



Cavendish Close Junior School

Inspection report

Unique Reference Number 112748
LEA City of Derby

Inspection number 274704
Inspection dates 20-21 June 2005
Reporting inspector Christopher Gray

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Junior	School address	Deborah Drive
School category	Community		Chaddesden
Age range of pupils	7-11		Derby DE214RJ
Gender of pupils	Mixed	Telephone number	01332-672338
Number on roll	354	Fax number	01332-281429
Appropriate authority	The governing body	Chair of governors	Mr S Fairest
Date of previous inspection	13 September 1999	Acting Headteacher	Mr D Harrison

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Cavendish Close Junior School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

The school is larger than average for its type. Almost all the pupils are from white British backgrounds and none is at the early stages of learning English. Most pupils come from homes whose social and economic circumstances are average. The proportion of pupils entitled to a free school meal is average. The percentage of pupils on the special educational needs register is below average, though the proportion of those with statements is average. Children's attainment on entry to school is average. The school has an acting headteacher, who is approaching the end of his second year in this job.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This school gives its pupils a satisfactory standard of education and gives satisfactory value for money; this view is shared by the school. Its strongest feature is the provision for pupils' personal development, resulting in their extremely good behaviour, enjoyment of learning and adoption of healthy lifestyles. Standards are average; they are no higher because teachers do not always tailor pupils' work closely enough to their learning needs or give them enough guidance in the marking of work about how to improve.

The school's management has a clear understanding of the school's strengths and weaknesses, as shown in its own evaluation. Effective steps have been taken since the last inspection to promote improvement; for example, the school now teaches the full curriculum for information and communication technology (ICT) and pupils use their skills in most subjects. However, much of the improvement has happened only recently. There is now a good capacity to improve further.

Grade: 3

What the school should do to improve further

- ensure that all pupils achieve as much as they possibly can
- improve assessment procedures including marking
- develop the role of the subject co-ordinators
- improve links with the infant school so that pupils move seamlessly into the junior school

Achievement and standards

The school has detailed evidence to show that, by the time they join the school in Year 3 in September, pupils' attainment is average overall. Pupils reach average standards in English, mathematics and science by the time they leave the school and those in Year 6 are predicted to achieve the appropriate targets set for them in the 2005 National Curriculum tests. This represents satisfactory achievement. Pupils with learning difficulties and disabilities achieve well because of the good support they receive from teachers and assistants. Pupils from different ethnic and social backgrounds achieve as well as each other, as do boys and girls.

However, pupils' achievement is not higher because they are not always challenged sufficiently, especially in English, mathematics and science. Setting for English and mathematics enables children of broadly similar abilities to learn together, but, too often, all pupils in the same set are given the same activity. Sometimes, this is too easy for the most able and, occasionally, too hard for the slowest learners.

Grade: 3

Personal development and well-being

Pupils' personal development is good and is a strength of the school. Their attitudes to school are positive, and many attend the good range of extra-curricular clubs. Their behaviour is extremely good in lessons and round the school. Attendance is satisfactory, though the education of a few pupils is disrupted by holidays taken during term time.

Pupils enjoy school and, particularly, the varied physical education lessons. They feel safe and free from bullying. Relationships among pupils and between pupils and adults are very good, and pupils know that adults will help them if they have a problem or difficulty. An outstanding strength of the school is the way it helps pupils to lead healthy lifestyles, and this provision benefits from strong links with a local community sports college. Pupils make a sound contribution to the community. They are very involved in a wide range of fund-raising activities for charities; steps are being taken to start a school council next September. Pupils are making satisfactory progress in basic skills.

Pupils' moral and social development is excellent. They were eager to speak to inspectors about school and their own interests and did so with politeness and openness. Spiritual and cultural development is satisfactory but there are too few opportunities to learn about the richness and diversity of life in a multicultural society.

Grade: 2

Quality of provision

Teaching and learning

Teaching and learning are satisfactory overall. A number of good lessons were observed as well as two excellent lessons. Teaching throughout the school has a number of common strengths. Teachers generally have good subject

knowledge and they organise their lessons well, with clear introductions, where the learning is explained, and final sessions where it is revised and taken further. The very good relationships with pupils provide a firm basis for the good attitudes to learning, which virtually all pupils display.

Teachers do not always make enough use of what pupils already know when they plan the next stage of their learning. Teachers are conscious that they need to challenge their most able pupils, but too often they save this 'extension' work for late in the lesson, expecting pupils to complete the same work as others, even when they can already do it. Occasionally, work is too hard for a few less able pupils in top sets.

The school has worked hard to produce assessment procedures for English, mathematics and science. However, the present computerised systems tell teachers only which level pupils have reached, rather than indicating if that level is high enough in terms of the progress made. New computer software is being introduced and teachers need to use this to make sure that the challenge they are giving pupils fits in well with what they learnt previously.

Although work is marked regularly, not all teachers make evaluative comments on pupils' work, showing them where to improve. Teachers do not mark all work, allowing pupils to do this as they get older. This happens too frequently, further reducing the opportunities for teachers to make such comments.

Grade: 3

Curriculum and other activities

The curriculum is satisfactory. That for English and mathematics has been adapted well to ensure that it includes a good range of additional materials to aid the development of pupils with special educational needs. In addition, the curriculum for science and physical education is of good quality. The school provides a wide range of extra-curricular activities, particularly in the area of the sports and arts. The curriculum is enriched by visitors including artists, writers, theatre and music groups.

At present, although planning is thorough in all subjects, too little emphasis is placed on ensuring that the work planned meets the needs of the full range of abilities represented in each class.

Grade: 3

Care, guidance and support

This is satisfactory overall. The pastoral aspects of care and welfare are strengths. The school has a good, caring ethos that supports all pupils with their learning and personal development, including those who face considerable difficulties. The care for pupils with complex learning needs is excellent, and these pupils make good progress. This care benefits from the effective links that the school has with other medical and education professionals. However, there are insufficient links with the infant school. Child protection procedures are satisfactory, but staff training has not been updated recently.

Teachers know the pupils well, but the assessment information on pupils' progress is not used well enough to help all pupils to achieve high standards. Parents receive helpful half-termly information about the work their children are covering in class so that they are able to provide support and encouragement at home. A good number of parents responded to the questionnaire and their views on the school were overwhelmingly positive.

Grade: 3

Leadership and management

The leadership and management of the school are satisfactory overall. The acting headteacher provides caring and sensitive leadership, which is effective in securing a strong sense of teamwork throughout the school. He has introduced a good range of improvement strategies that are focused on boosting pupils' progress. These include more systematic monitoring and evaluation of teaching and learning, developing a senior management team and clarifying the roles and responsibilities of all staff. Each of these innovations is starting to have an effect on the quality of provision in the school. For example, records show that the quality of teaching and learning is now more consistent. The senior management team is committed to raising standards. It has been central in securing emerging improvements and it ensures that performance is monitored effectively and improved. There is good capacity in this group to ensure that the planned improvements are realised.

There is more to be done to raise standards. The staff and governors realise that more time and training need to be provided for foundation subject co-ordinators in getting a stronger grip on the standards and provision in their subject. More rigour and consistency need to be brought to the quality and use of assessment information, to pinpoint areas of weakness. In addition, the arrangements for the monitoring and evaluation of learning need sharpening.

The governing body has been re-constituted recently. Roles and responsibilities have been reviewed and, as a result, governors are in a position to increase their effectiveness. The re-introduction of sub-committees has enabled them to be more focused on raising standards. The chair of governors gives significant amounts of time to ensure that both he and other governors have a good understanding of the strengths and weaknesses of the school. Governors are now very well involved in the development and review of the school's improvement plan.

The school is suitably resourced in most areas, but the library has not been developed since the last inspection, when weaknesses were found. The accommodation is adequate though there is a need to improve the furniture and decorate many classrooms; governors plan to remedy this.

Grade: 3

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INSPECTION JUDGEMENTS

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	N/A
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	3
The <i>standards</i> reached by learners	3
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community.	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
The adequacy and suitability of staff to ensure that learners are protected	Yes

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	N/A
Education for all learners aged 14-19 provides an understanding of employment and the economy.	N/A

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Cavendish Close Junior School
Chaddesden
Derby

21 June 2005

Dear Pupils

When inspectors came to your school, you told us that you like many of the subjects you learn - physical education is a great favourite of many of you. The school is good at teaching you about healthy lifestyles and we liked the way you follow this by eating healthy snacks at playtime. Your teachers plan your lessons carefully and most of you enjoy them. Many are very interesting, such as the lesson we saw for Year 4 pupils, who were using computers to compare sports in ancient Greece and modern Britain.

We found, though, that you are not always given work which is hard enough, especially in English, mathematics and science. In some lessons, the work which teachers give you doesn't challenge the thinking of some of you as much as it could. Occasionally, the work is too hard for a few of you. This is because teachers do not always have enough records to show how much progress you are making and where you need to go next. They have ordered new computer software to help them with this.

We also found that teachers do not often write comments in your books to tell you how well you have done in your written work or how you could make it better. You will be able to help them with this by making sure you follow the suggestions they make, such as improving your neatness or using longer sentences.

One of the things we liked best about your school was your extremely good behaviour and the sensible way that most of you approach your lessons. Your teachers help you very much in this in the kind and patient way they treat you. The school ensures you are safe and sound and both you and your parents appreciate the way the adults look after you. Inspectors enjoyed visiting your school and want to thank you for the friendly and polite way you welcomed them and shared your work with them.

Yours sincerely

Christopher Gray
Lead inspector