

# Cavendish Primary School

Cavendish Road, Hull, HU8 0JU

**Inspection dates** 1–2 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage get off to a good start in their learning so that they are well prepared for work in Year 1.
- Standards throughout the school are rising in reading, writing and mathematics and good progress is evident year on year. Pupils achieve well overall.
- The quality of teaching and learning has improved. It is good and sometimes outstanding. Pupils are challenged well and they enjoy their lessons.
- Pupils' attitudes to learning are positive. They help to bring about good progress. Pupils behave well around the school and feel very safe when they are there.
- Strong leadership, including governance, has brought good improvement in key areas of the school's work since the previous inspection. Particularly successful is the way leaders manage and support teaching in order to improve effectiveness and bring about better learning for pupils.

### It is not yet an outstanding school because

- Many pupils produce work in English and mathematics that is too untidy, and teachers do not let them know clearly enough that they are expecting better.
- In Year 1, writing activities do not always build well enough on what pupils already know and can do.
- Throughout Key Stage 1 pupils have too few opportunities to write without the support of a worksheet and this slows pupils' skills in writing at length.
- Marking does not always inform pupils clearly enough about their progress and in some classes there is too little response to marking, from pupils.

## Information about this inspection

- Inspectors saw 22 lessons and part-lessons, two of which were observed jointly with senior leaders.
- Meetings were held with members of staff, pupils, parents, a representative from the local authority and members of the governing body.
- Also taken into account were 50 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's own assessments of pupils' progress; samples of pupils' work; curriculum information, the school's own view of its work, minutes from governors meetings and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Victoria Johnson	Additional Inspector
Susan Davis	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school in which the large majority of pupils are White British.
- The proportion of pupils supported by pupil premium funding is below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- A very small proportion of pupils are supported by school action.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- A breakfast club and after-school care are provided by the school.
- There have been a considerable number of staff changes since the previous inspection.

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

- Improve the overall effectiveness of teaching and thereby raise achievement further by:
  - making sure that writing activities in Year 1 always build securely on what pupils have already learned in the Early Years Foundation Stage
  - improving the consistency of good, effective marking
  - raising expectations about the way that pupils present their work
  - giving pupils in Key Stage 1 more opportunities to write on their own, without the support of a worksheet.

## Inspection judgements

### The achievement of pupils is good

- Children's abilities are broadly typical for their age when they enter Reception. They are very well cared for and exciting activities make them keen to learn and get them off to a good start. They are well prepared for their move into Year 1, most having reached a good level of development by the end of the Reception Year.
- In Years 1 and 2 pupils achieve well overall and make good progress. In Year 1 standards reached in knowledge and understanding of phonics, (letters and sounds) are above the national average. This has a good impact on pupils' reading at the end of Year 2. Pupils' writing in Year 1 is sometimes hindered, however, because for some, learning does not build well enough on skills that they have already learned.
- Standards in reading writing and mathematics have improved at Key Stage 1. Teacher assessments for Year 2, already checked by the local authority, currently show a general upturn in results, with more pupils achieving the higher Level 3 than previously.
- Good progress is established in Years 3 to 6 because expectations have risen considerably since the previous inspection. Pupils' work and accurate school assessments show that standards are above expectations in reading and are average in mathematics and writing, continuing a rising trend and building well on the previous year's overall performance at the end of Year 6.
- There is good progress in reading. Pupils in Year 2 enjoy their books and read regularly at home. They use their phonics skills well to help them make sense of unfamiliar words and enjoy talking about the books they have read. By the end of Year 6 pupils read confidently, with good understanding and good knowledge of a variety of authors.
- Disabled pupils and those with special educational needs are very well provided for. The pastoral support they receive from adults and fellow pupils is first class. Learning plans are carefully tailored to their needs and from their starting points they make good progress.
- The most able pupils are identified and generally they respond well to additional challenges and the encouragement they get. Pupils' own confidence is shown by the good proportion who, this year, attempted the highest Level 6 papers in national tests.
- Pupils supported by pupil premium funding make similar progress to others in the school and gaps in attainment are closing quickly. This reflects school leaders' commitment to ensuring equality of opportunity for all pupils. Currently in Year 6 there is virtually no difference between the achievements of pupils known to be eligible for free school meals and other pupils in the school.

### The quality of teaching is good

- An incisive check on the effectiveness of teaching by school leaders, followed quickly by well-planned training and support programmes to boost the quality where needed, have lifted the overall effectiveness of teachers' work and brought good improvement since the previous inspection.
- Teaching assistants have been part of the improvement process. Their experience, training and skills complement the work of teachers and contribute well to pupils' learning and their progress.
- Pupils' literacy skills improve generally at a good pace. Reading has a high profile and is taught successfully. Good opportunities for discussion prepare pupils well for writing in Key Stage 2. A good example of this was the very challenging debate by Year 5 pupils about what constitutes fairness or unfairness. Pupils learned the processes of formal debate and explored ideas for writing very well, while adding effectively to their personal development and achievement during the lesson.
- There are good opportunities, especially in upper junior classes, for pupils to practise their writing in different subjects and apply their learning of grammar, punctuation and spelling to different forms of writing. However, in writing, as well as in mathematics, expectations about the

neatness and tidiness of pupils' workbooks are not consistently high throughout the school.

- Opportunities for writing are sometimes limited in Key Stage 1 by a mismatch between the activities provided and what pupils are capable of doing, as well as by the overuse of worksheets, which do not encourage children to write freely using their own words.
- Numeracy has a high profile. Pupils learn multiplication tables and explore other number systems well. They put them to good use in problem-solving activities related to real life, such as exploring how to use number patterns in Year 2, to calculating monthly budgets or how not to overspend a 'disposable income' by finding the best deals in Years 5 and 6.
- Pupils learn well in science where pupils' work shows that they are beginning to understand scientific investigation. History and art are popular among pupils and their good quality work across the curriculum can be seen in displays. Pupils achieve well in physical education and comment on the increased opportunities they now have to take part.
- Resources, particularly technology, help to improve pupils' learning and make it more enjoyable. Electronic whiteboards are used skilfully, and pupils enjoy using laptops and hand-held computers, including calculators, in their lessons.
- Assessment is used well to keep track of pupils' progress and reset targets. On a daily basis, adults check pupils' work in lessons, question them well to test their understanding and help their learning move on. Nevertheless, marking is not effective in all classes. This is because comments do not always inform pupils about what they have done well or what to do next. Sometimes pupils are not shown how to improve their work and pupils' responses to marking to bring immediate improvement do not feature regularly enough in workbooks.

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

- The behaviour of pupils is good.
- It is not judged outstanding because there are still a small number of instances in the school where pupils need more support with their personal behaviour and relationships and a very small number whose attendance is low.
- Most of the pupils attend regularly, however, and attendance, from being average last year is well placed to be above average this year.
- Pupils are proud of their school. They dress neatly in uniform and mostly arrive on time. Their politeness and good manners and the respect they show towards others are welcoming features that add much to the school's caring ethos.
- Attitudes to learning are very positive and have a good impact on achievement.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they always feel safe in school. They are adamant that bullying and name-calling are very rare and are swiftly dealt with by staff when they occur. Pupils have every confidence that adults in school will always be there to help them, whatever their needs. Parents agree with that view and speak highly of the level of care provided.
- Parents also appreciate the additional care and safe environment provided for their children through the breakfast- and after-school clubs.
- Pupils contribute well to the school's everyday routines by taking on additional responsibilities. One example is how they have taken over the organisation of the school's summer fair.
- The school council is a strong force that makes sure that every pupil has a voice in school matters.
- The eco-club has planned and now maintains a delightful garden. Others act as playground mediators to ensure fair play and enjoyable playtimes. All pupils give generously to charities.
- By the end of Year 6 pupils are sensible and self-assured. They have the confidence and personal skills they need for a smooth transition to the next stage of their education.

**The leadership and management are good**

- The headteacher has led the school very effectively through a significant period of change in staffing and changes in the way the school works.
- Since the previous inspection, two years ago, she has harnessed the skills of the deputy headteacher and other senior leaders to help bring clearer direction to the school's work and to raise expectations of what pupils can achieve.
- The school's progress has been successfully overseen by local authority advisors and other external consultants. The local authority is confident that the school's leaders are capable of maintaining the current momentum of improvement.
- Central to this transformation is the very robust management of teaching. The drive for better achievement is established at every level. Staff members accept that their work is measured by the highest standards and expectations and understand that they are fully accountable for their pupils' progress.
- Leaders check teachers' effectiveness rigorously and are quick to remedy practice where it falls below expectations. Training and support for teaching are planned well.
- Middle leaders, responsible for subjects, check quality and standards across the curriculum and contribute effectively to the school's accurate view of its overall performance. Their subject knowledge and leadership skills have been nurtured well and exciting new challenges are already planned for when the new curriculum is introduced in September 2014.
- Pupils enjoy the learning that the curriculum provides and the enrichment offered through the good range of activities outside of the classroom that enrich their learning and personal skills.
- Primary sport funding has a good impact on the quality of physical education lessons and opportunities for pupils to improve their well-being. The modelling of lessons by sports coaches has increased staff confidence and skills and brings extra challenge for pupils. There is increased competitive sport and more chances for talented pupils to follow their particular interests outside of school hours.
- **The governance of the school:**
  - The governing body has reshaped the way it works with the school since the previous inspection. Governors have fuller access to information about the school's work. Their background experiences and training mean that they are well equipped to challenge school leaders and keep a check on the progress made towards meeting priorities for improvement. They are very watchful over pupils' progress and how that sits with the national picture. The achievement of those who are supported by the pupil premium is constantly checked and governors have good understanding of how sport funding is used, and of its impact in the school. Governors know the quality of teaching in the school and have been supportive of school leaders in bringing improvement. They understand how teachers' performance in the classroom has implications for their management of the school's pay policy. Finances and other statutory responsibilities are carried out efficiently and safeguarding measures conform fully to the government's 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

<b>Unique reference number</b>	117719
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	431638

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>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leanne Killelay
<b>Headteacher</b>	Machaela Heavens
<b>Date of previous school inspection</b>	13 September 2012
<b>Telephone number</b>	01482 374675
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