



Cavendish Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124693
Local Authority SUFFOLK
Inspection number 293080
Inspection dates 21–22 February 2007
Reporting inspector John Paull

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First	School address	The Green
School category	Voluntary controlled		Cavendish
Age range of pupils	4–9		Suffolk CO10 8BA
Gender of pupils	Mixed	Telephone number	01787 280279
Number on roll (school)	53	Fax number	01787 281060
Appropriate authority	The governing body	Chair	Rev Canon John Rankin
		Headteacher	Mrs Gillian F. Garrett-Moore
Date of previous school inspection	16 September 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Cavendish Church of England Primary is a small village school. Nearly all its pupils come from White British backgrounds. A few pupils speak English as an additional language. The proportion known to qualify for a free school meal is around average. The proportion with learning difficulties and disabilities is a little above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cavendish Church of England Primary is a good school, which matches its own evaluation. All the staff, led by the headteacher, take responsibility to manage its provision and do so well. Good value for money results. Governors are supportive and knowledgeable. They understand the strengths and challenges of a small village school where the headteacher has a significant teaching responsibility. Their action to ensure that her leadership duties are prioritised and realistic has been key to how the school has developed. Improvement has been carefully based on what will have the most effect. As a result, teaching and learning are consistently good, so pupils achieve well from broadly average starting points. This includes children in the Reception, who make good progress, so most reach expected goals. Pupils including those with learning difficulties and disabilities make good progress through the school. Able pupils and those with particular talents also do well. By the time pupils leave in Year 4, standards are above average in English, mathematics and science. Understandably, in the context of a small school, variation occurs from year to year, especially in statistical measures of performance. This is because low numbers accentuate the different characteristics of pupils in the various year groups. Nevertheless, Year 2 national assessments in reading, writing and mathematics, when looked at over time, reflect the school's above average standards. Pupils read particularly well. In this subject, assessments have been consistently above average every year since 2001. Assessment results in writing are not quite as high, but are always at least average, which was the case in 2006. Good monitoring of performance has correctly identified this pattern with writing and it is now the focus for improvement.

Pupils' personal development and well-being, including spiritual, moral, social and cultural development, are good. Spiritual, moral and social development is very good. Culturally, music is strong. Out of school clubs and activities such as guitars and keyboards enhance already good provision, helping pupils to perform well. However, their understanding of modern Britain as a rich multicultural society is rather limited. Pupils behave well towards each other and behaviour in lessons is good. Attendance is around average and pupils say that they enjoy school. They know about healthy foods and take part enthusiastically in physical education and exercise. The school's strong provision in this area is recognised by the award of an Activemark. They know ways of keeping safe and contribute well to the community, taking part in local events and raising money for charities. Older pupils help in the playground and a newly formed school council is already bringing ideas forward to improve the school. Good literacy and numeracy skills, added to pupils' co-operative attitudes, prepare them well for the future. Academic care is good. It includes strong systems that monitor what pupils know and the progress that they are making. Similarly, good records and good communication between staff and parents ensure that checks on pupils' personal development and well-being are effective. Partnerships with outside agencies are good, although records indicate that some services are slow to respond.

What the school should do to improve further

- Improve pupils/ skills in writing, so overall standards are raised even higher.
- Adapt the curriculum and other activities to ensure that pupils' understanding of Britain's richness as a multicultural society is improved.

Achievement and standards

Grade: 2

By the time pupils leave at the end of Year 4, overall standards are above average and pupils achieve well. They make good progress through the school from broadly average starting points towards realistic, yet challenging, targets. The school's statutory targets are nearly always achieved. By the end of Reception, most children attain the expected goals. Currently, in English and mathematics, nearly all pupils in Year 4 are achieving at least expected levels for their age. Many are doing even better, especially in reading, where standards are clearly above average and higher than in writing. Pupils with identified learning difficulties are achieving well in relation to their needs. Year 2 national assessments indicate a similar picture. In most years since 2001, standards have been above average in reading, writing and mathematics. In 2006, when there was a larger than usual proportion of pupils with learning difficulties or disabilities, a dip occurred, particularly in writing. A lot of work went into ensuring that these pupils' futures would not be damaged by a failure to learn to read. This was very effective and reading standards remained above average. The school is now planning a similar push in writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral and social development are major strengths. Culturally, they have good understanding of their own musical and artistic heritage. However, their appreciation of Britain as a vibrant multi-ethnic nation is limited because they lack knowledge of minority ethnic cultures. Pupils show excitement and amazement in their lessons and are very willing to praise each other's work. Attendance is average and improving. Behaviour is good and pupils concentrate well in lessons. Children in Reception make good progress in personal, social and emotional development, quickly settling into the routines of each day. They learn much about how to get on and what to do, following the lead of older Year 1 pupils in their mixed-age class. Pupils know the importance of eating healthily and taking exercise. During breaks, they choose to skip, play with bats and balls and take part in traditional playground games. Pupils are aware of safety and being kind to each other. Chair monitors tuck chairs in so that no-one trips on them. Pupils explain that bullying is rare and that everyone knows to whom they should speak if they were troubled in any way. Pupils contribute effectively to the community. They support charities, such as shoeboxes for 'Christmas Child' and take part in the school's May fair, fetes and other events.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers mark their pupils' work conscientiously, adding comments about what should be done to improve it. This also helps staff with the daily assessment of what pupils need to do next. Teaching is adapted well to meet the needs of different age groups and abilities, building well on what pupils already know. Planning is good, so work is not repeated in subsequent years in the mixed-age classes. Lessons are paced with a good balance between instruction and practical activities. Information and communication technology (ICT) is used frequently to enhance learning so pupils acquire good computer skills. Teaching of the Reception year is also good, so children achieve well and feel secure. One parent expressed a typical view, 'It is great to see my little boy skipping in with a happy smile'. Good communication between teachers and teaching assistants ensures strong support for pupils' learning. This often focuses on the needs of pupils with learning difficulties or disabilities and helps them to make good progress towards their individual targets.

Curriculum and other activities

Grade: 2

The curriculum is broad and enriched well. All subjects of the National Curriculum are planned effectively and take full account of mixed-age teaching. French has been added recently. In the Reception year all statutory areas of learning are fully provided. Music and art are provided for well. Personal education is also good, although the provision of multicultural education is limited. Physical education is strong, which is reflected in the school's recent receipt of an Activemark. Visits are also employed effectively to enhance learning. A range of clubs that include sports, computer, gardening and art and craft provide further enrichment. What is taught is also adapted well to meet the needs of pupils of different abilities, including those with particular talents and those with learning difficulties or disabilities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All staff share a strong commitment to pupils' welfare, based on teamwork and good information. Procedures for child protection and risk assessment are fully in place. Systems for safeguarding pupils are carried out conscientiously. School councillors feel that the staff listen to pupils' concerns and '...take children seriously'. Academic progress is also monitored carefully, although the present system is recent and so not yet fully effective. Overwhelmingly, parents indicate very positive views about the school's care and support for their children. The inspection confirms this view. Routines to ensure that pupils with learning difficulties and disabilities make good progress are carried out effectively.

Leadership and management

Grade: 2

Leadership and management are good. The whole staff work very closely together as a team and are effectively led by the headteacher. Everyone has management responsibilities for curricular or other areas. A clear improvement plan focuses the priorities for each term. Monitoring responsibilities are also shared. The teaching of all staff members is observed by their colleagues. This has the effect of ensuring consistency of approach, while allowing co-ordinators to check how new ideas are being implemented. In this way, teaching methods remain varied and appropriate to need, while expertise is constantly shared. The school's self-evaluation is accurate in its diagnosis of how to move the school forward. When taken together with the track record of good progress that pupils make, the school's capacity to improve is demonstrably good. Governors know the school well and are effective in the support and strategic leadership that they offer.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 February 2007

Dear Children

Cavendish Church of England V.C. Primary School, The Green, Cavendish, CO10 8BA

Thank you for being so kind and polite when I visited your school. You helped such a lot to make the two days go smoothly. I enjoyed both looking at your work and skipping with you in the playground. It is great that so many of you told me that you like school and that your teachers teach well and look after you while you are there. I agree with you about these things.

I also enjoyed talking to the school councillors. I agree with them that your school is good and that your work is of good quality.

Here are some other things that I like about your school

- Your reading seems to be good all the time.
- You behave well and are kind to each other.
- Your teachers make sure that you learn effectively and make good progress.
- It is good that your parents support the school so well.
- Your headteacher and the whole staff are a strong team, so they lead and manage the school well.

Here are some things that I have asked your headteacher, teachers and school governors to do

- Work with you to improve your writing, so it is always as good as your reading.
- Find ways of helping you to understand more about the ideas and backgrounds of all the different people who live in Britain today.

I hope that you will get on very well in the future and that you will always be proud of your school.

John William Paull Lead inspector