

Inspection of a good school: Cavendish Junior School

Edmund Street, Newbold Moor, Chesterfield, Derbyshire S41 8TD

Inspection date: 13 July 2021

Outcome

Cavendish Junior School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy coming to school. The school is a calm and caring place. Pupils respect each other and their teachers. One pupil told an inspector, 'It is ok to be different; everybody deserves to have equal rights. Even though everybody is different, we are all the same.' Pupils say they feel safe in school because staff care for them well. Pupils learn to keep themselves safe, for example when using the internet or playing outside.

Leaders and teachers have high expectations of all pupils. Teachers know pupils well. Pupils say they enjoy learning because 'our teacher inspires us'. Pupils are proud of their 'Cavendish code', which helps them develop the skills needed to be successful and ready for the next chapter of their lives. Pupils behave well in lessons and as they move around the school. They say bullying does not happen but know what to do if it did.

Pupils benefit from lots of opportunities to learn about life outside of school. Pupils enjoy school trips, such as a visit to Bolsover Castle as part of a history topic. The 'Cavendish college' helps pupils learn life skills, including cooking and gardening.

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

Leaders have designed a curriculum which sets out what pupils should know and when in English and mathematics. Pupils know more and remember more in these subjects. In other subjects, such as art and computing, the curriculum is less well organised. This is because subject leaders have not planned the sequence of what pupils should learn well enough. Leaders are in the process of addressing this.

The curriculum design in mathematics helps pupils to recall prior knowledge. Teachers help pupils to understand difficult knowledge and concepts. Lessons help pupils to remember what they already know and build on this with new knowledge. For example, in mathematics, pupils in Year 4 remembered what they had learned about fractions and

decimals before moving on to rounding numbers. Teachers assess pupils regularly, sharing the outcomes with pupils. As a result, pupils know what they need to do to improve.

In history, pupils are enthusiastic learners. During a lesson visit, pupils in Year 4 enjoyed learning about life in Ancient Egypt. They confidently compared the difference between life in Ancient Egypt and modern-day life. The curriculum is designed to ensure that pupils build up a secure bank of historical knowledge.

Leaders make sure that reading is a top priority. The reading curriculum is strong. Books are well matched to pupils' reading abilities. Pupils read daily and enjoy reading. They described their favourite books and authors with enthusiasm. The 'curiosity cabin' allows pupils to enjoy reading a book of their choice. This has helped to develop pupils' love of reading. Pupils also enjoy the 'den building and hot chocolate' sessions, where they read with a parent.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Teachers act quickly if pupils need extra help to remember or understand something. Teachers adapt the curriculum according to pupils' needs.

Teachers expect pupils to behave well in lessons and during social times. Pupils work hard. They value the school's house-points system and strive to get rewards in their 'books of success'. Pupils want to come to school and know the importance of attending school every day.

Leaders provide opportunities for pupils to learn about people from different cultural backgrounds. Pupils recently enjoyed learning about Judaism in religious education. Pupils like having the opportunity to become a 'pupil parliament' member. They know what democracy means and understand the fairness of voting.

Staff describe the school as 'a team'. Staff feel well supported by leaders and governors. Staff appreciate the training they receive. They say the training supports them in developing their knowledge and expertise.

In discussion with the headteacher, we agreed that further curriculum development may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff's safeguarding training is up to date. Staff know the steps they need to take to record and identify any concerns about pupils. Pupils can access 'the jungle room' if they need to talk to an adult about their worries. Leaders work well with external agencies to keep pupils safe.

Pupils learn how to keep themselves safe. For example, they learn how to stay safe when using the internet. They also learn about how to avoid unsafe situations. Pupils understand the importance of keeping healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about.
- Leaders have not set out precisely what pupils should know, and when, in subjects other than English and mathematics. Consequently, teachers lack guidance for what they should teach, and when. Leaders should ensure that the curriculum contains the key knowledge and skills that pupils should acquire in all subjects, so that they know and remember more over time.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good 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 the school to be good on 22 and 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	112659
Local authority	Derbyshire
Inspection number	10199249
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Phil Coates
Headteacher	Nicola Marlow
Website	www.cavendish.derbyshire.sch.uk
Dates of previous inspection	22 and 23 June 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2019. In addition, the chair of governors was recently appointed.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and staff. The lead inspector held a meeting with the chair of governors and a representative of the local authority.
- Inspectors looked closely at the quality of education in reading, mathematics and history. This involved speaking with leaders, staff and pupils, visiting lessons and reviewing curriculum plans and samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents relating to safeguarding. The lead inspector met with the designated senior leader for safeguarding to discuss the school's

policies and procedures. Inspectors spoke with pupils and staff to evaluate the school's safeguarding culture.

- Inspectors observed pupils' behaviour in lessons and around the school.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Christine Watkins

Her Majesty's Inspector

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