

# Inspection of Cavendish Primary School

Cavendish Road, Hull HU8 0JU

---

Inspection dates: 4 and 5 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils enjoy coming to school. They are polite and greet visitors in a friendly way. They understand the school values of respect, grow, believe and achieve. The values help pupils to behave well. Leaders have high expectations for pupils' behaviour and learning.

Pupils feel safe at school. Bullying happens very rarely. When it does, it is taken seriously and dealt with quickly. Anti-bullying is promoted through the 'STOP' campaign. Pupils are taught about values such as respect. Staff notice when pupils display these qualities and reward them for doing so. Pupils are given opportunities to develop responsibility, such as by becoming a member of the school council or a reading buddy.

Leaders promote mental health and well-being for pupils. The well-being champions support their peers in school. Pupils enjoyed the 'Hello Yellow' mental health day. Pupils develop economic awareness through the enterprise project 'Make £5 Blossom'. Pupils learn about fundamental British values. They can explain democracy and understand tolerance.

Parents and carers are positive about the school. They feel that their children are safe, happy and making good progress. They are informed about the progress that their children are making. Staff are approachable and respond well to concerns.

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

The curriculum is planned from early years through to the end of Year 6 for all subjects. Leaders ensure that learning is sequenced so that pupils build knowledge over time. For example, science is planned so that content knowledge and scientific enquiry skills are taught alongside each other. In other subjects, such as history, curriculum thinking is not as far along. As a result, pupils complete and remember activities but do not always learn and remember the intended knowledge.

Leaders are ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff quickly identify pupils' individual needs. Changes are made to the way in which the curriculum is delivered to ensure that pupils with SEND are successful. Leaders have the same high expectations for all pupils.

Leaders are keen to develop pupils' love of reading. The introduction of the phonics programme has ensured that phonics is taught consistently. Highly trained staff implement the programme well. Pupils who are falling behind are given the support necessary to catch up. For these pupils, the support that they receive for writing does not match the support that they receive in phonics. Writing tasks are matched to the topic rather than to teaching the basic skills of spelling, punctuation, grammar and handwriting that these pupils need to be able to write independently.

Leaders have ensured that the curriculum in early years prepares children well for Year 1. There is a strong focus on developing children's communication and language skills. Stories are used well to develop children's vocabulary. Adults develop children's language by modelling sentences and asking questions. Well-developed routines support children's personal and social development. Adults encourage independence by supporting children to tidy up after themselves. Children behave well and stay focused on their tasks. They get along well with others. Staff relationships with children are very positive.

The behaviour policy is clear and well understood by both staff and pupils. This contributes to the positive behaviour seen around school and in lessons. Pupils participate well in lessons. Teachers have high expectations of them. Pupils and staff understand the behaviour system of 'good to be green' and 'great to be gold'. This language is heard around school. Pupils appreciate the rewards that they can earn for behaving and learning well. Staff feel well supported by leaders when managing behaviour.

The curriculum for personal, social, health and economic education (PSHE) is well planned and sequenced. Leaders are committed to ensuring that pupils are independent and resilient. They make sure that the curriculum is adapted in response to local and national issues. Pupils learn about different world faiths and cultures. They respect people who have different beliefs or opinions to their own. Pupils enjoy a wide range of extra-curricular clubs, such as football, rugby and drama. Pupils learn a range of instruments, such as the cello, trumpet and violin. Leaders ensure that clubs and activities are accessible for pupils with SEND and disadvantaged pupils.

Leaders of the multi-academy trust have supported the school's leaders to make significant improvements since the school converted to an academy. Governors and trustees are clear about the school's strengths and are confident that leaders have the capacity to continue to move the school forward. Staff welcome the support they get from the trust and school leaders, including training opportunities and well-being support. Leaders ensure that parents are aware of the importance of pupils attending school regularly. This has led to significant improvements to pupils' attendance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Governors have a very clear understanding of safeguarding. They check on the culture of safeguarding regularly. Leaders have established systems and processes which ensure that the safeguarding of all pupils is of the highest priority. Staff and leaders are fully aware of the challenges faced by pupils and the local risks in the community. Pupils are taught through the curriculum about risks. Pupils have a secure understanding of online safety. Records for safeguarding are detailed and updated as necessary.

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

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

- In some subjects, such as history, the revised curriculum is not fully embedded. This means that pupils do not always remember the knowledge they have been taught. Leaders need to ensure that teachers are planning activities that enable pupils to deepen their understanding of the knowledge they have identified as being important.
- Teachers do not give enough attention to the technical aspects of the writing of some pupils, including spelling, punctuation, grammar and handwriting. As a result, these pupils are not able to write with accuracy. Leaders should ensure that the curriculum for writing gives sufficient attention to building pupils' fluency of the basic skills so that they are able to write independently.

## 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.

## 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>	147270
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10277899
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michelle Kermeen
<b>Executive Headteacher</b>	Susan Brummitt
<b>Website</b>	<a href="http://www.cavendish.hull.sch.uk">www.cavendish.hull.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use any alternative provision.
- The school is part of Horizon Academy Trust.
- The leadership team consists of the executive headteacher, head of school, three assistant headteachers and the early years leader.
- The executive header and head of school took up their posts in September 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, early years leader and the special educational needs coordinator.

- The lead inspector met with representatives from the local governing body, chair of the trust and the deputy chief executive officer.
- Inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school, their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed pupils' relationships with each other and with adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils. They considered comments received via the free-text facility on Ofsted's online survey for parents, Parent View. They also talked to some parents in the school playground and on the telephone.

### **Inspection team**

Nicola Beaumont, lead inspector	His Majesty's Inspector
Judy Shaw	Ofsted Inspector
Kirsty Godfrey	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023