

# Cavendish Primary School

## Inspection report

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<b>Unique Reference Number</b>	117719
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312680
<b>Inspection dates</b>	10–11 April 2008
<b>Reporting inspector</b>	Joan Elton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	399
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ray Todd
<b>Headteacher</b>	Mrs Sheila Wallace-Marshall
<b>Date of previous school inspection</b>	1 June 2005
<b>School address</b>	Cavendish Road Hull HU8 0JU
<b>Telephone number</b>	01482 374675
<b>Fax number</b>	01482 707481

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school. It serves a predominantly White British population with a very small proportion of children from minority ethnic backgrounds. All pupils have English as a first language. Although pupils come from a wide variety of backgrounds, the number eligible for free school meals is well below average. The school has achieved a range of awards, including Artsmark, Chartermark for football, Gold Clean Air award and Activemark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Cavendish Primary is a good school. It is rapidly improving. It takes outstanding care of its pupils and is highly committed to their happiness and achievement. The school is generally very popular with parents. They praise the positive environment and the impact of the headteacher and staff who are described as being friendly and approachable. The vast majority of parents feel their children make good progress.

Pupils achieve well in their time in school. When children enter Reception they have a range of skills lower than those typical for their age. Although they come from a number of pre-school settings, they settle quickly. Good teaching, excellent resources and a warm, welcoming environment gives the children a good start to their school lives. By the end of Reception most children have reached the levels expected for their age. Good progress continues throughout the school. Progress in all subjects has accelerated recently as a result of the introduction of the more accurate assessment, better tracking of pupils and more effective use of the monitoring of teaching and learning. A consequence of this is that more pupils are now making better progress. The school is confident that Year 6 results this year will be above the nationally expected levels in English, mathematics and science but in mathematics, more able pupils are not consistently challenged in all classes and could still do better.

Personal development is good because the school makes it a priority from the beginning of Reception. As a result of good relationships, a well-balanced programme to promote personal, social and health education and an emphasis on courtesy and good behaviour, children develop very well towards becoming responsible citizens. Pupils say they enjoy school; they feel safe and want to achieve. They love participating in school and community events and enjoy co-operating with others and listening to different viewpoints. These good social skills coupled with above average academic standards prepare pupils well for the next stage of their education.

Teaching and learning are good. Teaching is typified by the teacher's good subject knowledge and understanding of the way different pupils learn. Well structured lessons and the provision of interesting activities sustain pupils' concentration. In some mathematics lessons, although there is always good support for pupils with learning difficulties and/or disabilities, there is insufficient challenge for the more able pupils. Teachers' marking is generally helpful but does not always give pupils sharp and clear targets for improvement. This holds back the progress of some pupils. The good curriculum enhances basic skills, especially literacy, and provides interesting, in-depth projects that stimulate excitement for learning. The good range of after school clubs is very popular with pupils and is well supported.

Leadership and management, including governance are good. The headteacher, staff and governors have a very clear view for its development, based on effective monitoring. The excellence of the headteacher in managing recent staff changes, has made sure that the school has improved since the last inspection. It has good capacity to continue to do so in future.

## Effectiveness of the Foundation Stage

### Grade: 2

Good Foundation Stage provision ensures that children achieve well. Children begin school with a range of skills below those typical for this age group but by the end of Reception the majority reach the standards expected for their age. Children enter Reception from several nurseries but adapt well, making new friendships and growing in self-esteem. This is because

both classes share a warm, caring ethos and an attractive, stimulating environment both inside the classroom and outdoors. Both classes are well organised by enthusiastic staff who work closely as a team, sharing expertise and providing an exciting balance of teacher-focused and child-chosen activities. These activities extend children's interests and secure their independence and development. Staff know their children well and adapt plans quickly to meet the children's individual needs. Class sessions are lively and staff work well alongside children, extending their learning by questions and discussions. Good relationships exist with parents. They are kept informed of their children's progress and benefit from being guidance by the school about how to help their children at home. Leadership and management are good. The co-ordinator has worked well with staff to ensure equal access to good provision in both classes and ease of transition into Year 1.

### **What the school should do to improve further**

- Raise standards in mathematics, and ensure the more able pupils are consistently challenged in all classes.
- Clearly define individual learning targets so that every pupil knows how to improve their work.

## **Achievement and standards**

### **Grade: 2**

Standards are above average overall and achievement is good. The current Reception class entered school with skills below those typical for this age group. The majority are now on track to reach the standards expected for their age by the start of Year 1. This is an improvement on previous years because of the better teaching of sounds and letters and a more accurate tracking of children's progress. In key stage Key Stage 1, standards at Year 2 in 2007 were broadly average. Inspection findings show that progress in Key Stage 1 is improving as a result of better teaching and the more effective use of assessment. These features have also caused a similar improvement at Key Stage 2. In 2007, results for English and science were above average, with mathematics broadly average. Currently, there are indications that mathematics has begun to improve because the more able pupils are starting to be more consistently challenged in all classes. Pupils with learning difficulties and/or disabilities generally do well because of good provision, care, guidance and support.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils say they enjoy coming to school. This is evident in their positive attitudes and good attendance. They feel safe and valued and are confident about learning. As some pupils put it, 'At the end of each day you are proud of what you have achieved.' Behaviour in and around the school is usually positive. A small number of parents and pupils expressed concerns about occasional disruptions from particular pupils. The school is aware of these and has good strategies in place to manage them. Spiritual and cultural development is good because of good relationships and a well-planned curriculum. Pupils have many opportunities to share ideas and experiences; they listen to adults and other pupils respectfully. Consequently, pupils are willing to talk freely about things that matter to them. This is having a positive impact on their social, moral and emotional development and academic progress.

Pupils have a good understanding of how to lead a safe and healthy life. They respond well when asked to take responsibility, for example, by helping other children as buddies or by contributing to the school's direction as school councillors. The pupils' good academic achievement and their effective social skills is a good preparation for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good with some outstanding features. Pupils make good progress and show very positive attitudes. Teachers have good subject knowledge and an awareness of how pupils learn. They structure their lessons well, have good classroom management skills and devise interesting activities so that pupils settle quickly to work. Generally, work builds on previous learning and matches the ability of pupils, with very effective support for pupils with learning difficulties and/or disabilities. In some mathematics' lessons, however, the more able pupils spend too much time on revision exercises rather than extending their learning. Some outstanding lessons were observed. They were characterised by high levels of challenge, very good pace and activities that fired the interest of pupils. Resources were used well, pupils worked independently and all were given the opportunity to evaluate their work or that of others. A new marking policy has recently been introduced and is designed to ensure consistency across the school. Not all classes are yet implementing the guidance fully. At times targets lack clarity thereby reducing their contribution to improving pupils' progress.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum for all pupils. Priority is given to the basic skills of literacy, numeracy and ICT which are extended well across the curriculum. Pupils' knowledge of European culture is extended through their access to learning French. The school's accreditation of the Artsmark reflects a strength in arts in the curriculum. Provision for pupils' personal, social and health education is good. The school's commitment to sport is recognised by its acquisition of an Active mark and the FA chartermark for football. Good provision is made for pupils with learning difficulties and/or disabilities. Standard lessons are enhanced by the good use of additional activities, often involving visits away and visitors to the school. Pupils benefit from a wide range of after-school and lunchtime clubs. Two hundred and thirty pupils on a weekly basis currently attend these!

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care is outstanding and academic guidance is good. The school takes every precaution to care for its pupils and so provides an exciting learning environment where pupils feel safe. Procedures for safeguarding, risk assessments, accidents and emergencies are in place. Pupils are well supervised and feel well cared for. Staff co-operate effectively to support pupils who are at risk or vulnerable.

The school has a new assessment system to track pupils' academic progress. Teachers use this very effectively to identify pupils not making the expected progress and to set learning targets. These are shared with parents so that they can support their children's learning. Targets have

been refined in some classes so that individual pupils know in detail how they can improve. This good practice is not consistent across the school; some targets are generic rather than specific and as such do not provide challenge for the more able pupils, especially in mathematics.

## **Leadership and management**

### **Grade: 2**

Under the excellent leadership of the headteacher, this school has made rapid progress in the last two terms. Several new members of staff and a new senior leadership team have been very successfully assimilated and have reinvigorated all aspects of school life, leading to improved progress in all year groups. To accomplish this, the headteacher has given very clear direction. She has ensured the effectiveness of support structures and training and has encouraged ideas and initiatives from staff members. The headteacher is ably supported by a very capable and hard working deputy, as well as very conscientious staff. All are committed to raising standards and they make good use of academic targets for Year 6 to contribute to this. The school values the role of parents and carers in their children's education by encouraging them to be well informed partners.

Governance is good. Governors have a thorough knowledge of the school and are aware of its strengths and areas for development. Finances are well managed to provide good levels of staffing and improve resources such as interactive white-boards. Governors work effectively alongside the headteacher and staff in order to evaluate the school and contribute to the school's improvement.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

13 April 2008

Dear Pupils

Inspection of Cavendish Primary School, Kingston-upon-Hull, HU8 0JU

Thank you for the welcome you gave us when we visited your school. My colleagues and I enjoyed seeing all the exciting and fun things you do. Please extend our thanks to your parents for completing the questionnaire. Their comments were very helpful. We were very pleased with your excellent behaviour during the inspection. We can appreciate why you enjoy school and feel safe there. You are making good progress in your work and this progress has become even quicker since September. You are also learning to be very caring and responsible pupils. Your teachers work very well as a team and are most knowledgeable and enthusiastic. They take excellent care of you and are preparing you very well for the next stage of your education. We saw some good lessons during our visit and some which were outstanding. No wonder you are very keen and positive about your learning. We are confident this will continue! Overall, we found that Cavendish Primary is a good school and one, which is improving rapidly.

We have found two ways in which it could be even better and have asked the school to find ways of:

- Making sure that the most able mathematicians amongst you are always given challenging work. You can help your teachers by doing your homework and practising your tables and number bonds.
- Making sure that you all know how to improve your work and that you understand exactly what to do to improve your work. You can help by listening carefully to your teacher and reading any comments they make. Try to follow their instructions and include their advice in your work.

We are confident that under the excellent leadership of your headteacher your school will make good progress in making the school even better. We wish you well for the future and hope you continue to enjoy learning.

Yours sincerely

J. Elton

Lead Inspector