

# Inspection of Cavalry Primary School

Cavalry Drive, March, Cambridgeshire PE15 9EQ

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Inspection dates: 5 and 6 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Fiona McCallum. The school is part of the Elliot Foundation Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson. There is also a Regional Director, Caroline Oliver, who is responsible for this school.

## **What is it like to attend this school?**

This is a warm and friendly school, where a life-sized Gruffalo greets you at the entrance. Pupils have strong relationships with their peers and the adults in the school. They play well with others at playtimes and are happy. These relationships ensure that pupils meet staff's high expectations of behaviour most of the time.

Pupils want to do well at school. They know that staff want them to achieve as well as they can, and they respond well to encouragement. Pupils listen attentively and respectfully to others in lessons. They answer questions and share their knowledge confidently. Pupils display a 'have-a go' attitude to their work and take risks with their learning. Current pupils are achieving well, but this has not been the case in the past.

Pupils share their experiences of performing at the Royal Opera House as well as many performances they complete in school. Many pupils learn instruments, which they play in the school bands, or sing in the school choir. Pupils' high-quality artwork is displayed proudly around the school. Pupils attend sporting competitions in a wide range of sports. They are encouraged to develop their talents and interests. These experiences develop pupils' confidence and resilience.

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

The school has revised the curriculum to ensure that it delivers the key knowledge that leaders want the pupils to learn, starting in the early years. This has made a significant difference to how well pupils learn the curriculum and are prepared for their next stage of learning.

In many subjects, curriculum leaders ensure the knowledge that pupils need to learn is identified precisely and taught in a logical order. Pupils build their understanding well over time. Staff use quizzes and questioning to help pupils remember important knowledge. This is particularly so in English and mathematics.

A few subjects are not as well developed. The school has not identified precisely the important knowledge that pupils should know and remember in these subjects. This means teachers are less effective at planning activities and sequences of lessons that help pupils remember the knowledge needed to understand more complex ideas. Consequently, pupils are less secure in their understanding in these subjects.

The school identified the reasons why pupils did not achieve as well as they should in reading and mathematics. Leaders made changes to how pupils are taught and assessed in these subjects. These changes have made a positive difference. Pupils can confidently recall and apply their knowledge, including when they must do so in challenging, or new, contexts. However, these changes were relatively recent and more time was required for them to be reflected in the achievements of Year 6 pupils in 2023.

Staff teach phonics consistently well from the early years. Most pupils make strong progress in learning to read fluently. Pupils enjoy the routines of their phonics lessons and participate well. Staff check what pupils know and can remember. They ensure that pupils read books that are well matched to their phonics knowledge. Pupils practise the sounds that they are learning. They regularly visit the well-stocked school library as well as the local library. This ensures that they have access to a wide variety of texts. Pupils enjoy reading a variety of authors and genres. Any pupils who are reluctant to read can share a story with Leonard, the school dog. This helps them gain confidence and enjoy reading.

Most pupils with special educational needs and/or disabilities (SEND) learn alongside their classmates successfully. Some pupils with SEND need a more personalised approach. They learn away from their classroom, rejoining their class when appropriate. Staff carefully plan pupils' timetables and adaptations so that they meet pupils' needs. This enables pupils with SEND to be successful with their learning.

Staff understand and follow the school's behaviour policy. Occasionally, a few pupils need reminding of what is expected. The school explores the cause of non-attendance with families and individuals. It provides the support needed to overcome barriers to pupils attending regularly. This is helping attendance to improve.

The school has created a comprehensive personal development programme. It ensures that pupils learn how to keep themselves safe, with a trip to the local fire station, for example. Pupils know how to keep themselves physically fit and the importance of eating healthily. Pupils actively participate in the school and local community. They can be school council or eco council members, library helpers or part of the 'active crew'. Pupils raise money for charities and perform as part of the choir or orchestra within the local community.

The trust knows the school well and has high aspirations for it. The school and trust support staff well. Staff appreciate the 'open-door policy', which means leaders are always available. Staff enjoy working at the school. Subject leaders are knowledgeable and support staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, the school's curriculum plans do not identify precisely the important knowledge that pupils should learn. This means that teachers do not always help pupils remember the important knowledge that is the foundation for understanding more complex knowledge. As a result, pupils do not achieve as well in these subjects as they do in other subjects. The school should ensure that

the important knowledge that pupils should learn is identified precisely in all subjects so that teachers plan and teach sequences of lessons that are effective in helping pupils remember and build on this knowledge effectively.

## **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 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

<b>Unique reference number</b>	143871
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10323775
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	411
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tim Coulson
<b>CEO of trust</b>	Hugh Greenway
<b>Headteacher</b>	Fiona McCallum
<b>Website</b>	<a href="http://www.cavalry.cambs.sch.uk">www.cavalry.cambs.sch.uk</a>
<b>Date of previous inspection</b>	13 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The deputy headteacher is currently the acting headteacher.
- The school is part of Elliot Foundation Academies Trust.
- The school uses one registered alternative provider of education.
- The school operates its own breakfast and after-school club.
- The school has a nursery that is currently being transferred to the trust. This was inspected as part of this inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's educational 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.
- The lead inspector spoke with representatives from the trust and the chair of trustees.
- The inspectors carried out deep dives in early reading, mathematics, physical education, computing and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of work.
- To evaluate the effectiveness of safeguarding, the 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 gathered the views of pupils by speaking to them during lessons and at breaktimes. They were no responses to Ofsted's pupil survey.
- Inspectors spoke to groups of staff in order to gather their views of the school. Inspectors also considered 38 responses to Ofsted's staff survey.
- The inspectors considered 50 responses to Ofsted's online survey for parents, Ofsted Parent View. Inspectors also spoke to parents at the school gate.

### **Inspection team**

Katie Devenport, lead inspector	His Majesty's Inspector
James Adkins	Ofsted Inspector
Julie Harrison	Ofsted Inspector

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