

Cavendish Primary School

Cavendish Road, West Didsbury, Manchester, Greater Manchester, M20 1JG

Inspection dates 21–22 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The dedicated headteacher, ably supported by the deputy headteacher and senior leaders, is highly ambitious for the school and determined to drive improvement forward at a good rate. Successful teamwork among leaders and staff at all levels has contributed well to improvements in achievement and the quality of teaching.
- The school is a happy community where pupils feel safe. They are kind to each other, show great consideration and respect and demonstrate the values the school instils in them from the earliest age. Their behaviour and manners are exemplary.
- Pupils from a wide range of cultural backgrounds learn harmoniously together, respecting and celebrating each other's differences.
- Learning gets off to a good start in the early years. Children make good progress from starting points that are below those typically found. A broad range of interesting activities enables them to explore and experiment.
- Good progress continues in Key Stages 1 and 2. By Year 6, attainment in writing and mathematics is typically above average and average in reading.
- Work in and out of lessons as well as numerous visits and clubs provide pupils with many exciting and memorable experiences. These contribute successfully to pupils' great enjoyment of school and promote spiritual, moral, social and cultural development well.
- Teaching over time is consistently good and some is outstanding. Pupils work hard in lessons because learning is fun and interesting and they learn without fear of failure.
- Governors are extremely knowledgeable about the school, providing effective support and challenge to drive improvement.
- Leaders, managers and governors continually strive for standards that are as high as possible. As a result achievement in mathematics and writing has improved.
- Parents are very supportive. Their views of the school and its leadership are very positive and they appreciate all that the school does for their children.

It is not yet an outstanding school because

- The teaching of reading is not as strong as the teaching of writing and mathematics and, as a result, pupils' attainment in reading, whilst broadly in line with the national average, is not as high.
- When reading, pupils do not always develop a full understanding of what the author is trying to share with them and how to use information from the text to form an opinion from what they read.
- Leaders are yet to ensure that in some classes and subjects, disadvantaged pupils achieve as well as others in the school.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons including some jointly with the headteacher and deputy headteacher. The inspection team observed a number of small groups of pupils working with teaching assistants.
- Discussions were held with members of the governing body, senior and middle leaders, staff, groups of pupils and a representative from the local authority.
- Inspectors heard pupils read, scrutinised pupils' work in their books and spoke informally to pupils during break times and lunchtimes and visited the after-school club.
- Documents relating to pupils' current attainment and progress were scrutinised, along with leaders' monitoring of the school's work, minutes of governing body meetings and reports provided by the local authority about the school's effectiveness.
- Inspectors took account of 118 responses to the online questionnaire (Parent View) and conversations with a small number of parents during the inspection.
- Inspectors also took into consideration 40 responses to the staff questionnaires.

Inspection team

Gillian Burrow, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- Cavendish is a much larger than average-sized primary school.
- Approximately half of the pupils are from minority ethnic backgrounds. The proportion who speak English as an additional language is well-above average, with 39 different languages spoken in the school. An increasing number of pupils are at an early stage of English language acquisition.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who are disabled or have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school runs breakfast- and after-school provision that is managed by the governing body.
- Early years provision is full time for the vast majority of its children.
- The headteacher is designated as a Local Leader of Education.

What does the school need to do to improve further?

- Improve pupils' achievement in reading so that it matches that in writing and mathematics by:
 - making sure that pupils develop a good understanding of what the author is trying to share with them and how to use information that they read to form an opinion
 - providing parents in Key Stages 1 and 2 with more information about how they can help their child improve their reading at home.
- Ensure that through sharply focused teaching and carefully matched support in all classes and subjects disadvantaged pupils always achieve as well as others in the school.

Inspection judgements

The leadership and management are good

- The school is well led and managed by a dedicated headteacher who is passionate about the school and determined to drive school improvement forward at a good rate. She is well supported by an ambitious deputy headteacher and senior leaders who share her vision and commitment to a caring culture where exemplary behaviour, core values and respect ensure effective learning. Successful teamwork among leaders and staff at all levels has contributed well to improvements in achievement and teaching.
- Senior leaders know their school well and their judgements about how well it performs are accurate. Actions since the last inspection have helped drive improvements in teaching and achievement, and leaders know what they need to do next to improve the school further. This is because evaluation is accurate and robust and there are effective systems in place to track how well pupils are learning. They know, for example, that achievement in reading is not as good as in mathematics and writing. Improvements in the teaching of skills to help pupils understand and form opinions from what they read are underway.
- The leadership of teaching is good. Staff, including new staff, feel valued and are keen to improve their teaching skills. They embrace opportunities for professional development and training so that they can do the very best for their pupils. Staff are regularly observed teaching, enabling senior leaders to establish how well they are doing and provide the necessary support in order to improve their teaching even further. Pay awards for teachers are dependent on good and better progress from their pupils as well as improvements in their other areas of responsibility.
- Good leadership ensures that different groups of pupils achieve well. However, although the pupil premium funding is used well to ensure that disadvantaged pupils do well overall, leaders are yet to ensure that in some classes and subjects disadvantaged pupils achieve as well as others in the school.
- Although some middle leaders are fairly new to the subjects for which they are responsible, their skills in making an effective contribution to driving school improvement forward are developing at a good pace.
- The school's curriculum, tailored carefully to the background and needs of the pupils, ensures that subjects are cleverly linked together through themed topics. For example, pupils' artistic skills were developed while learning about Pakistan, its culture and religions. Pupils of different backgrounds treat each other with respect and learn harmoniously together, developing an excellent understanding of tolerance and the values of modern British society. The rich and varied curriculum, which provides a wide range of memorable experiences both within and outside school hours, contributes well to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. The school is committed to giving everyone an equal opportunity to succeed and ensuring that no one is discriminated against.
- Leaders ensure that the primary school sports fund is used to good effect. Staff are provided with specialist advice so that they are equipped with skills to teach sport well. It has also enabled pupils to try out a wider range of sporting activities, including those on offer before school, during lunchtime and after school. Participation and success at city-wide level in competitive sport has increased and pupils are now more active and have a better awareness of how to live a healthier lifestyle.
- The local authority appropriately provides a minimal level of support for this good and improving school.
- Parental views of the school and its leadership are extremely positive. All parents who completed the online questionnaire 'Parent View' said that they would recommend the school to others.
- **The governance of the school:**
 - The governing body has an excellent understanding of the school's strengths and know exactly what the school needs to do next to improve further. Frequent meetings and regular visits enable governors to use their skills and expertise to support and challenge the school effectively. They are provided with detailed information by senior leaders and minutes of their meetings show that they ask questions about what the school is doing to improve teaching and achievement and how the school compares with other schools.
 - Governors challenge the school well through their analysis of school performance information and know that the school's ambitious targets for teachers' performance are making a positive difference. They ensure that pay progression is dependent on sufficiently good performance and have high expectations of staff that are paid to take on extra responsibilities.
 - Governors are aware of how the primary school sports funding is allocated and the benefits this brings to pupils. They understand how pupil premium funding is spent and are aware that school leaders are yet to ensure that carefully matched teaching and support takes place in order that disadvantaged pupils always achieve as well as others in the school. Governors also ensure that they fulfil their statutory duties in relation to finance and safeguarding.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Their manners are exemplary. Pupils behave exceptionally well at all times of the school day and pupils of all ages are very kind and considerate towards adults and one another, demonstrating the values the school instils into them from the earliest age. They hold open doors for each other and for adults and show great respect. This creates a welcoming and friendly atmosphere throughout the school.
- Cavendish Primary School is a happy community of which pupils are extremely proud: they enjoy coming to school. Attendance has improved since the last inspection and is above average. Pupils understand the importance of regular attendance and the difference this makes to how well they learn.
- Pupils love to learn and want to do well. They are enthusiastic and work hard in lessons. When they work together in groups, they willingly take turns and help each other so that everyone is included. Pupils really appreciate the many educational visits which enhance their learning and provide memorable experiences, such as theatre trips, including a recent Key Stage 2 visit to see 'War Horse' as part of a topic on the First World War. Residential, visits, trips to art galleries, a local mosque and a synagogue, are among the many valuable experiences the school provides for its pupils to further develop their love of learning.
- Parents agree that behaviour is a strength of the school and are pleased to have the before- and after-school club provision available, where the same high standards of behaviour are evident.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school saying, 'It is a great place because the school looks after us well.'
- Through assemblies and personal, social and health education, pupils are taught very effectively about how to identify and manage potential risks to their well-being. They can explain clearly how to stay safe in a variety of situations, including when out on the road, using the internet, mobile technologies and social media.
- Pupils have an excellent understanding of the different kinds of bullying. They are very clear that they have no concerns about bullying but are confident that, should an incident occur, staff at the school would deal with it quickly and effectively.
- Staff provide outstanding pastoral care and support for pupils and their families. Parents overwhelmingly agree that their children are happy, feel safe and that the school looks after them well.

The quality of teaching is good

- Teaching is typically good across the school and some is outstanding. This was confirmed by teaching observed during the inspection, the work in pupils' books and the school's records on the quality of teaching. This enables pupils in all year groups to learn well, especially in writing and mathematics.
- Relationships are excellent and the mutual respect which exists between teachers and pupils aids learning. Pupils behave exceptionally well in lessons, which proceed without interruption.
- Pupils enjoy school and are keen to learn and do well because teachers plan activities that are interesting and fun. Adults praise and encourage pupils to develop their confidence in working independently. As a result they learn without fear of failure. Skilled teaching assistants make an important contribution in lessons and when working with individuals and small groups. Their highly effective support for disabled pupils, those with special educational needs and pupils who speak English as an additional language enables these pupils to achieve well.
- A recent focus on how writing is taught has been successful in raising standards. Examples of this were seen in Year 3 lessons where pupils were writing a story. The 'starter' and 'build up' they had previously written were used well to lead into 'the problem' they were about to create in their writing. A typical pupil comment was, 'If the build up isn't done well enough, the problem won't be there to write about.' Teachers very successfully encourage pupils to improve their skills in punctuation and grammar and pupils show their eagerness to improve their writing skills.
- The teaching of mathematics is consistently strong and particularly so for the most able pupils who are provided with activities and challenges that stretch their mathematical skills very effectively.
- The school has rightly identified that aspects of the teaching of reading are not consistently good. Teaching does not yet ensure that pupils develop a good understanding of what the author is trying to share and how to use information from the text that they read to form an opinion. Parents are not always provided with enough information about how they can help their child improve their reading at home.

- Questioning is used effectively to test and extend pupils' knowledge and skills. Teachers generally use information about how well pupils have learnt, to plan future work at the right level for them. However, there is not enough sharply focused teaching to ensure that disadvantaged pupils achieve as well as others in the school. Teachers give helpful advice through their diligent marking of pupils' work and use a colour coded system consistently well throughout school so that pupils know how to improve. Pupils are keen to support each other and in their writing they confidently say exactly why something is good and what they think can be improved.

The achievement of pupils is good

- Pupils in all key stages make good progress from their varied starting points. By the end of Year 6, attainment in writing and mathematics is typically above average and average in reading.
- Progress through Key Stage 1 is good. By the end of Year 2, most pupils reach standards of attainment that are above average in reading, writing and mathematics. In 2014, the proportion of pupils reaching the expected standard in the Year 1 national screening check of pupils' ability to link letters to the sounds they make, known as phonics, was lower than the above-average levels reported in the previous two years. The school has, however, put a catch-up programme in place for those pupils who did not meet the expected standard and there has already been rapid improvement.
- As they move through Key Stage 2, pupils continue to make good progress overall. However, there is some variation between year groups, especially in reading and, as a result, attainment in reading is lower than in writing and mathematics.
- In mathematics, attainment by the end of Year 6 has been on a rising trend and, in 2013, was above average. Unvalidated results from tests in Year 6 in 2014 show this trend has continued and that attainment was well-above national average. This reflects outstanding progress from pupils' previously lower starting points. Mathematical skills are very well promoted. Pupils regularly use and apply their skills to solve real-life mathematical problems. Pupils see the uses of mathematics, while making their learning memorable.
- Following a successful whole-school focus on writing, attainment in writing across the school has risen. In Year 6 in 2014, the proportion of pupils reaching the higher Level 5 was much higher than the proportion that did so in 2013 and is above the proportion that did so nationally in 2013. The school has worked hard to provide a clear structure for pupils to improve their writing. Pupils have opportunities to write in different styles, not only in English lessons but also in topic lessons. The quality of work in the pupils' books demonstrates that they are giving of their best and enjoying what they learn.
- In Year 6 in 2013, when compared to national averages, standards in reading were broadly average. However, standards in both writing and mathematics were above the national average at Level 4. The unvalidated data of the standards pupils reached in Year 6 in 2014 shows that attainment in reading lags behind that of writing and mathematics. Although more pupils attained the higher levels than previously in 2014, leaders have yet to ensure that the whole-school focus on improving achievement in reading raises standards overall.
- Disabled pupils and those with special educational needs make at least good progress in their learning. This is because of the effective additional support and guidance they are given by teachers and teaching assistants to help them grow in confidence and achieve their best.
- Standards reached by pupils who speak English as an additional language were above those of other pupils in the school in reading and mathematics and above other pupils who speak English as an additional language nationally in reading, writing and mathematics. They make good progress from their starting points and in 2013 made outstanding progress in mathematics.
- The most able pupils achieve well. They are challenged in all aspects of their learning and are highly motivated to do their best because of teachers' high expectations and their own pleasure in seeing just how well they can do. Unvalidated Year 6 data for 2014 shows that the proportion of pupils reaching the higher Level 5 and above is much higher than the proportion that did so in 2013 and above the national average.
- The attainment of disadvantaged pupils in Year 6 in 2013 was about a term behind other pupils nationally in reading and writing but less than half a term in mathematics. When compared with other pupils in the school, they were just over half a term behind in mathematics and reading and over a term behind in writing. In 2014, however, unvalidated data for Year 6 show this gap to have widened in reading. Also, for some year groups in the school and in the different subjects, differences in the attainment and progress of disadvantaged and non-disadvantaged pupils are wider than in others. The school is working to make sure these pupils achieve as well as others in the school.

The early years provision**is good**

- When children join the school in the Nursery or Reception Year, their levels of skills and understanding are below those typically found. They make good progress relative to their varied starting points and so children are well prepared for their learning in Year 1. Where necessary, the curriculum is adapted to meet children's particular needs, such as in communication and language, for any children who may be at the early stages of speaking English as an additional language.
- Children are kept very safe and learn effectively how to keep themselves safe. They settle quickly into Nursery and Reception classes because of the strong relationships and clear routines that are in place to support them. They develop a positive attitude to their learning, working and playing in harmony with one another and learn to behave extremely well. This is because the school instils its values into children from this very young age. They demonstrate a good degree of independence when selecting from a wide range of activities, which enables them to explore, investigate and experiment. They are willing and eager to talk about their work and readily engage in conversation with adults.
- Teaching is consistently good and children enjoy a bright and spacious indoor learning environment and large, well-resourced outdoor learning areas. There is a good balance of activities chosen by the children and those taught by teachers and teaching assistants. Where activities are adult led, these are well focused and delivered with an enthusiasm. This motivates the children well and effective use is made of appropriate questioning and discussion to assess what children can do in order to plan next steps in learning. These observations and assessments are of high quality and 'Learning Journey' booklets are used well to provide evidence of each child's progress. However, occasionally, the most able children are not challenged well enough to achieve their full potential. Opportunities for children to experience everyday technologies to enhance their learning are also sometimes missed.
- Parents are fully involved in making their child's start at school as smooth as possible. Home visits by staff, workshops such as 'Kiddy Cook', meetings about how to support their child with reading and opportunities to spend time in school for 'stay and play', ensure that children are well prepared for school and there is a strong partnership established between home and school.
- The early years is well led and managed. Leaders ensure that adults working in the early years share a deep commitment to children's well-being and safety and that they all work together as a cohesive team to ensure that all children have good opportunities to learn and develop well.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105403
Local authority	Manchester
Inspection number	448307

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	579
Appropriate authority	The governing body
Chair	Suzannah Reeves
Headteacher	Janet Marland
Date of previous school inspection	24 March 2010
Telephone number	0161 234 1020
Fax number	Not applicable
Email address	office@cavendish.manchester.sch.uk

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