

Unfortunately, the full report is not available from Ofsted. Please contact the school.

Below is the summary.

SUMMARY OF THE INSPECTION REPORT

CAVENDISH JUNIOR SCHOOL

Chesterfield

Headteacher: Mrs Lorraine Jones

Date of inspection: 7 - 9 October 2002

The school was inspected by five inspectors, led by Mrs J Barnes. This is a summary of the inspection report, which is available from the school.

INFORMATION ABOUT THE SCHOOL

Cavendish Junior School is situated about two miles north of Chesterfield town centre. There are 139 pupils on roll aged from seven to eleven years of age with similar numbers of boys and girls. The roll is falling and this trend is likely to continue for at least two years when the intake of the infant school, from which almost all the pupils come, suggests numbers may begin to rise. The numbers in each year group vary in size from 27 to 43 pupils. The school organises the pupils into five classes, each including two year groups. Most pupils live in the nearby community, which has a mixture of privately owned and local authority housing. Thirty-four percent of pupils are entitled to free school meals, which is much higher than the national average. The school's intake is mainly of white British background, with a very small number of pupils from minority ethnic groups, all of whom speak English adequately. When the pupils enter school, the national test results show that most of them are achieving the standards that are expected for their age group, with about one in five pupils achieving better than average results. However, about a quarter of the pupils do not achieve the expected standards, so the pupils' achievements on entry to the school vary widely. About one in five pupils has been identified as having special educational needs, which is about average. Ten of these pupils have Statements of Special Educational Need which is higher than usual. The school's population is reasonably stable, with nine pupils arriving last year, and four leaving. The school has gained awards over the last two years for improvements in standards, including being named in the national list of the 100 most improved schools.

HOW GOOD THE SCHOOL IS

The school is very effective in valuing pupils, developing high standards of behaviour and a supportive atmosphere for teaching and learning. Parents are confident that their children are cared for throughout the school day. Standards have improved over time, with particularly good results for the more capable pupils in the 2002 national tests for English, mathematics and science. Many pupils are capable of further improvement in their achievements. Teaching throughout the school is at least satisfactory. The school is well led by the Headteacher with the support of staff and an active governing body. Day-to-day routines run smoothly and the school has a calm and welcoming atmosphere. The management and organisation of the pupils' learning, and the topics they study, is not yet sufficiently well co-ordinated throughout the school to ensure all pupils make brisk progress through each year group. Given the low attainment of many pupils on entry, the school provides satisfactory value overall.

What the school does well

- The Headteacher provides a strong lead in establishing good behaviour, a calm and orderly atmosphere for teaching and learning, and good relationships with parents and the wider community. The governing body is well informed and active.
- The staff develop warm and supportive relationships with pupils that give the pupils confidence in themselves, and positive attitudes to their work and to each other. The extra-curricular study support for pupils is particularly helpful in maintaining positive attitudes towards school.
- The pupils' behaviour is good and is managed consistently well throughout the school.
- The work of the support staff has a positive effect on pupils' behaviour and the standards they achieve, particularly those pupils with special educational needs.

What could be improved

- Standards of attainment need to be improved, especially in writing; reading for the lower attaining pupils; the application of oral number skills to other situations; investigative skills, particularly in mathematics and science; knowledge and skills in information and communication technology (ICT); the enquiry skills related to history and geography, and religious education.
- The management of the pupils' learning through school, notably in developing ways of organising pupils to ensure they all make brisk progress towards suitably high standards.
- The use of assessment data to identify pupils' strengths and weaknesses, to influence the planning of lessons, and to improve the match of both teaching and activities to the pupils' age, ability and stage of learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2000. Good progress has been made in consolidating the gains that the last inspection report identified, and satisfactory progress in working on the four key issues the inspection identified. The school's positive, welcoming atmosphere and good relationships are clearly evident, and pupils' behaviour is of a good standard. Much effort has gone into these improvements by all members of the school community. Standards have also improved in reading across the curriculum and in boys' writing in the oldest year group. Raising overall standards in writing has been less effective; although the school's national test results for the last two years are better than those at the last inspection. There are some improvements in spelling and handwriting, but these remain inconsistent. Standards in mathematics have improved, especially in pupils' calculation of number although their application of number to problem solving is still an issue. There remains much to do to improve standards further. Subject co-ordinators have been allocated time to monitor standards and pupils' progress but this is yet to be translated into more active promotion of higher standards for individuals and groups of pupils. Annual targets for improvement have been set for individual pupils, based on National Curriculum levels of attainment, and more general targets have been shared with pupils for each topic they study. These improvements give the school a useful means of tracking pupils' progress. The school is now ready to develop individual assessment of pupils' strengths and weaknesses, with short-term targets for improvement, and the means to ensure that teaching focuses on these targets.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	C	A
mathematics	E	E	B	A
science	E	E	C	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The 2001 national test results are at least in line with national figures for all schools, and are better than the national picture in mathematics and for those pupils achieving the higher Level 5. Compared to schools with similar free school meals, the school performed very well. The results for 2002 are not as good, but are still substantially better in English and mathematics than the scores at the previous inspection. The percentage of pupils achieving the higher Level 5 has been maintained in 2002, which is a significant achievement. The range of pupils' attainment indicated by the tests is very wide, with a significant minority of pupils working well below the expected levels for their age group. In lessons, standards are very variable. Almost all lessons include examples of good work, and standards in most subjects, with the exception of English, ICT and religious education, are broadly satisfactory with some pupils making good progress. However, there is still room for improvement in the progress and standards attained by many pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: the pupils enjoy school and almost all are eager to learn
Behaviour, in and out of classrooms	Good: they work well with each other and know how to behave in lessons, around the school and at recreation times. On the occasions when they need correction, they respond well.
Personal development and relationships	Good: relationships are very good and form the basis of the school's positive approach to learning. Good opportunities for independence, responsibility and leadership are in place for a small number of pupils, but are less evident for the majority. This reduces their chances to extend their personal development further.
Attendance	Satisfactory: the majority of pupils are good attenders and are punctual. A few are not. Authorised absence, including holidays taken in school time, has a negative impact on the school's attendance figures.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
------------------------	-----------------------	-------------	-------------

Quality of teaching	Not applicable	Not applicable	Satisfactory
---------------------	----------------	----------------	--------------

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is at least satisfactory in all lessons and good in almost half. The best teaching was in mathematics where over half the lessons were good. In English, one in four lessons was good. Teachers prepare lessons carefully, complete their planning conscientiously and often present lessons well. Relationships with pupils are good and behaviour is managed well. The challenge of catering effectively for the broad range of age and achievement in each class is dealt with less effectively. Too often similar work is provided for all pupils, or the tasks, although different, are still not a close match to the pupils' stage of learning. Assessment of pupils' achievements and needs is not yet having a significant impact on the teaching and learning of individual pupils. Pupils gain confidence and self-esteem from the good relationships and positive approach to behaviour, and almost all work willingly on the tasks set in lessons. They learn well when the work is practical and interesting, but less so, when tasks or teachers' talk are too prolonged. Pupils with special educational needs gain much from the support of additional adults to help them to complete their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; there are strengths in the broad range of subjects and in extracurricular provision. Pupils develop their knowledge satisfactorily but opportunities to develop and apply their skills are too limited.
Provision for pupils with special educational needs	Good; access to the curriculum is well supported by ancillary staff, whose care of the pupils is also good. This helps pupils' progress. When this support is not available, pupils make fewer gains.
Provision for pupils with English as an additional language	The small number of pupils from minority ethnic backgrounds are English speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; extracurricular activities and study support provide a varied range of activities which make an effective contribution to pupils' personal development. Staff provide good role models. Moral values have developed well and led to trusting relationships, honesty and awareness of right and wrong. Cultural development is adequate although does not extend to good knowledge of the multi-cultural nature of Britain and the world.
How well the school cares for its pupils	Good; the welfare of pupils and their confidence in themselves is a strength of the school, especially in the relationships with adults. The checking and promoting of pupils' learning is adequate, but not yet meeting the needs of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the Headteacher. A confident approach which has raised the school's standing in the community through improving pupils' behaviour and the positive environment for teaching and learning. The day to day routines of the school and the documentation is also well managed. The co-ordinators of subjects are at an early stage of managing the teaching and learning, and raising standards. The school is aware that the management of subjects is a priority for improvement.
How well the governors fulfil their responsibilities	Good. The governing body is enthusiastic, well informed and active. Their practice and organisation has improved substantially since the last inspection and they have plans to further improve their involvement in school.

The school's evaluation of its performance	Satisfactory. The governing body regularly check the progress of the school's action plan and discuss further improvements. They consider test results and are familiar with the professional development of staff. The senior management analyse test results and make recommendations. Useful external checks, and written reports, are undertaken by the LEA. Parents' views are canvassed informally. There is not yet sufficient information available about pupils' progress and the effectiveness of expenditure and other activities to improve standards of attainment.
The strategic use of resources	Satisfactory: resources have been used well to improve the building, to provide basic resources for learning and to employ additional adults in classrooms. The school has a substantial under-spend and the plans to use this are not yet fully linked to specific improvements in the school. The principles of best value are applied soundly to expenditure on most resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The teaching is good. • They can approach the school with confidence. • The school is well led and managed. 	<ul style="list-style-type: none"> • The school working more closely with all parents. • The amount of work pupils do at home. • The range of activities outside lessons. • Information about their child's progress during the year.

The inspection team agrees in large part with the parents, especially the positive views on their children's attitudes to school, the welcoming approach to queries from parents and the leadership of the school. The school is keen to improve contacts with working parents and others who cannot visit the school frequently. There is some inconsistency in the amount of homework given and its impact on the pupils' progress. Extracurricular activities, which include a wide range of clubs, visits and visitors, are very good.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

The contractor appointed by OFSTED for this inspection was:

Network Management Services, Star Farm, Llangynhafal, N Wales, LL15 1RU.

Any comments, concerns or complaints about the inspection or the report should be made to the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to: The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London WC2B 6SE.

© CROWN COPYRIGHT 2002

This document may be freely reproduced in whole or in part, for non-commercial purposes, provided the source and the date are acknowledged.