

Cavendish Primary School

Address: Hall Road, Eccleshill, Bradford, West Yorkshire, BD2 2DU

Unique reference number (URN): 149583

Inspection report: 7 July 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders carefully match the personal development programme to the school's local context. It is a core entitlement for pupils. The progressive programme is clear, flexible and responsive to issues within the community. For example, pupils learn about water safety because of the nearby canals, while older pupils receive guidance about grooming from the local community police officer.

Pupils have a deep and detailed understanding of fundamental British values and those who are protected by law. They can talk confidently about individual rights and equality. Assemblies, lessons and visits further develop pupils' knowledge of diversity, different faiths, cultures and lifestyles. Pupils readily accept and value difference. They know that school is a safe place where they can talk openly about their beliefs and views without judgement.

The school proactively identifies pupils who would benefit from additional pastoral support. Staff know pupils well and can quickly identify when support is needed, ensuring timely intervention. Pupils understand the importance of looking after their physical and mental health. They actively use calm spaces and mindfulness to help regulate their emotions. Pupil mental health ambassadors promote positive mental health by encouraging their peers to seek support.

Pupils enjoy an extensive range of clubs and activities that cover the arts, music and sport. Pupil voice often influences the choice of clubs. For example, the 'girl power group' requested a yoga club. Participation in the extra-curricular offer is high. Staff check attendance and adjust the offer to encourage pupils, including those who are disadvantaged or have special educational needs and/or disabilities, to attend.

The 'Cavendish Enrichment Passport' brings together the school's ambition for every pupil. It unlocks a world of practical experiences, such as den building, performing and community-focused projects that help pupils to develop a sense of pride and resilience. Pupils from the early years onwards enjoy working through the pledges. These culminate in a graduation at Bradford University.

Expected standard ●

Achievement

Expected standard ●

The school's published outcomes in 2025 show that pupils' attainment declined from previous years. Leaders recognise this and have taken action to improve pupils' achievement. As a result, these outcomes do not reflect the quality of education that current pupils receive. Pupils' books show that they achieve well across the curriculum. Generally, pupils have the appropriate knowledge and skills that they need to progress successfully to the next stage of learning. This includes children in the early years. Leaders' focus on ensuring pupils secure basic skills in English and mathematics helps to prepare pupils effectively for the next stage of their education. Staff typically fill any gaps in pupils'

knowledge and skills quickly so that they achieve well. This includes pupils with special educational needs and/or disabilities. Disadvantaged pupils' attainment is in line with the national average. In Year 1, most pupils attain well in the phonics screening check.

Attendance and behaviour

Expected standard 

Leaders have established a clear approach to dealing with the causes of absence, including thorough first-day absence procedures. Their well-targeted actions are making a measurable difference. Attendance has improved so that it is now in line with the national average. The attendance of disadvantaged pupils has also improved and is now in line with that of disadvantaged pupils nationally. Leaders communicate their high expectations for attendance regularly to parents and carers.

Leaders have established a culture in which behaviour routines and expectations are firmly embedded throughout the school. Staff and pupils consistently demonstrate the school's values of kindness, respect and positivity through their interactions and attitudes to learning. As a result, classrooms are calm and purposeful and transitions between learning activities are orderly.

At social times, staff provide pupils with a wide range of high-quality opportunities for outdoor play. Pupils across the school enthusiastically engage in activities such as model making, physical challenges and imaginative play. This enriching and stimulating provision supports pupils to develop highly positive behaviour, confidence and effective social skills.

The school does not tolerate bullying or discrimination of any kind and pupils understand this well. Reported incidents of bullying are rare. When concerns do arise, leaders deal with them promptly and effectively.

Curriculum and teaching

Expected standard 

Starting in the early years, the school's curriculum helps pupils to develop the knowledge and skills that they need for future success. Leaders prioritise early reading. Staff teach regular, high-quality phonics lessons that support pupils to quickly become competent readers. They build on this foundation by developing fluency in reading, writing and mathematics. Every class begins the day with key skills lessons that provide regular opportunities to rehearse and revisit recent learning in these subjects.

Leaders ensure that the curriculum is designed and sequenced so that new knowledge and skills build on what has been learned before. They identify clear end goals that they want pupils to achieve. Teachers regularly check pupils' knowledge, understanding and progress through the curriculum. Where they identify gaps or misconceptions, pupils generally receive targeted support to help them to catch up. This includes pupils with special educational needs and/or disabilities.

Leaders have a secure understanding of the curriculum. They provide effective coaching and guidance to staff to promote a consistent approach to teaching across all classes. Leaders ensure that staff teach subject-specific vocabulary across the curriculum. As a

result, pupils confidently discuss their learning using the appropriate language and terminology.

Early years

Expected standard 

Children in the early years get off to a secure and successful start. Adults respond skilfully and sensitively to children's needs so that they feel settled and confident. Effective partnerships with families support children's development.

The curriculum is carefully designed and sequenced to build the knowledge and skills children need to become successful learners. Learning is typically introduced through direct teaching and revisited regularly across activities in the classroom and outdoor areas. Adults model the use of age-appropriate vocabulary and support children to have meaningful conversations. They share songs, rhymes and stories every day to foster a love of language.

Staff use sensory resources, visual aids and targeted support to ensure all children, including those with special educational needs and/or disabilities, can access the curriculum. Staff promote children's health, welfare and wellbeing through consistent routines and effective safeguarding practices.

Staff prioritise reading in the early years. Children learn phonics every day. They use their growing knowledge to read and write with confidence.

Children benefit from enrichment activities that help bring learning to life. These include visits to the local shop and train journeys to Ilkley. These experiences, along with consistently high-quality play, build independence and curiosity, preparing children well for learning in Year 1.

Inclusion

Expected standard 

Leaders have high ambitions for every pupil and are committed to providing the appropriate support that they need to succeed. They form close working relationships with parents and carers to help them to know pupils well. They use this information to carefully plan individual support.

Staff use well-equipped additional spaces to provide timely, targeted support. This includes helping pupils to manage their emotions and engage with the curriculum. In most lessons, pupils with special educational needs and/or disabilities (SEND) and other barriers to learning benefit from well-chosen strategies that help them to succeed. This is particularly the case in English and mathematics. As a result, pupils access learning successfully. In some subjects, teachers' use of adaptations is less effective, which hinders pupils' ability to access learning alongside their peers. Leaders carry out weekly checks on the impact that their work is having on pupils. They generally take swift action to adjust support so that it is matched well to pupils' changing needs.

Leaders work effectively with a range of external agencies to ensure that the needs of pupils with SEND and those known to social care are met. They use additional funding for disadvantaged pupils well to help improve pupils' attendance, attainment and wellbeing.

Leadership and governance

Expected standard 

Leaders have a clear vision for the school. They know the school's strengths and are swift in identifying aspects of the curriculum, teaching and inclusion that can be developed further. Leaders have worked with pace to establish a culture where every pupil is seen, heard and valued. This has resulted in a vibrant learning community where pupils are encouraged to be curious and resilient with aspirations for the future.

Trustees and the school's local advisory board perform their statutory duties well. They provide strategic support and ensure that the school is suitably resourced to meet pupils' needs. Together with leaders, they use regular external evaluations of the school to check the impact of their actions and plan next steps for improvement.

Staff feel highly valued. They receive a range of coaching and training that equips them with the skills they need to teach the school's curriculum effectively. Teachers who are early in their career receive effective support to develop their skills and talents. Staff appreciate how leaders prioritise their wellbeing. This ensures that workload is manageable. They are unanimous in their support for leaders, and morale in school is high.

Leaders build trust and understanding with their community. Parents and carers are highly positive about the school. Leaders use their relationships with families to support pupils so that barriers to learning and wellbeing are removed.

Leaders consistently act in the best interests of all pupils. They champion the individual and ensure that pupils' time at school is filled with happiness, support and care.

What it's like to be a pupil at this school

Pupils flourish in a school that provides a safe and nurturing environment. They feel valued and eager to learn. Leaders have worked to improve attendance. As a result, most pupils now attend regularly. On arrival, staff welcome pupils warmly, which supports a positive and purposeful transition into learning. Well-established morning routines enable pupils to consolidate their knowledge of grammar, spelling, reading and number. In the early years, children engage with stories and active learning, supported by high-quality interactions from adults.

Pupils know how to keep themselves safe in the community and online. Weekly safeguarding questions encourage pupils to think carefully about risks, recognise potential dangers and understand when to seek help. From the early years onwards, staff encourage pupils to make safe choices and show respect for themselves and others.

The curriculum is broad, well organised and matched to pupils' needs. Pupils benefit from consistent teaching that enables them to typically make effective progress through the

curriculum from their individual starting points. The school promotes high aspirations to help pupils achieve ambitious goals. Pupils learn about inspirational individuals, including sports personalities, performers and campaigners for women's rights. These role models are thoughtfully linked to school values.

Pupils behave well and receive rewards for making the right choices. They demonstrate the school's values of kindness and respect in their interactions with others. Those who require additional support for their learning and/or wellbeing receive timely and nurturing provision. As a result, disadvantaged pupils and those with special educational needs and/or disabilities make secure progress through the curriculum.

Pupils enjoy a wide range of opportunities to develop their leadership skills through roles such as eco warriors, reading ambassadors and school councillors. These responsibilities enable them to contribute to school improvement and make a positive difference to the life of the school.

Next steps

- Leaders should continue to embed their attendance strategy so that attendance rates for pupils, including those who are disadvantaged or who have special educational needs and/or disabilities, are consistently in line with or above national averages.
- Leaders should use their checks on learning to further identify relevant support so that pupils receive effective adaptations across the whole curriculum.
- Leaders should embed effective teaching approaches consistently across the school, enabling pupils to apply their learning confidently and attain outcomes that are above national averages over time.

About this inspection

This school is part of the Exceed 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 (CEO), Duncan Jacques CBE, and overseen by a board of trustees, chaired by Earl Lenton MBE.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, several pupils, staff, parents and carers. The lead inspector met with the CEO and representatives from the trust board and local advisory board. This included the chair of the local advisory board.

Headteacher: Jonathan Nixon

Lead inspector:

Steven Holmes, His Majesty's Inspector

Team inspectors:

Michael Smit, Ofsted Inspector

Alison Ashworth, Ofsted Inspector

Nicola Witham, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

447

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.62%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.82%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.11%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	50%	62%	Below
2023/24 (final)	66%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	62%	75%	Below
2023/24 (final)	73%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	64%	72%	Below
2023/24 (final)	69%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	55%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	54%	46%	Close to average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	63%	59%	Close to average
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	44%	69%	-25 pp
2023/24 (final)	54%	67%	-13 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	58%	80%	-21 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	54%	78%	-23 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	63%	79%	-17 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.4%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	23.1%	13.0%	Above
2023/24 (3 term)	20.2%	14.6%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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