

Cavendish Primary School

Edensor Road, Chiswick, London, W4 2RG

Inspection dates 21–22 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Almost all pupils make good or better progress and learn well in their lessons.
- The school is using additional funding effectively to raise standards. Pupils known to be eligible for free school meals are now making improved progress compared to other pupils and gaps in attainment are narrowing.
- Pupils' behaviour in lessons and around school is good and they say they feel safe and cared for well. Parents and carers agree with this.
- Pupils enjoy school because the lessons are made interesting and fun.
- Attendance rates have improved significantly over the last two years and are now well above the national average.
- The headteacher, senior team and members of the governing body lead the school very effectively and ensure pupils' progress is well above nationally expected levels. They are well supported by all the staff.
- The regular checks on teaching and the advice given to teachers have ensured that the teaching is consistently at least good.
- Members of the governing body are knowledgeable about the school because they regularly check on how well it is doing. They are, therefore, able to provide a very effective balance of support and challenge.

It is not yet an outstanding school because

- Attainment in writing is below that in reading and mathematics.
- Although nearly all teaching is good, there are very few examples of outstanding teaching.

Information about this inspection

- Inspectors observed 15 lessons, of which three were joint observations with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and another governor, and several staff members, including senior and middle leaders. A telephone conversation was held with a representative of the local authority.
- There were 54 responses to the online questionnaire (Parent View). Parents' and carers' views were also sought through discussions at the start and end of the school day.
- Inspectors also took account of the 29 questionnaires completed by members of the school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and the minutes of various meetings.

Inspection team

Nigel Grimshaw, Lead inspector

Additional inspector

Debbie Thomas

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Two thirds of the pupils are from minority ethnic groups.
- About half of all the pupils speak English as an additional language.
- The proportion of pupils eligible for the additional funding provided for children in the care of the local authority, from service families, and those children known to be eligible for free school meals (the pupil premium) is above average. There are currently no children who are looked after by the local authority and no pupils are from service families.
- The proportions of disabled pupils and pupils who have special educational needs supported through school action are in line with the average.
- Proportions of pupils supported at school action plus, or who have a statement of special educational needs, are, again, in line with the average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
 - making sure that all teachers react promptly in lessons to pupils' errors and misunderstandings
 - maximising the time pupils have in all lessons for completing their independent work
 - improving the pace of learning so that progress is more consistent in all lessons.
- Improve attainment in writing so that it is better matched to that in reading and mathematics by:
 - ensuring that targets for individual pupils are clearer, indicating more precisely what they need to achieve to reach them
 - developing more opportunities for pupils to write in subjects other than English, with less reliance on worksheets
 - ensuring teachers' marking includes more consistently the next steps for improvement and making regular checks that pupils have responded to teachers' comments.

Inspection judgements

The achievement of pupils is good.

- Children enter the Early Years Foundation Stage with levels of skill and knowledge below those expected for their age. They are particularly low in their communication and language skills and in some of their social skills. The teaching in the Early Years Foundation Stage is consistently good or better, and so children settle well into school life and make good progress. As one parent said, 'I can't believe how well my child has settled into school – just like a duck to water. She loves it.' The skills that they develop are then carried with them throughout their time in school.
- The pupils continue to make consistently good progress through the school because the quality of teaching is now consistently good. Pupils' attainment at the end of Year 6 is now above national averages in reading and mathematics but remains just below in writing, although the progress they make is above expectations.
- The good progress made by the pupils includes those who speak English as an additional language, because their needs are identified promptly and they receive good support.
- Disabled pupils and those with special educational needs make good progress because the work is well matched to their ability and they receive good-quality support from well-trained teachers and teaching assistants. Their progress is checked regularly and so any changes in the support that they might need are made promptly.
- The more-able pupils also benefit from work that is set at the right level for them in most lessons so that they are challenged to think carefully about applying their skills and knowledge, particularly in problem-solving activities.
- In 2012, Year 6 pupils at the end of Key Stage 2 who were in receipt of the pupil premium had attained the equivalent of half a National Curriculum level less than other pupils in both English and mathematics. However, the school's own records show that these gaps are now narrowing in both subjects for current pupils as a result of effective use of the additional resources.
- The progress made by the pupils in their reading has accelerated considerably, mainly because of the good and better teaching of phonics (the sounds that letters make) but also because the pupils make good use of the well-stocked, attractive library. As a result, pupils say that they like reading and showed confidence in their reading when they read to the inspectors during the inspection.
- Pupils across the school find the targets set for them by the teachers to improve reading, writing and mathematics very helpful. However, the way this is done is not consistent across the school and not all pupils are clear about what they need to achieve to meet their targets.
- The school leaders keep a close watch on the progress made by all the pupils. They hold meetings regularly with all the teachers to identify those pupils who are falling behind and take action where necessary to give an extra boost to their learning, usually in smaller groups with adult support.
- Nearly all the parents and carers responding to the online questionnaire believe that their children make good progress. This was also evident from discussions with parents and carers .

The quality of teaching is good.

- Teachers plan work that the pupils find interesting and fun, and which motivates them to learn well. For example, in a science lesson where teaching was outstanding in Year 4, pupils were following up their visit to a dairy farm and responded enthusiastically to the task of making butter from cream. They were clearly very proud of their efforts when pots of butter were produced!
- In the best lessons, expectations about learning are high and teachers use good questioning

skills that make the pupils think carefully about their answers, extend their speaking and listening skills, and improve their use of vocabulary. This is having a positive impact upon improving their progress in reading and writing.

- In most lessons, the pace of learning is suitably brisk. This was very evident in an outstanding Reception class phonics lesson where children were actively involved throughout because the teaching was inspiring and engaging for them and progress was, therefore, exceptional. However, in a small minority of lessons, the pace is more variable and the teachers do not give sufficient time for the pupils to do their own work, and consequently, their progress is slowed.
- Relationships between teachers and pupils are a real strength because the teachers know the children in their class very well indeed. This helps the teachers to set work that is at the right level for the pupils and also appeals to them.
- In the majority of lessons, the teachers are very aware of the pupils' progress, but in some lessons, the teachers do not pick up on pupils' errors and lack of understanding quickly enough, and so progress during the lesson dips.
- Marking has been a focus of the school's improvement and, as a result, is now more effective in providing guidance to pupils. However, this is not yet consistent enough and, in some classes, pupils are not given regular opportunities to reflect on this guidance and improve their work. This is a contributory factor to pupils' lower attainment in writing compared with reading.
- Teaching very effectively promotes pupils' good spiritual, moral, social and cultural development, which is evident in lessons and around the school. Pupils work together well, value and respect the opinions of others, and show good awareness of other cultures. As one parent commented, 'This is a fantastic school with such a sense of community.'
- Resources are well prepared, including the effective use of information and communication technology in lessons, and these help to promote good learning. The attractive and informative displays around school and in classes also help to enliven and extend pupils' learning.
- Strong leadership from the Inclusion Manager and careful planning by staff ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by effective teachers and teaching assistants.
- From responses to the online survey and discussions during the inspection, it is clear that parents and carers are extremely pleased with the teaching in the school.

The behaviour and safety of pupils are good.

- Almost all the pupils have very positive attitudes to learning. They enjoy the work set for them and are, therefore, motivated by the work and are keen to do well. Because they are fully engaged in their work, behaviour in lessons is consistently good.
- Good routines and high expectations of behaviour are well established across the whole school. Consequently, pupils also behave well around school. They are kindly, considerate, polite and courteous. The behavioural records confirm that this is the case over time, too. There is no evidence of lessons being disrupted by unacceptable behaviour.
- Pupils understand the various forms that bullying can take. They say that they feel safe in school, and bullying in any form is very rare indeed, and is dealt with promptly and effectively by the adults in school. Most pupils are clear about the possible dangers of the internet and know how to stay safe when using it, although this is not yet fully understood by all the pupils.
- Parents and carers also have confidence that bullying is not an issue. All the parents and carers spoken to during the inspection were confident that behaviour in school was good. 'I bring my child in the morning and don't have a single concern that she will be happy and safe all day' was typical of many similar comments that parents and carers made.
- The senior leaders and governors have worked closely with parents and carers to improve attendance. As a result, punctuality and attendance rates have improved markedly for the last two years and are now well above the national average.

The leadership and management are good.

- The highly competent headteacher, ably supported by the deputy headteachers and the strong governing body, provides a clear direction for the school. This vision is shared well with all the staff. A rigorous programme of checks on the teaching and learning taking place has led to sustained improvement, and so the pupils continue to achieve consistently good levels of progress throughout the school. Decisions about pay rates are based on the quality of teaching.
- School leaders have extended the leadership roles to more staff. As a result, they are heavily involved in checking on the attainment and the progress that the pupils make in all subjects. This, in turn, makes sure that teachers are able to set work that is sufficiently challenging for all pupils.
- School staff are all given clear steps for improving their practice and value the training provided for them to achieve these. The views expressed by the staff in discussions and through their questionnaires were very positive indeed about their roles in school. They indicate clearly that they find working at the school rewarding.
- The range of subjects and activities for pupils makes sure that they enjoy learning. There are good opportunities for pupils to apply their reading skills when studying other subjects but, because of an over-reliance on worksheets, there are missed opportunities for improving writing skills through longer pieces of work, especially in subjects other than English. The good use of visits, including the whole-school visit to a farm the day before the inspection, enriches the work the pupils undertake. A good range of after-school and lunchtime clubs also helps to improve pupils' learning opportunities.
- The school has worked hard to engage parents and carers in their child's learning and from conversations with them it is clear that they appreciate this.
- The school has established valuable partnerships with other local schools and outside support agencies to improve learning experiences for all the pupils.
- The local authority has provided good support to the school over time, mainly through annual review meetings.
- **The governance of the school:**
 - Members of the governing body are actively involved in working with the staff to make the school even better. As a result, they have a good knowledge of the school's strengths and areas for improvement. They have supported the school in maintaining good levels of progress in literacy and numeracy. They are very clear about the quality of teaching in school and the steps being taken to improve this still further. Systems are in place for the approval of pay rises so that these are tied to how well staff are performing. They also understand the performance data and, consequently, are knowledgeable about how well the school is doing compared to other schools. Governors have a good understanding of how the pupil premium has enabled small-group work to help pupils progress well, and they check that the funds have been used successfully. The arrangements to ensure that children are kept safe meet statutory requirements. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend professional training to improve their practice further.

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	102471
Local authority	Hounslow
Inspection number	402887

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	201
Appropriate authority	The governing body
Chair	Sandra Jones
Headteacher	Anne-Marie Inwood
Date of previous school inspection	6–7 March 2008
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