

# Cavendish Close Infant School

## Inspection report

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<b>Unique Reference Number</b>	112749
<b>Local Authority</b>	Derby City
<b>Inspection number</b>	338008
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Sue Aldridge

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Edwin Mangham
<b>Headteacher</b>	Mrs Jane Brandon
<b>Date of previous school inspection</b>	6 September 2006
<b>School address</b>	Wood Road Chaddesden Derby
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## Introduction

This inspection was carried out by three additional inspectors, who spent 10.5 hours observing 14 lessons. All teachers present in school during the inspection period were observed. In addition to this, inspectors spent one hour and 20 minutes looking at how well pupils understood what they were learning in Year 1 and 2 classes. Meetings were held with pupils, governors, and staff. An inspector visited the breakfast club. Inspectors observed the school's work, looked at a range of policies and procedures, scrutinised pupils' work and attended an assembly. A total of 46 completed questionnaires from parents and carers were analysed, as well as 15 from staff.

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

- whether pupils in Years 1 and 2 make good progress
- the effectiveness of the school's procedures to encourage good attendance
- how well self-evaluation supports sustained school improvement
- pupils' involvement in assessing their learning in lessons and their knowledge of what they need to do to improve.

## Information about the school

This is a large infants' school. Most pupils are White British; the percentage of pupils from minority ethnic groups is below average and so is the proportion with special educational needs and /or disabilities. The percentage eligible for free school meals is average. Since the last inspection, there has been a change of headteacher. The school shares a site with a Children's Centre, in which the school's breakfast club is held; this club is managed by the school. The school's work has been recognised by the Basic Skills Award, Activemark and Healthy Schools Status.

**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?**

**3**

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

**3**

### Main findings

Cavendish Close Infants' School provides a satisfactory education in a caring and supportive environment. Parents are pleased with the school, particularly the progress made by children in the Early Years Foundation Stage. Here, the provision is good and children get off to a flying start. Skilled staff, who work well as a team, support children's learning well, and make sure that children are secure, well cared for and happy. As a result, children make good gains in all areas of learning and their attainment is at expected levels by the end of Reception.

Pupils' achievement is satisfactory. Pupils' progress slows in Years 1 and 2, and so attainment remains average until the end of Year 2. This is because teaching in Years 1 and 2 is satisfactory rather than good. Although there are several strengths in teaching and learning, tasks planned are not always closely matched to the different abilities of all pupils in a class. There is inconsistent practice across the school in relation to involving pupils in their learning in lessons. Pupils are clear about their tasks, but are not always sure about what they are supposed to be learning, how well they are doing, and what they need to do to improve. The school recognises that there is insufficient use of information and communication technology (ICT) as a learning tool, and further development is planned. When evaluating teaching and learning, lessons are observed and planning scrutinised but the impact of teaching on the progress made by pupils is not taken into account. Although the school has introduced a system to track pupils' attainment each term, which enables it to see which pupils are falling behind and need extra help, it does not measure the gains made by pupils. As a result, it can see which groups are at or below expected attainment levels, but it does not analyse this information further to quantify and compare progress made by different groups, such as boys and girls.

Staff have good relationships with parents, who are recognised and welcomed as partners in their children's learning. Strong partnerships with external agencies contribute to pupils' feeling of well-being and ensure that those who need additional support receive this. The school has robust arrangements for keeping pupils safe, and provides a good quality of care, guidance and support. These, along with the good opportunities for pupils' personal development in the curriculum, result in pupils feeling quite safe in school and parents having a high degree of confidence that their children are well cared for. Furthermore, pupils are effectively encouraged to adopt healthy lifestyles and to make a good contribution to the school, local and wider communities.

There has been satisfactory improvement since the last inspection. Self-evaluation enables the school to identify broadly what needs to be done to improve further, but it is limited by several factors. There is occasionally a lack of precision in school

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development planning, with imprecise targets which are difficult to evaluate. Because development planning does not identify ways in which governors can be involved in evaluation, their involvement is not systematic enough. Targets are not always firmly based on the outcomes of the school's monitoring and evaluation. Whole-school targets are only moderately challenging and not set high enough to raise standards significantly. As a result of these relative weaknesses, capacity to improve is satisfactory rather than good.

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

- Improve the provision in Years 1 and 2 by
  - ensuring that pupils always have a clear idea of lesson objectives, know how well they have done by the end of each lesson and what they need to do to improve further
  - planning and providing tasks that are well matched to pupils' different abilities
  - providing wider opportunities for pupils to use ICT as a learning tool.
- Strengthen the school's capacity to improve by
  - ensuring that challenging targets are set to raise attainment in Years 1 and 2
  - measuring and evaluating the progress made by different groups of pupils and using this to judge the effectiveness of teaching and learning
  - making sure that development targets are firmly rooted in school evaluation, are measurable and provide opportunities for governors to become fully involved in the process of evaluation.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Although children in the Early Years Foundation Stage have a good start and make good progress, achievement in the school is satisfactory rather than good because learning and progress are satisfactory in Years 1 and 2. Learners thoroughly enjoy their time in school, but learning is at its best in the Nursery. Here, activities have strong appeal to children and adult encouragement and intervention are very skilful in developing knowledge, skills and understanding. As one child commented, 'I'm having a great time in the shop!'. This promoted learning about buying shoes through role-play. Children pay attention in sessions led by staff, concentrate well and sit quietly when appropriate. In Years 1 and 2, staff manage pupils well and make expectations of good behaviour clear, so attitudes and behaviour in lessons are good. Pupils listen carefully when whole-class teaching occurs, and several are keen to answer questions. To their credit, their good behaviour continues even when whole-class sessions last too long. When pupils move to groups, they work well in pairs and individually, asking for help when

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they really need this, although they help themselves when they can by using 'word banks' and number squares, for instance. In this way they learn to be independent. Those with special educational needs and/or disabilities are not over-reliant on adult support. On occasions, pupils' learning slows because tasks are too difficult, or pupils sail through them because they are not challenging enough, which limits progress in lessons. Pupils are not always involved enough in their learning. They know what tasks they are expected to complete, but not what they are expected to know, understand or do by the end of the lesson. They do not always finish a lesson with a clear idea of how successful they have been or what they need to do to achieve success next time. Inspectors found no evidence in lessons that any one group is better served than another.

Pupils' spiritual, moral, social and cultural development is good. Opportunities for pupils to acquire an awareness of diversity in multi-cultural Britain have been extended since the last inspection, and further developments are planned. Because pupils are valued and there are plenty of opportunities for their successes to be recognised and celebrated, they grow in self-confidence and self-esteem. Clear expectations in the form of simple school rules, and good adult role models encourage good behaviour. This is occasionally exemplary, such as in assembly. Pupils know well how to keep safe, in lessons such as physical education, in the playground, in the community and when using computers. They participate enthusiastically in the range of opportunities for taking physical exercise at school and know how to eat and drink healthily. Opportunities to take responsibility, such as being monitors, are taken seriously. The school council has an influence on provision, such as in the playground, and through the democratic election of representatives, pupils learn about how society works. They show concern for others less fortunate when they raise money for charities locally, nationally and abroad. A recent non-uniform day raised funds for the Haiti earthquake victims, for instance. By the end of Year 2, pupils have developed their basic skills adequately and so they have a sound preparation for junior school. Most attend well, but family holidays during term-time make attendance satisfactory rather than good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

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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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<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> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Although there are some areas for development in teaching, described elsewhere, there are also some significant strengths. Warm working relationships with pupils result in them feeling secure and valued in lessons, so they are well prepared for learning. There is some good practice that gives pupils a secure understanding of what they are learning and what they need to do to improve. This is evident when teachers remind pupils of their literacy and numeracy targets. Pupils are also given some helpful written feedback in their '11th Day' books, such as reminders to use capital letters and full stops. Work in these books is correctly assessed, and there are useful annotations that make it clear precisely what the pupils completed independently, and whether they needed help of any sort, such as a prompt from an adult. Although good practice is shared within the school, monitoring and evaluation is not yet rigorous enough to secure consistent practice across the school.

The curriculum promotes pupils' personal development well, but is satisfactory rather than good because the strategies for promoting literacy, numeracy and ICT skills are no better than satisfactory. There is good enrichment, such as visits to places of interest, visitors who widen pupils' horizons, and a good range of after-school and lunchtime clubs.

The school works closely with others, such as health professionals, family services, and education services to secure pupils' well-being and encourage attendance. The breakfast club provides a warm welcome and a healthy start to the day for those that attend. Pupils who are vulnerable or who have special educational needs and/or disabilities are well supported by the school as additional sources of support are secured from external agencies. The school can demonstrate that this has a clear impact, such as removing barriers to learning or improving pupils' well-being. There are good arrangements to support the transition to junior school.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<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 sets the tone for the school as a caring community in which children are valued as individuals. Leadership and management tasks are shared amongst the staff and all play their part in monitoring and evaluation. Staff morale is high. Governors contribute by suggesting developments, having regular dialogue with subject leaders, and visiting school to see lessons and check on health and safety matters, but they are not widely involved in evaluating the school.

Equality is promoted satisfactorily. The school checks on the attainment of different groups, and takes suitable action to address differences that it finds. For instance, there has been some success in improving standards in boys' writing. However, it does not make extensive use of assessment information to evaluate the progress made by different groups.

There are good arrangements to keep pupils safe, including robust procedures to check that staff are suitable to work with children. Staff are well trained in child protection matters, and supervision is good at all times. The availability and visibility of staff at the start and end of each day is appreciated by parents.

The school has taken stock of its pupil population and context, and drawn up a suitable plan to show how it will promote community cohesion. For instance, firm plans include a link with a city school that has a more ethnically diverse pupil population.

Implementation of the plan is at an early stage and so evaluation has not yet been carried out.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<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>3</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>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

In general, children enter the Nursery with knowledge and skills below those expected. They quickly settle, because induction is good and links with parents are strong. Children make good progress in the Early years Foundation Stage and are well prepared for more formal learning in Year 1.

The best progress is made in the Nursery, where staff have excellent knowledge of how children learn and use this to very good effect. As a result, children are engaged for extended periods and they become curious, active learners who thoroughly enjoy school. Teamwork is very well developed, and all adults make a strong contribution to children's learning. Good attention is given to ensuring that children learn about how to stay safe and be healthy. Relationships between adults and children are very good, and children are well managed and well behaved. Assessment is very effective in the Nursery and it informs planning particularly well. The school recognises that this highly effective practice should be extended through into Reception.

The outdoor area is used very well in the Nursery, and children are able to choose from a wide range of indoor and outdoor activities at the same time. In Reception, the outdoor area is not used as effectively, and staff have identified the need to develop it further. Joint planning between the three Reception classes ensures a consistent approach, selection of resources and management processes. However, organisation is not always tight enough, and occasionally learning is abruptly halted as a result.

### *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

In a relatively low return of completed questionnaires, the great majority of parents

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expressed positive views about the school. Inspectors agree with some but not all of their views. Parents feel well informed about children's progress, and all are confident that children learn to adopt a healthy lifestyle and inspectors found these to be good features. Parents are pleased with the way the school is led and managed. Inspectors found some good features of this but also areas where improvement is required. Almost all parents are confident that their children are safe and well cared for in school and inspectors agree that this is a strong feature of the school. Although inspectors agree that children in the Early Years Foundation Stage make good progress, they found that there is room for improvement in Years 1 and 2.

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

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Close Infant 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 323 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	72	12	26	0	0	1	2
The school keeps my child safe	32	70	13	28	1	2	0	0
The school informs me about my child's progress	29	63	17	37	0	0	0	0
My child is making enough progress at this school	29	63	15	33	1	2	1	2
The teaching is good at this school	28	61	16	35	1	2	0	0
The school helps me to support my child's learning	26	57	18	39	2	4	0	0
The school helps my child to have a healthy lifestyle	28	61	18	39	0	0	0	0
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)	15	33	23	50	1	2	0	0
The school meets my child's particular needs	24	52	20	43	2	4	0	0
The school deals effectively with unacceptable behaviour	23	50	21	46	0	0	1	2
The school takes account of my suggestions and concerns	21	46	22	48	2	4	0	0
The school is led and managed effectively	30	65	15	33	0	0	0	0
Overall, I am happy with my child's experience at this school	31	67	13	28	2	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 pupil's 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.**



3 February 2010

Dear Pupils

Inspection of Cavendish Close Infant School, Derby, DE21 4LY

On behalf of the inspectors I would like to thank you for welcoming us to your school. We enjoyed our visit. We came to see how well you are doing and what can be done to make the school better.

These are the good things.

Children in the Nursery and Reception get a good start.

You behave well and enjoy school.

You know how to keep safe and healthy.

You do jobs in school, suggest ideas to make it better, help others in the community and raise funds for charities.

Staff take good care of you and make sure you are safe.

You get help from others outside school if you need it.

Your parents are pleased with the school and feel welcome there too.

These are things that staff need to improve.

Everyone should have work that is not too easy or too hard, but just right.

You should know what you are learning in lessons, how successful you have been and what you need to do to improve.

You should use computers more often in lessons.

The staff and governors are going to get better at working out what is good and what needs to be improved so that they can make plans that will help to make your school better.

They are going to set harder targets for themselves to help you to get even better in literacy and numeracy.

You can help to improve by making sure that you attend school as often as possible.

We wish you all well.

Yours sincerely

Sue Aldridge

Lead inspector

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