraising teams.

## **The leadership and management** are good

- The headteacher provides determined and very effective leadership. Since her appointment in September 2013, and with the support of other leaders, including governors, she has brought about a number of key changes that are leading to improved outcomes for pupils.
- The school is now more inclusive, underperformance among staff has been tackled, expectations of what pupils can achieve have been raised, governors are better informed and there is now a much closer partnership between the school, parents and other agencies.
- Staff and parents are very supportive of the changes that have been made. They say that there is a real sense of community spirit in which everyone is working together for the benefit of the pupils. Subject leaders and other staff with key leadership responsibilities are well supported and provide skills and expertise in their particular areas of responsibility.
- The headteacher and governors have taken some good steps to ensure that teaching and pupils' achievement are improving. Inadequate teaching has been eliminated and pupils' progress targets have been raised. The curriculum has been improved so that it better meets the needs of all pupils. Data are being used more effectively to identify individual pupils' needs and there are more opportunities for teachers to improve their teaching through the sharing of good practice. Consequently, there is now more teaching that results in good learning. However, inconsistencies still exist and the full impact of these changes has yet to be seen in all classes throughout the school.
- Senior leaders have made good progress in addressing the areas for improvement identified at the last inspection. Planning for the needs of children in the Early Years Foundation Stage and for pupils with special educational needs has improved as the quality of leadership has been strengthened in these areas. As a result, the needs of these children are now met more effectively and they are making good progress.
- The actions taken by leaders to improve the quality of teaching of reading and mathematics have served to increase the rates of progress made by pupils in these subjects.
- Parents are very supportive and extremely positive about the school. They have every confidence in the headteacher; they particularly appreciate the fact that she greets them and their children every morning and that their views are listened to and acted upon. The overwhelming majority of parents said they would recommend the school to another parent.
- Checks on teachers' performance ensure that the quality of teaching is improving. Where any

weaknesses in teaching are noted, effective support is given. Information is used from lesson observations, looking at pupils' work and pupils' progress to set teachers' targets for improvement. There is a clear understanding that decisions about promotion and pay will be based on the impact of teaching on pupils' learning and progress.

- The broad range of subjects and topics taught meets pupils' interests well and promotes positive attitudes to learning. There is a good focus on the basic skills of reading, writing and mathematics and opportunities for pupils to use their skills in these subjects in other areas.
- The school offers pupils a wide range of after-school and lunchtime clubs. These are well attended and offer pupils the chance to learn new skills.
- Pupils' spiritual, moral, social and cultural development is promoted well through the school's values and the community. The school ensures equal opportunities for all. All pupils have access to the full range of subjects and learn in a supportive, caring atmosphere without fear of any type of discrimination.
- The local authority has confidence in the leadership and management of the school. It has provided support for the headteacher in building partnerships with other local schools and keeps a careful eye on how well the school is doing.
- **The governance of the school:**
  - Governors are highly committed and fully involved in the life of the school. They are very well informed by the headteacher; they visit classrooms and receive regular and comprehensive information on how well pupils are doing and on the quality of teaching. They ensure that staff, including the headteacher, meet their targets before considering any recommendations for pay awards.
  - Governors have increased their understanding of data about pupils' achievement and are able to ask challenging questions of senior leaders. They are aware of how the pupil premium and primary school sport funding are spent and of their effect on pupils' achievement. Governors take full advantage of training opportunities, for example, in relation to safer recruitment and managing finance. This helps keep their knowledge and skills up to date and ensures that they fully meet their statutory duties, including those in relation to pupils' safeguarding. Governors work in partnership with families and local agencies and are committed to ensuring equal opportunities for all pupils.



## 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

<b>Unique reference number</b>	107243
<b>Local authority</b>	Bradford
<b>Inspection number</b>	442190

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brendan Grant
<b>Headteacher</b>	Noreen Dunn
<b>Date of previous school inspection</b>	7 November 2012
<b>Telephone number</b>	01274 772175
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