

Inspection of a school judged good for overall effectiveness before September 2024: Cavendish Primary School

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

Inspection dates:

4 and 5 March 2025

Outcome

Cavendish Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are eager to come to school each morning. They are greeted by staff who know them well. Pupils are proud of their school. With many languages spoken, pupils make friends from around the world. Young interpreters help new pupils to settle into school life. Pupils have high levels of respect for one another's views and beliefs. They say that everyone is welcome here. Pupils are cared for in an inclusive environment.

Pupils behave well. This is established in the Nursery class where children quickly learn the routines of the school. Pupils are respectful to one another. They listen carefully in class and are keen to learn. The school has high expectations of pupils' achievement. As a result, most pupils achieve well and leave Year 6 ready for the next stage in their education.

Pupils benefit from a wide range of extra-curricular opportunities. They choose clubs where they can develop their talents and interests. For example, they attend comedy, football, karate and skateboarding clubs. The school ensures that pupils, including those who are disadvantaged, are able to access these wider opportunities. Pupils are keen to develop their leadership skills. The school's 'safety protectors' help to ensure that other pupils feel safe and have someone to talk to if they have a worry.

What does the school do well and what does it need to do better?

Since the last inspection, new leaders have been appointed. The school has worked effectively to secure improvements to the quality of the curriculum. The school's most recent published data does not reflect the strength of this improved educational offer. In 2024, some pupils' attainment was significantly below the national average. Many of these pupils had gaps in their knowledge as a result of the COVID-19 pandemic and

weaknesses in the previous curriculum. The school has taken appropriate action to tackle these weaknesses. As a result of this positive work, most pupils now learn and achieve well.

The curriculum has been well-considered. Over a short period of time, new subject curriculums have been introduced. These enable staff to know what to teach and when. Learning builds on what has been previously taught. Teachers check that pupils' learning is secure before moving them on to new concepts. They check how well pupils learn and remember new knowledge. Staff use this information to identify and address any misconceptions. Staff benefit from the training they have had. They design appropriate activities that help pupils to learn well. As a result, most pupils, including most pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, learn well.

Reading has a high priority. The phonics programme begins in the Reception classes. It follows a clear structure. Pupils soon learn the letters and sounds that they represent in order to read. In writing lessons in Year 1 and 2 classes, pupils have the opportunity to apply what they have learned in phonics. Most pupils who need additional support get the help that they need to keep up with their peers. As pupils move through school, pupils become more fluent at reading and writing.

The school has the same high ambition for pupils with SEND as it does for all. Most pupils with SEND access the curriculum alongside their peers. Staff make appropriate adaptations to activities to enable most pupils with SEND to learn well. However, this is not the case for a small number of pupils with more complex needs. The needs of these pupils are identified, however, the curriculum does not meet their needs as well as it could. This is because the school has not thought carefully enough about the sequence of learning these pupils encounter in some subjects. As a result, a small group of pupils with SEND do not learn as well as they could.

The school has developed its approach to supporting pupil's positive behaviour. It helps pupils to understand the choices that they make. Pupils are kind to one another. In the playground, they like to play with their friends. They enjoy choosing from the wide range of activities on offer, including lunchtime clubs. The friendship bench, pupil playleaders and staff all help to ensure that breaktimes are happy times.

Pupils benefit from the school's personal development offer. The school has designed an enriching range of trips, visitors and experiences which enhance pupils' learning. The school strives for pupils to be, 'brilliant citizens'. They learn about the importance of respecting others regardless of any differences such as race or religion. Pupils understand the fundamental British values. They demonstrate the school's 'golden values', such as respect and equality. They know how to stay healthy and how to look after their mental health. Pupils understand the importance of staying safe online and are mindful about how to use social media appropriately. Pupils know how to be a good friend.

The school uses a wide range of approaches to support pupils' attendance. For example, pupils are keen to earn rewards for their attendance. Its effective work to support pupils and families ensures that pupils' attendance remains high.

Governors are highly committed. They utilise training to offer both support and challenge to the school. Leaders are mindful of staff's well-being and workload. Staff are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not ensure that learning for a small group of pupils with more complex SEND is adapted as well as it could be. This hinders the achievement of these pupils in some subjects. The school should ensure that these subject curriculums are carefully designed and well-sequenced to match pupils' needs, so that these pupils achieve well in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105403
Local authority	Manchester
Inspection number	10347956
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	643
Appropriate authority	The governing body
Chair of governing body	Oliver Gibson
Headteacher	Joanne Taylor
Website	www.cavendish.manchester.sch.uk
Date of previous inspection	1 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school offers a breakfast and after-school provision.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector observed pupils from Year 1 to Year 3 read to a familiar adult.
- Inspectors met with the headteacher, the deputy headteacher and other leaders.
- An inspector met with members of the local governing committee, including the chair of governors.
- Inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered the views of parents and carers. They reviewed the responses to Ofsted Parent View, including the free-text comments. An inspector also spoke to parents at drop off at the school gate.
- Inspectors considered the views of staff and pupils who responded to Ofsted's online surveys.

Inspection team

Frith Murphy, lead inspector

His Majesty's Inspector

Louise McArdle

Ofsted Inspector

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