

# Cavendish Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	124693
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340629
<b>Inspection dates</b>	29–30 April 2010
<b>Reporting inspector</b>	Nick Butt

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>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Revd Canon John Rankin
<b>Headteacher</b>	Gillian Garrett-Moore
<b>Date of previous school inspection</b>	21 February 2007
<b>School address</b>	The Green Cavendish Sudbury
<b>Telephone number</b>	01787 280279
<b>Fax number</b>	01787 281060
<b>Email address</b>	ad.cavendish.p@talk21.com

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 9 lessons and observed three teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations and analysis of pupils' work, and other assessment information. Inspectors scrutinised inspection questionnaires returned by 44 parents or carers, 18 pupils and nine staff.

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

- what the school is doing to raise standards in writing at the end of Key Stage 1 and mathematics at the end of Year 4
- the impact of changes to monitoring pupils' progress
- the capacity of the school's leadership and management to secure and sustain improvement in the light of forthcoming changes.

## Information about the school

This is a smaller-than-average primary school serving a wide rural area. Almost all pupils are of White British heritage, with very few from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. Early Years Foundation Stage provision takes place in the Reception class. Among others, the school has Healthy Schools status and the Activemark award.

There are plans to create an all-through primary school in the foreseeable future with the present Year 4 remaining until the end of Year 6. An additional classroom has been built to help facilitate this. The headteacher is retiring at the end of this term after 14 years' service at the school.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Cavendish provides a satisfactory education for its pupils, ensuring that attainment is in line with national expectations by the end of Year 4. It is a happy and friendly place, with a caring atmosphere. Pupils' outstanding behaviour reflects very positive attitudes to learning and great enjoyment of school. They say how safe they feel at school, free from bullying or harassment, and they support one another very well. Parents and staff alike value the school's central place in village life and its family values. One commented, 'My child loves this school and the teaching staff.'

Children get off to a good start in Reception, where consistently good teaching and an imaginative curriculum help them to develop rapidly the basic skills they need. Pupils make satisfactory progress in Years 1 to 4 because assessment information is not always used effectively to plan work that precisely meets their learning needs. Lessons are often enjoyable and involve pupils well, so that they make a valuable contribution to discussion and are keen to take part. However, there is sometimes a lack of challenge, particularly for the most able. Pupils with special educational needs and/or disabilities make good progress from their starting points because they are supported well by teaching assistants. For most pupils, marking seldom shows them how to improve or extend their thinking. Pupils know their writing targets, but these are not linked to National Curriculum level descriptors and have a limited impact in helping them to progress. They are unclear about targets in mathematics.

A good lively curriculum makes a positive contribution to pupils' good personal development and enjoyment of school. Special themes, such as 'detectives' or 'monsters', inspire pupils and excite their interest, while there are plenty of opportunities to take part in music and sport. The school cares well for all pupils, ensuring their safety and well-being. Pupils willingly take responsibility, helping with recycling and raising money for charity. Their spiritual, moral, social and cultural development is good. They have a good understanding of other cultures and traditions, visiting an inner city school to find out about how children celebrate Diwali.

The headteacher's energy, enthusiasm and sense of fun give the school its unique character and unite the whole community around her vision. The impact of leadership and management is most pronounced in the school's positive ethos and pupils' love of school. Changes to the way leaders track pupils' progress give a clearer focus and ensure they intervene promptly when a pupil shows signs of falling behind. Measures are being taken to improve writing by the end of Key Stage 1 and mathematics by the end of Year 4, particularly to ensure more pupils attain the higher levels. This work is beginning to bear fruit. Self-evaluation is accurate, but monitoring is not systematic enough, especially in following up points for development. Governors are very

supportive and experienced. They have begun to refocus their role as critical friend on monitoring progress against the school's key priorities for improvement. However, their meetings do not allow enough time to consider pupils' progress and attainment as they give too much attention to less pressing matters. In view of its sound progress since the last inspection the school has a satisfactory capacity for further improvement.

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

- Ensure that all pupils make good or better progress by:
  - challenging them sufficiently
  - using assessment effectively to plan work that matches their abilities.
- Improve academic guidance for pupils by:
  - ensuring marking consistently informs them what they have to do to improve
  - setting individual targets for writing and mathematics that are linked to National Curriculum level descriptors.
- Increase the effectiveness of the governing body by:
  - developing monitoring activity against key priorities for improvement
  - ensuring that sufficient emphasis is placed on discussing pupils' progress and attainment at governors' meetings.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

<b>3</b>
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From a range of starting points that are broadly typical for their age, pupils make satisfactory progress. Standards at the end of Key Stage 1 have been around average for some time, and attainment at the end of Year 4 is in line with national expectations. Small cohorts mean there are some variations, but there are no real differences between groups of pupils. Pupils with special educational needs and/or disabilities achieve well because planning takes good account of their requirements and the quality of support is effective. The few pupils from minority ethnic groups perform as well as other pupils. Pupils greatly enjoy school, as shown in their above average attendance and in the confident way they approach learning. Pupils in Years 3 and 4 took great interest in running a mock election campaign, devising their manifestos and presenting their ideas to classmates. Key Stage 1 pupils sounded out words confidently in a phonics session and had a go at writing them. Pupils work well independently. Their behaviour is impeccable and all ages join together in country dancing on the village green, or singing rounds of traditional British folksongs. As one pupil said, 'Everyone gets along with each other.'

Pupils have an outstanding grasp of how to be healthy, supported by the award of Healthy Schools status and the Activemark. Participation in extra-curricular activities is

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very high, with practically everybody taking part in at least one club and almost half the school joining three or more of the many clubs on offer. Sporting opportunities include golf, karate and tag rugby. Pupils grow their own vegetables and take part in village events. There are close links with the church. The school council is active in fund-raising and coming up with practical solutions, such as coping with the mud generated by the building site. The school gives pupils confidence and a positive attitude to learning, combined with expected levels of basic skills that prepare them well for the future.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers are skilled at harnessing pupils' enthusiasm, a result of the excellent relationships in each classroom. Work is often imaginatively planned and interesting for pupils, but sometimes questioning does not challenge all pupils sufficiently. The tasks set for pupils are not always wholly matched to their abilities, especially with two year groups present in one classroom. This slows progress because either the work is too easy and pupils finish it quickly, or it is too difficult and they struggle. Opportunities are sometimes missed to use assessment to plan more precisely for pupils, or to respond to

<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.

the particular needs that arise in class. An over-reliance on commercial work sheets in some subjects limits how pupils can present their ideas and occasionally reduces the amount of challenge. Pupils with special educational needs and/or disabilities are well taught because planning clearly identifies how they can improve. Marking for all pupils is often positive but not precise enough in outlining the next steps in their learning. Targets are not linked to National Curriculum level descriptors so that pupils are not sure what they need to do to improve to the next level.

A broad and stimulating curriculum does much to develop pupils' personal qualities and contributes to their enjoyment of school. Team-building is encouraged through themed activities and an annual camp. As young detectives, pupils use invisible ink, explore code-breaking and find out about fingerprints. Good links across subjects develop writing skills, for example when Year 1 pupils made 'How to care for my monster' books as part of a wider topic. There is a good range of enrichment, including trips to places of interest and visits by a storyteller and a South Sea Island Bishop. The school looks after all its pupils well, with effective pastoral provision in place. Pupils are known as individuals, and there are good links with outside agencies to provide additional support and advice, including the cluster parent support worker.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher embeds ambition well through her commitment to parents, staff, pupils and governors alike. Staff questionnaires show morale to be high. She juggles the dual responsibilities of managing a 50% teaching load with all her leadership responsibilities deftly. However, progress has not been so marked in raising standards and achievement as it has been in maintaining the school's exceptional ethos. There is satisfactory promotion of equality, with strengths in the way the school includes all pupils. However, variations in the level of challenge mean there are inconsistencies in the rate of pupils' progress. Safeguarding arrangements are effective in ensuring that pupils' well-being is paramount. The school promotes community cohesion well, having a well-drafted analysis of its position, plans for development, and regular evaluations of progress. The school is very much the beating heart of the village, overlooking Britain's 'liveliest' green, and reaching out to all sections of the community. Pupils exchange visits with a multi-cultural inner city school in Ipswich and are gaining a good understanding of the different groups and traditions that make up the United Kingdom. There are also

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emerging links with a school overseas. Links with parents and other partners are good. The sports partnership in particular has a positive impact on pupils' well-being and enjoyment of school.

Governors visit regularly to see the school at work, and keep helpful records. They have recently begun to focus particularly upon key priorities for improvement. However, their effectiveness is reduced by non-essential items of business that divert attention at meetings away from discussing pupils' progress and the impact of provision on their attainment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	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>
<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good provision ensures that children achieve well, especially considering that summer born children have only one term in the Reception class before they transfer to Year 1. Attainment on entry is broadly typical and at the end of the Reception year most children are reaching the expected early learning goals and in some areas exceeding them. There is a strong emphasis on developing children's early writing skills, with good opportunities for role play. Staff seek children's ideas and respond to them, for example in creating a spaceship role play area. Children take delight in making props such as helmets, control panels and jet packs. A child described his device thus: 'Those holes breathe out the fire to lift you up - they're like a rocket but they're not a rocket because they are on you.' Good use is made of the outdoors to develop all areas of learning. There is an appropriate mix of adult-led and child-initiated activity. Assessments are recorded in a variety of ways and locations, which can be unwieldy, although staff gain



a good understanding of children's development. They do not synthesise the material into a single format, or make it easily accessible to children or parents. There is good leadership of the Early Years Foundation Stage, with a strong team working effectively together.

*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**

Almost all parents returned questionnaires, a very high response. Parents are very happy with the school and are particularly pleased their children enjoy coming and with the commitment of staff. A few parents feel behaviour could be dealt with better and more account could be taken of their views. Inspectors found behaviour to be outstanding and parental views welcomed.

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

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Church of England Voluntary Controlled 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	70	12	27	0	0	0	0
The school keeps my child safe	25	57	18	41	0	0	0	0
The school informs me about my child's progress	23	52	20	45	1	2	0	0
My child is making enough progress at this school	23	52	19	43	2	5	0	0
The teaching is good at this school	28	64	15	34	1	2	0	0
The school helps me to support my child's learning	23	52	18	41	3	7	0	0
The school helps my child to have a healthy lifestyle	20	45	24	55	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)	12	27	27	61	2	5	1	2
The school meets my child's particular needs	21	48	21	48	2	5	0	0
The school deals effectively with unacceptable behaviour	14	32	26	59	4	9	0	0
The school takes account of my suggestions and concerns	18	41	22	50	4	9	0	0
The school is led and managed effectively	22	50	19	43	3	7	0	0
Overall, I am happy with my child's experience at this school	24	55	19	43	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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## 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.**



4 May 2010

Dear Pupils

Inspection of Cavendish Church of England Voluntary Controlled Primary School,  
Sudbury, CO10 8BA

Thank you for making us welcome when we visited your school. I enjoyed my two days with you, especially hearing you sing and seeing you dancing on the village green. You really enjoy coming to school and make the most of it. The school provides you with a satisfactory education. First of all, here are some of the good things about your school.

You feel very safe at school and say how well you all get on together.

Your behaviour is excellent.

You take plenty of exercise and know all about keeping healthy.

Your attendance is good.

You have a good understanding about the cultures and customs of different ethnic groups that live in the United Kingdom.

Teachers plan lessons that are often imaginative and interesting.

Teachers make sure you find learning exciting and fun.

The school cares for you well.

Children in the Reception class get off to a good start.

Governors are very supportive and experienced.

To improve your school further we have asked your teachers to:

- vary your work to suit your abilities
- set new challenges that will encourage you to work hard
- write comments in your books that show you what you have to do next
- set targets that will encourage you to reach the next level, so you can see the progress you are making.

You can help by really thinking about what you are doing so that you make faster progress and by telling your teachers how you think you are doing. Finally, we have asked the governors to keep a regular check on how the school is improving and to spend more time discussing your learning.

Thank you once again for your help. My best wishes for your future success.

Yours sincerely

Nick Butt

Lead inspector

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