

The Cedars Primary School

High Street, Cranford, Hounslow, TW5 9RU

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school because:

- Teaching is always at least good and often outstanding. There has been consistent improvement since the previous inspection and this ensures that almost all the pupils make outstanding progress.
- Achievement is outstanding. Pupils of all ages make excellent progress in speaking, reading and writing, mathematics and in their personal development. Some pupils are able to return to mainstream education when they leave the school.
- Teachers and other adults know their pupils very well. They have high expectations of their progress, including the most able. Checks on the pupils' progress are accurate and lead to detailed and challenging learning targets being set.
- Pupils who receive additional funding and those for whom English is an additional language achieve very well. Their performance is comparable to the other pupils.
- The pupils make outstanding improvements in their behaviour. They behave very well in lessons and this has a significant impact on their progress. They enjoy school, they feel safe and secure and this is reflected in their above average attendance.
- The headteacher, well supported by her deputy and the governing body, has maintained and built on the already outstanding teaching and achievement recorded in the previous two inspections. Senior staff rigorously check performance and support teachers consistently to improve standards of teaching and the rate of pupils' progress.
- Governors are enthusiastic and support the school very well. They are very well informed and bring a high level of challenge to the school's leaders.

Information about this inspection

- Inspectors observed nine lessons, all of which were joint observations with senior staff.
- Meetings were held with teachers, pupils, senior staff, the Chair of the Governing Body and other members, and a representative of the local authority.
- Inspectors took into consideration the school’s annual parent surveys. There were insufficient responses to the on-line questionnaire, (Parent View) to be included. Inspectors also considered 25 returned staff questionnaires.
- The inspection team observed the school’s work and looked at a range of documentation including, self-review and development planning, records of pupils’ progress and behaviour since the previous inspection, as well as monitoring reports on teaching and the range of subjects offered. All procedures for the safeguarding of pupils were scrutinised as well as attendance records.

Inspection team

Melvyn Blackband, Lead inspector

Additional inspector

Veronica Young

Additional inspector

Full report

Information about this school

- The school provides for pupils with behavioural, emotional and social difficulties. Since the previous inspection, the numbers of pupils with additional learning difficulties have significantly increased to include pupils with autism and those with moderate learning difficulties. All the pupils have statements of special educational needs. There are many more boys than girls.
- Pupils join the school at any age from five to 11, and often at different points in the school year.
- Half of the pupils are from White British backgrounds while the other half of the pupils are from a range of other ethnic backgrounds reflecting the make up of the borough. A minority speaks English as an alternative language, but none are at the early stages of learning English.
- An above average proportion of pupils, about 70%, are eligible for additional government funding (pupil premium) because they are entitled to free school meals or are looked after children.
- The headteacher and senior team were in post during the two previous inspections.

What does the school need to do to improve further?

- Ensure that teachers' marking and written feedback to pupils consistently shows them how to make their work better.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' attainment on entry is generally low, although individual starting points vary widely. Pupils join the school invariably with a history of challenging behaviour, often associated with additional learning difficulties. This is sometimes compounded by periods of absence from previous schools.
- From their individual starting points, the great majority of pupils make rapid progress and above that expected nationally. Pupils achieve outstandingly well, irrespective of their ethnic backgrounds or of their individual special educational needs or disabilities. This upward trend has been maintained since the previous inspection. Pupils, including the most able, make excellent progress in reading, writing and mathematics. This enables them to make equally strong progress in their other activities. Where appropriate they are well prepared to go on to mainstream schools.
- Pupils with additional learning needs make outstanding progress because of skilled teaching and because the school continually checks their progress. Where pupils are falling behind, extra support and guidance are quickly introduced.
- Those pupils who receive additional funds and those for whom English is an additional language also make outstanding progress, in line with other children. The attainment of all pupils in English and mathematics at the end of Year 6 varies widely, including that of those receiving additional funding because of their different starting points.
- The pupils make particularly strong progress in reading. The school has introduced a commercial reading programme which concentrates on the sounds that letters and words make. This has been very successful. Most pupils have caught up in their reading, often from low levels when they entered the school. Pupils enjoy their work and the development of their skills gives them the confidence and ability to make very good progress across the range of their learning.
- Almost every pupil enters the school with severe emotional and behavioural needs. Over time, they make significant progress in learning to control their behaviour and in restoring their motivation to learn. This has a profound influence on their progress.

The quality of teaching

is outstanding

- The quality of teaching is outstanding and has consistently improved since the previous inspection. This is because of the teachers' obvious enthusiasm for their work and because senior staff regularly check on the teachers' performance. Teachers value the high levels of support they receive, including further training.
- Pupils learn exceptionally well because teachers have high expectations of their pupils' progress. The checking of pupils' work is excellent. Teachers keep detailed records of how well each pupil is doing, based on short term and very specific targets which are constantly reviewed. Pupils are made very aware of these targets and how to improve their work, both through individual discussions with teachers and through the marking in their books. Occasionally, however, written comments in books do not clearly show the pupils how to improve or reach the next small step.
- Pupils receive a very high level of individual attention and support from teachers and other adults. Teachers know their pupils very well as a result of detailed checks on their performance. This enables them to set work at the correct level for each pupil. Activities are invariably interesting and challenging for the pupils. These engage their attention and help increase their motivation and concentration.
- Teachers continually check during lessons that every pupil understands how to proceed in their work. Teachers and other adults skilfully use questions to encourage pupils to explain their work and to check how well they understand it. In this way, they are able to reshape work or add further explanation to ensure the pupils stay focused on tasks and continue to learn well. Pupils are confident in the high level of support they receive. They know they will be well supported

when work is more difficult and this helps them to achieve even better.

- The teaching of speaking, reading and writing is particularly effective. Staff are well trained in teaching early reading, and more able pupils, including the most able, are suitably stretched. For example, a group of more able older pupils made outstanding progress when they analysed complex texts to establish what was 'persuasive' writing. The pupils read the passages confidently and shared in detailed discussions about the meanings and use of particular words.
- Pupils also make rapid progress in mathematics because of the skilled teaching and support which they receive.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The pupils make excellent progress in their behaviour from when they enter the school. They have excellent relationships with adults and quickly gain very positive attitudes to all aspects of their learning. Since the previous inspection, the proportion of pupils diagnosed with severe emotional and behavioural difficulties on entry to the school has rapidly increased.
- Behaviour in lessons is usually outstanding. Pupils are respectful to others and to adults and they concentrate for long periods. This has a very significant positive impact on their learning. Parents speak highly of the school's success in improving their children's behaviour.
- Behaviour outside the classroom is equally good. The school is quiet and generally very calm. Pupils behave very well in the dining hall and out in the playground. They display good manners and good humour towards others. Pupils enjoy being at school.
- Staff manage behaviour extremely effectively. Pupils understand and value the consistent rules and the many rewards for good behaviour. They accept sanctions which they consider are fair when their behaviour is not acceptable. As a result, the school is a harmonious and socially cohesive community.
- Adults are very skilful, because they know the pupils so well, at working with individuals to defuse potential incidents. The school's records show that there are frequent minor incidents, because of the pupils' troubled histories, although these have decreased since the previous inspection.
- When pupils become upset, they are quickly calmed so learning can proceed without disturbance. All staff receive regular training in dealing with instances of pupils' inability to control their behaviour. Pupils and parents are confident that behaviour is well managed.
- Each pupil has a detailed behaviour plan which is followed consistently. This minimises incidents and consequently enables pupils to make the most of their learning. The school has a policy of never excluding pupils. When incidents occur they are usually very short lived because of the school's effectiveness in working with each individual pupil.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding is excellent and there are very high standards of care. Pupils acquire a strong awareness of how to keep themselves safe, including when using the internet. The school keeps exemplary records on any child protection concerns and these are regularly reviewed and updated to ensure the outstanding safety of the pupils.
- Pupils are very aware of different forms of bullying and they actively try to prevent it. When on occasion a pupil uses aggressive or insulting language, the pupils are confident that adults will intervene to deal with the situation. Staff deal with such situations promptly and patiently, explaining why such comments are unacceptable. This is successful in helping pupils control their behaviour. Over time, the pupils develop a very good understanding of right and wrong conduct, including safe conduct, and to take responsibility for their own behaviour. This prepares them very well for their return to mainstream education.
- The pupils' attendance is above average because pupils enjoy school, and it has remained so over many years. The school makes determined efforts to work with families and pupils to ensure good attendance. Parents are satisfied that their children are safe at school.

The leadership and management are outstanding

- The experienced headteacher, very ably supported by her deputy, has maintained and continued to build on high standards over many years. She has established a culture of high expectations for both staff and pupils. Staff and pupils have responded very positively to this culture.
- Pupils make significant improvements to their behaviour and are keen to learn. A very high proportion of staff expressed their enthusiasm for working at the school and independently stated that they felt proud to be part of the school community. A very small minority had concerns that behaviour was not tackled adequately. These concerns were investigated during the inspection but no foundation was found for them.
- Senior staff maintain a detailed picture of the pupils' progress and well-being. This enables teachers to intervene quickly should pupils not achieve as well as they should. It also plays a very positive role in ensuring all pupils make very good progress, especially in reading, writing and mathematics. There is no discrimination and the school ensures the equal opportunity of all pupils to do as well as they can.
- Middle leaders are very effective in maintaining teaching standards and in checks on pupils' performance in the subjects for which they are responsible.
- Leaders check on every aspect of teachers' performance. This is effectively linked to procedures which set targets for teachers. Good performance is clearly rewarded by salary progression and weak performance tackled robustly. The strategies to support and monitor teachers and to provide relevant training and support have resulted in teaching standards rising consistently since the previous inspection.
- The school evaluation of its own performance is outstanding because of the rigorous checks on teaching and the pupils' progress. For instance, the school is well aware of occasional variations in the written comments on pupils' work and has action plans to improve things.
- The high quality evaluation leads to detailed development planning, which is focused on improving standards of teaching and pupils' achievements. The school has an outstanding track record over many years. Leaders are very well supported by the governing body and the local authority, which maintains light touch support and makes good use of the school staff in helping other local schools deal with behaviour issues. There is an outstanding capacity to maintain this improvement.
- The range of subjects is well suited to pupils' learning needs. Subjects are solidly based around National Curriculum programmes, closely linked to mainstream education. There is a strong emphasis on reading, writing and mathematics which ensures pupils make excellent progress. Pupils receive regular lessons in personal, health and social education. These are linked to many visiting drama and musical groups who stage work, for instance, on drugs education.
- National sport funding has enabled the school to provide sports leaders for a range of after-school sporting clubs. Pupils are active in inter-school team sports, cycle training and in outdoor pursuits trips. They also participate enthusiastically in physical education lessons.
- The curriculum contributes very successfully to pupils' academic development and behaviour, to their physical development and their spiritual, moral, social and cultural development.
- There are extremely successful strategies for engaging with parents. Every child has a home-school book which goes home daily. Parents appreciate the high level of communication from school and rest secure in the knowledge that their child will never be excluded.
- Safeguarding arrangements are secure and meet current statutory requirements.
- **The governance of the school:**
 - Governors are well informed about pupils' progress, including school performance data, and the management of the performance of teachers. They effectively oversee financial control including the salary arrangements for teaching. Consequently, they are able to challenge school leaders very effectively. They have a good understanding of the quality of teaching in the school. They are fully involved in how good teaching is rewarded and any underperformance tackled. They maintain close supervision of additional government funding

and regularly check the impact on pupils' progress and well-being. Governors are fully involved in the school's self-review, target setting and monitoring processes. They often visit the school, observing teaching and speaking with staff. They take part in regular training, such as in child protection and the use of performance data. Members are well informed, about health and safety matters and the safeguarding of the children.

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	102558
Local authority	Hounslow
Inspection number	439448

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

Type of school	Special
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Anna Ballantine
Headteacher	Lesley Julian
Date of previous school inspection	30 March 2009
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