

# Cavendish Close Junior School

Deborah Drive, Chaddesden, Derby, DE21 4RJ

**Inspection dates** 2–3 July 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		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Not enough pupils make good progress in English or mathematics to achieve well and reach their full potential.
- The support provided for pupils who are at risk of underachieving, including low-attaining pupils and those eligible for the pupil premium, is not always effective.
- Teachers do not always adapt activities so that pupils can make good progress.
- Teachers do not consistently use marking to help pupils to improve their work.
- Teachers are not given specific targets to address identified weaknesses in their teaching.
- Year leaders are not consistently effective in checking and providing support in classrooms to improve the quality of teaching.
- Leaders have not yet ensured enough improvement in the quality of teaching and pupils' achievement.

### The school has the following strengths

- Leaders and governors are taking action to tackle underachievement.
- There is evidence of an increasing amount of good progress across the school this year.
- Pupils behave well. They feel very safe, are polite and attend school regularly.
- Pupils benefit from a wide range of outside visits and out-of-school activities.

## Information about this inspection

- The inspectors observed 14 lessons.
- Discussions were held with the executive headteacher, deputy headteacher, the Chair and Vice-Chair of the Governing Body, a representative from the local authority, senior leaders, staff and groups of pupils.
- The inspectors took account of the 18 responses to the Parent View online questionnaire and the 19 responses to the staff questionnaire.
- The inspectors examined a range of evidence, including the school’s analysis of its own performance, the school improvement plan, the systems to track pupils’ progress, and records relating to behaviour and attendance. They also looked at records of lesson observations by senior leaders, staff performance information, safeguarding documentation and a wide range of pupils’ work in all year groups.

## Inspection team

Stephen Walker, Lead inspector	Additional Inspector
Renee Robinson	Additional Inspector
Margaret Eldridge-Mrotzek	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average junior school.
- The school is housed mainly in pre-war buildings which have been extended. It has extensive grounds. There are agreed plans for a new replacement building from September 2015 as part of the Priority School Building Programme.
- Most pupils are White British, with a small number from minority ethnic backgrounds.
- An above-average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs. Many of these pupils have social, emotional and behavioural difficulties or speech, language and communication needs.
- The previous headteacher left in April 2014 and a new headteacher has been appointed from September 2014. The school is presently led by an interim executive headteacher and the deputy headteacher, who is acting as head of school for part of the week.
- The Chair and Vice-Chair of Governors were newly appointed in February 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that teaching is good or better by making sure that all teachers:
  - modify and adapt activities in lessons as appropriate, so that pupils are supported and challenged
  - make effective use of marking to show pupils how to improve their work.
- Ensure that a greater proportion of pupils make good or better progress, particularly in English and mathematics, by:
  - providing timely and effective support for all pupils at risk of underachieving, including lower-attaining pupils and those pupils who are eligible for the pupil premium
  - increasing pupils' progress and confidence in reading and writing, and in understanding and applying their numeracy skills in mathematical calculations.
- Strengthen the effectiveness of leadership and management by ensuring that:
  - the actions in the school improvement plan are leading to sustained improvements in pupils' achievement and the quality of teaching
  - leaders are fully effective in checking and providing support in classrooms to improve the quality of teaching
  - the performance objectives set for individual teachers address the weaknesses in their teaching which are identified by senior leaders.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress is not consistently good and they have not attained as well as might be expected, particularly in reading and mathematics. This was shown by test results for Year 6 pupils in 2013, with lower-attaining pupils, in particular, not making the progress they should.
- Although there are signs of better progress this year, these have been insufficient to compensate fully for some underachievement in previous years or to demonstrate sustained good progress.
- Additional funding from the pupil premium has been used to provide eligible pupils with support in reading, writing and mathematics, but these pupils are still not making enough progress. The gap between their attainment and that of the other pupils is not narrowing quickly enough. In Year 6, in 2013, eligible pupils currently in the school were about six months behind the other pupils in mathematics but were more than two terms behind them in reading and writing.
- Pupils' skills and confidence in reading have not been consistently developed across the school. Similarly, key skills in numeracy are sometimes weak and some pupils have difficulties with basic calculations in mathematics. Although pupils are generally making better progress in writing, here too there are some inconsistencies between classes.
- Despite the school's improved systems for tracking pupils' progress, some teachers still do not identify underachieving pupils quickly enough or give them fully effective additional support in the areas where their skills are weaker. This is particularly the case for pupils of below-average attainment.
- Disabled pupils and those who have special educational needs make variable progress in line with their peers. A number of pupils supported through school action or with a statement of special educational needs underachieved last year. Pupils are making better progress this year due to more effective work from teaching assistants, which helps them overcome barriers to learning.
- There are clear signs of better progress across the school this year, which reflect the school's drive to raise achievement. In the past, the targets set for pupils' attainment have not been sufficiently challenging. More demanding targets have been set since the last inspection for all pupils, which is raising expectations for staff and pupils.
- Evidence from across the school, including pupils' work in books and school data, indicates that most pupils are making at least the expected progress and more pupils are making good progress than last year. Recent testing in Year 6 suggests that many of the pupils are on track to gain more than two levels of progress in English and mathematics, which would represent good progress from their Key Stage 1 starting points.
- The school has been active in improving pupils' progress in mathematics. Pupils benefit from the daily numeracy lessons in ability groups and the emphasis on checking key skills for each pupil. There is a greater emphasis on problem solving within more practical situations.
- Reading is now a key priority, and pupils are encouraged to read at home and in school each day. Attainment in reading is broadly average by the end of Key Stage 2. The school is active in

ensuring that there are suitable reading books for both boys and girls. The school is using a more structured approach to teaching phonics (the sounds represented by letters) across the school. The emphasis on speaking and listening, as well as providing greater guidance with pupils' written work, is supporting the improvement in both their language and writing skills.

### The quality of teaching

### requires improvement

- Although there have been improvements in teaching, it still varies too much across the school and so requires improvement. School data, the work in pupils' books and observations of pupils' learning show that teaching is not yet strong enough across the school to lead to sustained good achievement.
- Where the teaching fails to modify and adapt activities so that pupils have the right levels of support or challenge, progress remains too slow. For example, learning is hindered when pupils who are stuck wait too long for the teacher to help them with their work and where pupils who are ready to get on with the work spend too much time listening to general instructions.
- The marking of pupils' work is still inconsistent across the school. There is some good marking, particularly in literacy, which provides clear guidance to pupils on how to improve their work, and to which pupils respond well. In other cases, however, the marking does not provide such guidance. When given the opportunity, pupils are keen to improve their work.
- A number of teachers use displays of work very effectively to celebrate good work, support learning during lessons and provide examples of expected levels of work. However, this is not replicated across the school and not all teachers using the display of pupils' work to provide a stimulating environment for learning in their classrooms.
- Pupils generally have good attitudes to learning and they behave well in all classes.
- Teaching assistants are used well in classes where pupils make good progress, and they provide effective support for pupils who require additional help with their work. However, across the school, although pupils are withdrawn on a regular basis in small groups for extra help in reading, writing and numeracy, this is not always effective in supporting lower-attaining pupils; they are still not making enough progress.
- Some teachers prepare a range of activities which fully engage the pupils and challenge them in their learning. For example, Year 6 pupils made good progress when planning their story on *Romeo and Juliet*. The teacher asked questions skilfully to check their understanding and encouraged pupils to apply and extend their knowledge. The task was modified for the different groups so that pupils of all abilities were able to make rapid progress in their writing.

### The behaviour and safety of pupils

### are good

- The behaviour of pupils is good. Most pupils behave well in lessons and around the school, and this contributes to a calm and orderly atmosphere. There are very clear expectations of behaviour and consistent systems are applied well to deal quickly with any misbehaviour. Exclusions from school are now extremely rare.
- Pupils respond well to teachers' good use of praise and encouragement, which promote high standards of behaviour. However, a few pupils lose concentration in some lessons when they do not understand the work or they are not sufficiently challenged by the work they are set.

- The daily assemblies interest the pupils and help them to develop a sense of commitment to others. Pupils are considerate, polite and courteous to staff and each other, and this contributes well to their learning.
- Pupils are proud of their school, adhere to the uniform regulations and ensure that there is no litter in the school grounds. Senior pupils are encouraged to take on responsibilities within the school, such as through the school council, acting as sports leaders and helping in the lunch hall.
- The school's work to keep pupils safe and secure is good. The governors make sure that the arrangements for safeguarding fully meet current requirements and underpin the school's very caring approach.
- Pupils feel safe and display a good understanding of the issues relating to safety. They talk confidently about how they would keep themselves safe in a variety of situations, such as crossing the road and talking to strangers. Older pupils confirm that the school provides them with helpful information on sex education and the dangers of smoking, alcohol and drugs.
- Parents, carers and pupils confirm that bullying is rare in the school. Pupils say that any unkind behaviour, such as name-calling, is dealt with quickly and effectively. Pupils are aware of the different forms bullying can take, such as cyber-bullying and prejudice-based bullying related to gender, race and disability.
- Attendance has improved over the last two years and is now above average, reflecting parental support and pupils' enjoyment of school. The learning mentor has been very active in working with families to improve the attendance of poor attendees.

### **The leadership and management**

### **requires improvement**

- Although there is clear evidence that this is becoming a better school, there is still work to do in consolidating the recent improvements in pupils' progress and to tackle teaching that requires improvement.
- The executive headteacher and deputy headteacher are providing strong leadership which has already brought improvement in attendance, the tracking of pupils' progress and in the quality of teaching. However, school leaders have yet to show that improvements can be sustained to raise teaching and pupils' progress to consistently good levels.
- Year leaders are developing their new roles and have been active in tracking pupils' progress and organising additional support for pupils who are in danger of underachieving. However, they are not yet sufficiently involved in checking and providing support in classrooms to improve the quality of teaching. The numeracy leader is not involved enough in monitoring and supporting the teaching in mathematics.
- The system for setting performance targets for teachers ensures that they are held to account for the achievement of their pupils. Nevertheless, the targets for individual teachers are not specific enough because they are not sufficiently linked to the particular areas for improvement which leaders identify when they monitor teaching.
- The school improvement plan is based on an accurate assessment of the school and targets the right areas for continuing improvements. The leaders have particularly improved systems to strengthen the tracking of pupils' progress and make teachers more accountable for the progress of their classes. However, the actions in the school improvement plan are not yet leading to

sustained improvements in pupils' achievement and the quality of teaching.

- The curriculum has a significant focus on literacy and numeracy. It also enables imaginative use to be made of topics which link the other subjects together. A wide range of outside visits and out-of-school activities increase pupils' enjoyment and experience of school. The range of experiences contributes well to pupils' spiritual, moral, social and cultural development.
- Primary school sports funding has enabled the pupils to benefit from a range of additional sporting activities. The pupils have had considerable success in inter-school competitions. Teachers have also received sports coaching to help them with their physical education teaching. There is a clear emphasis on developing more healthy lifestyles and better physical well-being for the pupils, but it is too early to evaluate the impact of the additional funding.
- The school has been active in developing more positive relationships with parents and carers. Leaders show a strong commitment to welcoming pupils of all backgrounds and abilities, and giving them all an equal chance to succeed.
- The school is well supported by the local authority and external consultants. The improvement officer has been involved in helping leaders with long-term planning, providing training for governors, and developing strategies to improve the quality of teaching. The school has good links with other Derby schools through the Primary Educational Improvement Partnership and the School Sports Partnership. Transition arrangements with local secondary schools ensure that pupils are well prepared for their new schools.
- **The governance of the school:**
  - The governing body has gained a better awareness of the school's strengths and areas for improvement since the previous inspection. Its members are increasingly involved in monitoring progress and holding leaders and staff to account. The senior leaders ensure that governors have a good understanding of the quality of teaching and of pupils' achievement in relation to other similar schools. This allows them to make confident decisions on salary progression that tie pay rises for teachers to the progress their pupils make. Governors have overseen the use of the pupil premium funding and ensured that it is spent only on supporting eligible students. They have been very active in reviewing the use of the additional money so that it has greater impact on closing the achievement gap for these pupils. Governors are developing their roles and are highly aware of the need to monitor the effectiveness of key actions and initiatives to ensure that they are quickly leading to improvements in teaching and achievement.

## 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>	112748
<b>Local authority</b>	Derby
<b>Inspection number</b>	441875

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amie Hollingshurst
<b>Headteacher</b>	David Blackwell
<b>Date of previous school inspection</b>	22 January 2013
<b>Telephone number</b>	01332 672338
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