

Inspection of a good school: Cavendish Primary School

Hall Road, Eccleshill, Bradford, West Yorkshire BD2 2DU

Inspection dates:

7–8 January 2020

Outcome

Cavendish Primary School continues to be a good school.

What is it like to attend this school?

Senior leaders have created a warm, vibrant ethos. Polite, bubbly pupils give visitors a hearty welcome. Many pupils enjoy the breakfast and early morning reading clubs. There are smiles and laughter aplenty. Staff and pupils are proud of their happy school.

Pupils like their teachers. There are lots of fun, well-supervised things to do at breaktimes. Pupils join in organised games, use the running track or relax with friends. Most pupils behave well. Bullying is not tolerated. Any poorer behaviour is managed effectively. Although improving, some pupils' attendance is low.

Leaders are ambitious for pupils. Reading is prioritised. Pupils find learning exciting and pay close attention in lessons. Teachers plan and sequence learning carefully. Pupils' knowledge of subjects like history and mathematics, grows year-on-year. By the end of key stage 2, most pupils achieve well. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). In key stage 1, some adults do not match books precisely to some pupils' phonics knowledge. Children's achievement in early years is improving. Current children are doing well in reading, writing and mathematics.

The governing body is newly formed. Not all governors have a secure understanding of their duties and responsibilities.

What does the school do well and what does it need to do better?

The quality of education is good and improving. The curriculum excites and interests pupils. From low starting points, most pupils do well by the end of key stage 2. Disadvantaged pupils and those with SEND do as well as others. Teachers plan and sequence learning logically for all pupils. They have thought carefully about what to teach and when to teach it. Pupils remember the most important knowledge in subjects such as history and mathematics. They understand the order of events and different periods of history over time. Pupils know that what happened in the past affects us today. They use increasingly tricky words and concepts correctly in subjects across the curriculum.

Reading has a high profile. The library is well stocked and used regularly. Each class has a tempting reading area. Story times, reading challenges and early morning clubs get pupils excited about books. Reading and phonics lessons take place every day. Regular training keeps the quality of teaching high. Any pupil falling behind gets extra help to catch up. Key stage 2 pupils' attainment in reading is high over time. Some pupils in key stage 1, however, find reading tricky. They struggle when books are not well matched to their phonics knowledge. This slows some pupils' progress.

Children in the early years are safe and happy. They are well looked after by warm, caring staff. Teachers plan exciting learning tasks. Independent activities indoors and outside are inviting. Children explore subject-specific knowledge about the world around them. They get off to a prompt start in reading. Mathematics and number work happen daily. Writing is taught and modelled by staff regularly.

Over time, however, children's attainment is disappointing. Historically, not all children were well prepared for key stage 1. Leaders' actions are making a positive difference. A new assistant headteacher is revamping the early years curriculum. Adults' expectations are higher. Early years staff are thinking more carefully about what to teach and when. Current children are doing well in reading, writing and mathematics.

The school formed a hard federation with Knowleswood Primary in July 2019. Several governors are new. They bring helpful experience and knowledge about the local community. All are keen to make a positive difference for pupils. Some, however, are still developing their understanding of the school's strengths and weaknesses. Not all governors have the knowledge and experience they need to challenge leaders effectively.

Leaders are improving pupils' attendance. They offer support and challenge to parents. Leaders draw on help from other professionals. Pupils are benefiting from this. The attendance of pupils with SEND who have an education, health and care plan is much better. They are less likely to miss important learning or fall behind. Some pupils' attendance, however, remains too low. Leaders know that further work is needed.

Adults ensure that rules are fair and consistent. This helps pupils behave well. The wider curriculum allows pupils to develop a strong sense of right and wrong. Pupils listen carefully to others. They work well together. Almost all pupils follow adults' requests and instructions politely. Pupils appreciate the care and kindness shown to them. They know that adults will help if they have any worries.

Leaders work well with others to identify and manage the needs of pupils. Pupils who need help with emotional, mental health or behavioural issues get it. Leaders communicate well with parents and professional partners. Vulnerable pupils and families are effectively supported. Leaders keep close contact with alternative providers. This makes sure that pupils who learn off-site get the help they need. Staff manage pupils' personal, social and emotional development well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare and safety come first at Cavendish Primary. Leaders ensure that staff understand their safeguarding responsibilities. Regular training takes place. Adults know what they must do to protect pupils and keep them free from harm. They know the signs of potential abuse and neglect to look out for. This means that risks for vulnerable pupils are minimised.

Leaders' checks on the suitability of adults working with pupils are thorough. This includes any adults visiting the school or working with pupils off-site. Leaders communicate with police, social services and other partners to make sure families get the help they need, when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most pupils leaving key stage 2 are well prepared for the demands of the secondary curriculum. Pupils' progress and attainment in reading in key stage 2 has been well above national averages over the last three years. However, in key stage 1, some pupils' reading progress and fluency is hampered as they struggle to decode books that are too hard. Adults should make sure that books are matched precisely to pupils' phonics knowledge.
- The proportion of children reaching the early learning goals in reading, writing and mathematics in early years has been below national averages over time. Historically, too few children were well prepared for key stage 1. Current children are doing better. Leaders should ensure that reading, writing and mathematics are planned and sequenced carefully in the early years so that the proportion of children reaching the early learning goals and a good level of development improves to match or exceed national averages.
- Governors are committed to school improvement and are keen to make a difference. However, the extent to which governors understand their role varies. Not all know the school's strengths and weaknesses well. This means some are ineffective in challenging and supporting leaders. Governors should ensure that they have the knowledge and understanding needed to execute their responsibilities effectively.
- Leaders know that pupils' attendance needs to improve. It is a core part of the school's development priorities. Leaders should make sure that they continue to develop strategies to improve pupils' attendance.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Cavendish Primary School to be good on 22–23 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107243
Local authority	Bradford
Inspection number	10121847
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair of governing body	Angela Robertson
Headteacher	Noreen Dunn
Website	www.cavendishprimary.org.uk
Date of previous inspection	22–23 June 2016

Information about this school

- This is a larger-than-average size primary school.
- The school formed a hard federation with its partner school, Knowleswood Primary, in July 2019. The headteacher has responsibility for both schools. Jonathan Nixon, previously the school's deputy headteacher, now undertakes the role of 'head of school' at Cavendish Primary. The headteacher works across both sites.
- There have been several changes to the leadership team, staff and governors since the previous inspection. A new assistant headteacher was appointed this term. The chair of governors is new to post.
- Over time, the proportion of disadvantaged pupils and pupils with SEND, including those with an education, health and care plan, is well above national averages.
- The school makes use of alternative provision for some pupils at the Horizons centre in Holybrook Primary School. Leaders from each setting are in daily contact, and staff exchange visits regularly.

Information about this inspection

- I met with the headteacher, head of school, assistant headteachers, curriculum leaders, teachers, pupils and governors. I also met with the coordinator for pupils with SEND, non-teaching staff and the early years leader.
- We did deep dives in reading, mathematics and history. This involved meetings with senior leaders and leaders of each subject, as well as meetings with pupils and teachers. I visited lessons in each key stage along with school leaders. I listened to pupils' reading and examined work in their books. I also scrutinised documents associated with each subject.
- I held a telephone call with a representative from the local authority. I also spoke with the headteacher of Holybrook Primary School to discuss the off-site provision offered for some pupils with SEND.
- I scrutinised a range of documentation and information about the school's work, including that related to safeguarding, behaviour, self-evaluation and improvement planning.
- I took the views of 39 parents who responded to Ofsted's survey into account as well as the comments offered by parents. I also considered the views of 24 members of staff who made their views known through Ofsted's survey.
- I examined the views and comments expressed by 79 pupils who responded to Ofsted's pupils' survey. I also spoke formally and informally with pupils across both days of the inspection and observed their behaviour and interaction indoors and outside.

Inspection team

Fiona Manuel, lead inspector

Her Majesty's Inspector

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