

# Inspection of a good school: Cavendish Close Infant School

Wood Road, Chaddesden, Derby, Derbyshire DE21 4LY

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Inspection dates: 4 and 5 May 2022

## **Outcome**

Cavendish Close Infant School continues to be a good school.

## **What is it like to attend this school?**

Cavendish Close Infant School is a nurturing and caring school. Pupils are happy here. They like their teachers and the other pupils. They say that 'everyone is kind'. Pupils trust the adults in school. They feel safe. They do not worry about bullying. Pupils are certain that a grown-up will help them if they are worried or upset.

Leaders want every pupil to do as well as they can. Inclusion is at the heart of the school's work. The needs of all pupils are considered. Pupils with special educational needs and/or disabilities (SEND) are given the help they need to be involved in every aspect of school life. The provision for pupils with SEND is a strength of the school.

Teachers have high expectations of pupils' behaviour. Right from the start of school pupils learn to get along together. They listen well in lessons. They work hard. Good manners are valued. Pupils say 'thank you' without prompting when someone helps them. Pupils are rightly proud of their school. They describe it as 'amazing' and 'the best'.

Parents are also unanimously positive about the school. One parent commented: 'The school settles for nothing less than the best for all of the pupils.'

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

Leaders have designed an ambitious curriculum. Starting in the early years, curriculum plans identify what pupils will learn and when. Leaders have ensured that pupils build their knowledge up layer by layer. For example, Year 2 pupils in art and design were mixing powder paint with great care to create shades of blue. Pupils were able to do this with precision because they remember what they have been taught in previous lessons.

Subject leaders have developed a 'practice guidance' document, which provides teachers with important information about each subject. Teachers have good subject knowledge. They match the activities closely to the knowledge that pupils need to learn. They use appropriate resources. In some lessons, teachers check that pupils remember prior

learning. However, this is not systematic. Leaders have not agreed a consistent approach to how teachers check that pupils are remembering what they have been taught across the curriculum.

Reading is a priority. Leaders have identified 'core books' for each year group that pupils read regularly. Pupils often identify these texts as their favourite books. Teachers also read books which link to the class topic. 'Character books' are used to teach pupils about everyday issues. For example, in one story time, pupils were reading a book which helped them to understand how families can be different.

Pupils learn phonics as soon as they start at school. The teaching of phonics follows a well-organised programme. Teachers check that pupils are remembering new sounds. They use this information to identify pupils who are not keeping up. These pupils receive extra help. Teachers match books pupils read to the sounds they know.

There is a consistent approach to the teaching of mathematics. Teachers explain new concepts well. Pupils use practical resources to support their work and are given time to practise new learning. Assessment is used to identify where pupils may have misconceptions or gaps in their learning.

While assessment is effective in the core subjects, leaders have not developed a consistent approach to how pupils' learning is assessed in subjects other than English, mathematics and science.

Leaders have identified the characteristics they want pupils to develop. 'Star expectations' are displayed around the school. Pupils are provided with a wide range of activities and experiences beyond the academic curriculum. Pupils have the opportunity to plan school events. Currently, the school council are planning a celebration for the Queen's Jubilee. Pupil well-being is given the highest priority. Pupils learn to recognise different emotions. They know how to 'find some words' to explain how they are feeling. This allows them to get the help they need. As a result of the school's work, pupils are well prepared for each new stage in their education.

Governors know the school well. They are knowledgeable about the school's strengths. They work closely with leaders to continue to improve the school. They hold leaders to account effectively.

Staff are proud of the school. They are a happy team. They say the headteacher has created a caring and supportive working environment. Staff agree that their workload and well-being are considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is led by an effective team. They ensure that all staff receive regular training. Staff understand their responsibilities to keep a close eye on pupils and pass on any concerns they have. They are alert to the possibility that even little changes in a

pupil's behaviour could indicate that something is wrong. Detailed records are kept. The safeguarding team follows up concerns. When it is needed, help is sought from external agencies to support pupils and families.

Pupils are taught about how to keep themselves safe in a range of settings, for example road safety, stranger danger and online safety.

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

### **(Information for the school and appropriate authority)**

- While teachers have some systems in place to check that pupils are remembering what they have been taught, leaders have not yet developed a systematic approach to how, and when, pupils revisit prior learning. As a result, it is not yet clear that pupils are remembering the key knowledge that has been identified in curriculum plans. Leaders should ensure that a consistent approach is developed to provide pupils with further opportunities to revisit prior learning.
- Leaders have not developed an effective assessment system for the foundation subjects. Teachers are not systematically identifying pupils who may have gaps in their learning in subjects other than English, mathematics and science. Leaders must make sure that a consistent and effective assessment system is developed for the foundation subjects.

## **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 evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	112749
<b>Local authority</b>	Derby
<b>Inspection number</b>	10227763
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carol Moore
<b>Headteacher</b>	Christina Diffin
<b>Website</b>	<a href="http://www.cavclosei.derby.sch.uk">www.cavclosei.derby.sch.uk</a>
<b>Date of previous inspection</b>	23 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in October 2020. Prior to this, she had been the acting headteacher since September 2019.
- The school operates a breakfast and after-school club that is managed by the governing body.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior and middle leaders. She also met with four members of the governing body, including the chair and vice-chair of governors. The inspector met with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive the inspector met with subject leaders, looked at

curriculum plans, visited lessons, spoke to teachers and pupils from the lessons visited and looked at samples of pupils' work. The inspector also observed pupils reading to a familiar adult.

- The inspector reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and having discussions with pupils.
- Pupils' behaviour was observed in lessons and at other times around the school.
- The views of parents and staff were taken into account through Ofsted's online surveys. The inspector also met parents in the playground at the start of the school day and spoke to members of staff to gather their opinions about the school.

### **Inspection team**

Caroline Poole, lead inspector

Her Majesty's Inspector

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