

# Cavendish Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 105403           |
| <b>Local Authority</b>         | Manchester       |
| <b>Inspection number</b>       | 336489           |
| <b>Inspection dates</b>        | 24–25 March 2010 |
| <b>Reporting inspector</b>     | Lynne Read       |

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>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 498  |
| <b>Appropriate authority</b>               | The governing body                                       |
| <b>Chair</b>                               | Ms S Reeves  |
| <b>Headteacher</b>                         | Ms J Marland   |
| <b>Date of previous school inspection</b>  | 6 December 2006  |
| <b>School address</b>                      | Cavendish Road<br>West Didsbury<br>Manchester<br>M20 1JG |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and observed teaching in all classes. They held meetings with governors, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies, school development plans and the School Improvement Officer's reports. In total, 124 parental questionnaires were received, analysed and considered, alongside 74 questionnaires completed by the pupils and 17 completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the recent improvements in pupils' achievement are sustained
- the effectiveness of the school's assessment processes and how well the information gathered about pupils' progress is used to plan work
- whether improvements in the Early Years Foundation Stage are sustained
- how well the school has addressed the recommendations from the last report.

## Information about the school

The school is much larger than average and serves an urban area close to the centre of Manchester. The take-up of free school meals is higher than average. Over one half of pupils belong to minority ethnic groups and one third of them are learning English as an additional language. The school caters for asylum-seeking families and those from a nearby refuge. The incidence of pupils entering and leaving partway through their education is higher than usual. An above-average number of pupils have special educational needs and/or disabilities. The school holds the Eco Schools and Healthy Schools awards as well as the Basic Skills Mark.

The governors provide extended care sessions on the premises before and after school. Many changes to staffing, leadership and governance have been made in the last two years. Some issues relating to the maintenance of the building have resulted in disruptions to routines and planned provision.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school. The headteacher has successfully led the drive for improvement; she generates good teamwork and a shared vision of excellence. Managers regularly complete thorough reviews of teaching and learning, and the school sets itself challenging targets. This system of self-evaluation is very successful and has led to many improvements in provision across all age groups. As a result, attainment has risen and all the recommendations from the previous report have been addressed. Standards are broadly average with a good number of pupils now working at the higher level. This represents good achievement from pupils' starting points. Progress in Key Stage 2 has accelerated and is significantly better than seen in most schools. Pupils are catching up on any shortfalls in their previous learning. In addition, improvements made to the school building and resources have enhanced the learning environment and facilities for play. The school benefits from a knowledgeable and active governing body; members provide good support and keep a watchful eye on performance. The capacity for sustained improvement is good.

Behaviour is very good and harmonious relationships exist between the different age, religious and ethnic groups. Pupils assert that they feel safe and that any incidence of bullying is dealt with swiftly. They have a very good awareness of moral and social issues and show great respect for cultures and beliefs that are different from their own. Attendance is close to average but, in spite of concerted efforts by leaders to improve matters, too many pupils take time out of school for holidays or trips to homelands.

Teaching is good and lessons are challenging. Pupils say they enjoy school, like their teachers and receive lots of help. Pupils who have special educational needs and/or disabilities, those who need a boost to their progress or who are learning English as an additional language, have personalised programmes and support that are specifically tailored to their needs. The curriculum is satisfactory overall and there is a good enrichment for learning through a varied selection of activities after school. Teachers provide a suitable selection of books in the classrooms to compensate for the temporary loss of the library caused by essential repair work. During the closure of the computer suite, they made best use of the computers available to maintain the curriculum for information and communication technology (ICT). However, opportunities for pupils to apply their ICT skills across the curriculum are not fully exploited. The school takes good care of its pupils and their welfare is at the heart of its work. Very good measures are taken to secure expert help or resources to meet pupils' needs, especially through links with services to support vulnerable pupils.

**What does the school need to do to improve further?**

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Please turn to the glossary for a description of the grades and inspection terms

- Improve attendance by working with families to reduce the number of visits to homelands and holidays taken in term time.
- Improve the curriculum by extending opportunities for pupils to use their skills in ICT when studying other subjects.

**Outcomes for individuals and groups of pupils****2**

Achievement is good for all pupils, including those who have special educational needs and/or disabilities and those who are learning English as an additional language.

On entry to Year 1, pupils' attainment is average, although this has not always been the case in past years. Progress in Key Stage 1 is good and an increased emphasis on learning about sounds and letters is helping to boost writing skills. More pupils than in the past are working at the higher level in reading, writing and mathematics. All groups of pupils make good progress through Key Stage 2 where the pace of learning has accelerated considerably over the last two years. Some excellent work was seen in the Year 6 top mathematics set where many of the pupils were working at the higher level. The 'big write' sessions are also contributing to higher standards in English. Most pupils are working at broadly average standards this year and some are working above this, which represents good achievement from their starting points. Pupils who arrive partway through Key Stage 2, including those who are vulnerable or new to the country, are supported well and make good strides in their academic and personal development. Boys and girls show the same interest in their work and progress at equal rates.

Pupils say they enjoy school and are happy. They have a good understanding of healthy living and enjoy plenty of exercise. Behaviour is good and pupils say they feel safe. They have a very good awareness of moral and social issues and show great respect for cultures and beliefs that are different from their own. They are adamant that they would challenge any form of harassment or racism. Attendance is much improved and broadly average. However, the school recognises that levels need to rise if it is to meet its own challenging performance targets. At present, there are too many visits to homelands and holidays taken in term time. Pupils are developing an understanding of managing money through various enterprise projects and they have an average range of basic skills. They are soundly prepared for their future education and world of work. Good opportunities exist for pupils to experience responsibility. For example, 'play pals' and school councillors contribute much to the day-to-day running of school and the process of decision making.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

The quality of teaching is good and there is some excellent practice. Lessons have very clear objectives so pupils always know exactly what is expected of them. Teachers have a detailed view of pupils' progress and plan tasks to build accurately on pupils' prior learning. Expectations are high and pupils enjoy some good challenges. Teachers keep a careful check on progress during lessons by including skilful questioning and checking the responses to short, focused tasks. They make good use of the interactive whiteboards to illustrate new ideas and concepts. Marking is helpful and good opportunities for pupils to evaluate their own understanding are helping them to develop independent skills of learning. In English, pupils have very useful targets for learning so they know where to focus their efforts. In mathematics, the targets are not as explicit so, occasionally, some younger pupils are less sure how to move their learning on in this subject. Teaching assistants are very knowledgeable and well deployed to provide additional support.

The curriculum is suitably balanced and includes good opportunities for pupils to experience music and learn to play a musical instrument. Skills in literacy and numeracy are extended well through other subject studies. With the new suite in operation, the curriculum for ICT is fully covered but there are insufficient opportunities for applying these skills across other subjects. A strength of the curriculum lies in the tailoring of tasks and support to meet specific needs. A range of intervention programmes and individual tuition provide very good support for personal, academic and language development. Pupils take good advantage of an interesting programme of extra-curricular clubs and competitive sport.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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A good quality of care, guidance and support is provided for pupils. The building and grounds are secure. Measures taken to improve attendance have reduced the proportion of pupils who are persistently absent and the overall rate of attendance is now close to average. The extended provision at the start and end of each school day provides a good standard of care. Welfare arrangements are good and children are safe. Parents praise the quality of the after-school club where pupils enjoy a good range of activities and resources. The breakfast club has fewer pupils and a more limited range of activities.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The headteacher provides strong, focused leadership and clear direction. With good support from senior and middle managers, she has set about driving the school forwards. As a result, standards have risen and progress improved at both key stages. The school is well run; procedures and policies are consistently followed. Subject leaders are well informed and make a significant input into management. Good systems are in place for critically evaluating the work of the school and to plan improvements. These include regular observations of lessons, checking the quality of pupils' work and tracking their progress very closely.

The school promotes community cohesion well. It does an excellent job at the school level and this underpins the harmonious relationships among the many ethnic and religious groups. Links with the local community are good. The school's own evaluation systems have highlighted the need to promote engagement with groups beyond the immediate community and overseas in order to develop pupils' awareness of their place in the world. The attention to safeguarding, including safe recruitment, is given a high priority. Staff have regular updates in their child protection training and are well equipped to deal with concerns. The tried and tested systems in the school support vulnerable pupils well. An equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. Observations, discussions and pupil and parent questionnaires reveal no evidence of inequality. Governors bring a wide range of skills to enhance management. They have a vision for excellence and a clear ambition to improve the accommodation for pupils. They are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision they make.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout the Nursery and Reception classes and enables staff to provide effectively for the wide spread of abilities. As a result, children thoroughly enjoy their work; their behaviour and personal skills are good.

Children's development at entry to the Nursery varies significantly between individuals; overall it is below average. Teaching is good. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities within the classroom for children to choose their own activities, explore their world and develop independence. Children have good opportunities to learn in the outdoors. For example, they enjoy driving their wheeled toys, climbing and playing ball games. Good links with the Forest Schools project provide interesting opportunities for children to learn about nature and the environment. Children make good progress. The vast majority are working at or above expected levels by the time they enter Year 1, although early writing has been slightly less well developed in previous years. Staff are currently giving more attention to this area, with focused sessions on letters and sounds. Assessments show that better progress is beginning to emerge, especially for the boys. Leadership and management are good and parents and carers are actively encouraged to be partners in the learning process.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

**Views of parents and carers**

Parents and carers have positive views of the school and a very large majority of those who replied to the questionnaire agree that their child is making enough progress. Quotes include, 'the school provides a supportive and friendly environment', and, 'this is a vibrant and happy school community'. There is commendation for the good quality of teaching and parents feel that the school environment is safe. Inspectors agree with their views. A minority raised concerns about the help they receive to support their children's learning. Inspectors found this to be of good quality with lots of information readily available. Some also questioned how the school deals with their suggestions and concerns. Inspectors found that the complaints procedure is good, with outcomes checked by the governing body. Suggestions made by parents and carers are considered fully and staff are currently working on some initiatives that have resulted from responses to the school's own annual questionnaire.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 95             | 67 | 42    | 30 | 1        | 1  | 1                 | 1 |
| The school keeps my child safe  | 93             | 65 | 48    | 34 | 1        | 1  | 0                 | 0 |
| The school informs me about my child's progress   | 77             | 54 | 58    | 41 | 6        | 4  | 1                 | 1 |
| My child is making enough progress at this school   | 82             | 58 | 54    | 38 | 5        | 4  | 1                 | 1 |
| The teaching is good at this school   | 84             | 59 | 53    | 37 | 5        | 4  | 0                 | 0 |
| The school helps me to support my child's learning  | 63             | 44 | 65    | 46 | 12       | 8  | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 73             | 51 | 61    | 43 | 7        | 5  | 1                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 58             | 41 | 70    | 49 | 5        | 4  | 1                 | 1 |
| The school meets my child's particular needs  | 67             | 47 | 67    | 47 | 7        | 5  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 70             | 49 | 59    | 42 | 7        | 5  | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 59             | 42 | 60    | 42 | 14       | 10 | 1                 | 1 |
| The school is led and managed effectively   | 73             | 51 | 60    | 42 | 5        | 4  | 2                 | 1 |
| Overall, I am happy with my child's experience at this school   | 86             | 61 | 50    | 35 | 5        | 4  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 March 2010

Dear Pupils

Inspection of Cavendish Primary School, Manchester, M20 1JG

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Cavendish Primary is a happy, safe school that provides you with a good education. You get on very well together and take good care of each other. You are a credit to your families and your school. Your council members ensure that your views are known and I think those of you with responsibilities, such as the play pals, do a good job in the day-to-day running of the school.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. You are delighted with your school. I agree with the people who wrote, 'my school is lovely—they look after me and help me learn', and, 'I have lots of friends and fun at school'. The main concern you had was that, with the good range of activities available, lunchtime play can be a bit boisterous. Some would like more 'quiet space'. We passed your comments on to your teachers.

You are keen to learn, work hard and are making good progress. I think you can move your learning on even further. In order to do that, I have asked your teachers to:

- improve attendance by working with your families to discourage them from taking you on holidays during term time
- provide more opportunities for you to use your ICT skills when you study other subjects.

You can help by making sure that you come to school every day during term time, providing that you are well, and continuing to work hard. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector

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