

Cardinal Road Infant and Nursery School

Cardinal Road, Hounslow, TW13 5AL

Inspection dates 20–21 May 2014

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.

- The headteacher is supported well by an effective governing body and a group of committed staff including middle and senior leaders. They ensure that attainment is above average in English and mathematics.
- Pupils achieve well from low starting points to reach above average standards by the end of Key Stage 1. This is a result of consistently good teaching throughout the school.
- High quality teaching in the Early Years Foundation Stage enables many children to reach good levels by the time they leave Reception.
- Behaviour and safety are good. Pupils are respectful and polite to each other and staff.
- The school's investment in a new reading scheme has ensured that pupils develop strong reading skills across the school and that they read more widely.
- Disabled pupils, those with special educational needs and pupils who speak English as an additional language make good progress.
- Pupils who attend the speech and language unit achieve well because teaching in the unit is strong and tasks are well matched to their needs.
- Pupils are prepared well for the next stage of their education.
- The governing body effectively holds the school to account for its performance and the management of its finances.

It is not yet an outstanding school because

- Teaching is not yet outstanding and so not all pupils achieve as well as they could.
- Sometimes pupils are not given more demanding work as soon as they are ready.
- Some pupils supported through additional funding do not achieve as well as others at the school.
- Children's learning is not always good in the Early Years Foundation Stage when the children have chosen their own activities.
- Pupils are not always given chances to revisit their marked work to make it better.

Information about this inspection

- Inspectors observed teaching in 24 lessons, five of which were jointly observed with the headteacher, the deputy headteacher and the assistant headteacher. Inspectors carried out a series of short visits to other lessons across the school and listened to pupils read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and two other governors, as well as a representative from the local authority.
- Inspectors took account of the views of the parents they met. Inspectors also considered the 13 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement. Inspectors also took into account the school's self-evaluation, safeguarding policies, and records and documents relating to staff performance.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Rekha Bhakoo

Additional Inspector

Kate Robinson

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized infant and nursery school, with three forms of entry and four forms in Reception.
- The proportion of pupils who are supported through the pupil premium is higher than the national average. This additional government funding is for children in the care of the local authority and for pupils known to be eligible free school meals.
- A very high proportion of pupils are from minority ethnic heritages.
- The proportion of pupils speaking English as an additional language is well above the national average. Less than 10% of these children are at an early stage of learning to speak English.
- The proportion of disabled pupils and those with special educational needs supported at school action is at the national average. The proportion supported at school action plus or who have a statement of special educational needs is also in line with that found nationally.
- Two pupils on the school's roll are taught in the speech and language unit that is attended by 30 children from across the borough.
- The school is a member of a 'mini cluster partnership' with neighbouring infant schools.

What does the school need to do to improve further?

- Improve teaching from good to outstanding so that all pupils make rapid and sustained progress by ensuring that:
 - all pupils are always given work that extends their skills as soon as they are ready, particularly in lower Key Stage 1
 - pupils are routinely given the time to act upon their teachers' comments to make their work better
 - the achievement of all pupils who are supported by funding is tracked closely, to remove any barriers that prevent pupils from making rapid progress
 - the activities chosen by children in Nursery and Reception classes enable them to deepen their learning.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with skills which are below those expected for their age. Good teaching ensures that many children make good progress to reach good levels by the time they leave Reception.
- Over the course of Years 1 and 2, many pupils continue to make good progress in reading, writing and mathematics, securing attainment which is above that seen nationally.
- The school's highly effective work to develop pupils' reading through phonics (letters and the sounds they make), is having a strong impact on pupils' reading. Reading is good across the school. The phonic checks for six-year-olds in 2012 and 2013 demonstrate above average reading skills. Pupils benefit from regular access to a well-equipped library ensuring they read widely and often.
- Writing standards are improving and pupils enjoy presenting their ideas in different ways and for different audiences, in a range of subjects, particularly in Year 2. In some classes, teachers do not enable pupils to extend their ideas or give them enough time to revisit their writing to make it better.
- Standards in mathematics are good. This is because of the increased emphasis on number work that helps pupils make good progress.
- The school's strategies to accelerate the progress of all pupils in Year 2 in English and mathematics are effective in ensuring that more able pupils achieve higher attainment levels. As a result, the school's results are above average. However, pupils' progress in Year 1 is not as rapid because pupils are not always given work in mathematics or English that extends their skills and deepens their knowledge.
- The school actively promotes equal opportunities and tackles discrimination. Leaders make sure that pupils who are not making sufficient progress are given appropriate help to achieve well. They receive effective support to develop their reading and basic numeracy skills. Disabled pupils, those with special educational needs and pupils who speak English as an additional language benefit from this support and make good progress from their different starting points.
- The school provides excellent support for pupils who join the school speaking little or no English. This enables them to develop confidence and to acquire language and communication skills quickly. They catch up fast and make as much progress as their peers.
- Pupils who attend the speech and language unit achieve extremely well because of the exceptionally strong teaching they receive.
- Pupils supported through additional funding secure higher attainment in English and mathematics than that achieved by similar pupils nationally. Although the achievement gap is narrowing between pupils supported through additional funding and other pupils at the school, there is still a six month difference in their attainment.

The quality of teaching is good

- Teachers create calm and welcoming classrooms to promote high expectations of pupils' behaviour and achievement.
- Good teaching is enabling successful learning in English and mathematics. However, not enough is outstanding to maximise all pupils' achievement, particularly for some pupils who are supported through additional funding. This is because the school does not always identify the barriers to their learning or move them on to new challenges as soon as they are ready, especially at lower Key Stage 1.
- Most work is set at the right level for each pupil, especially in Year 2, ensuring that pupils make rapid progress. For example, in a particularly successful Year 2 lesson, pupils were skilfully matched in pairs according to their confidence and ability. While they were writing riddles about animals for others to guess, pupils tackled extra challenges to improve the quality of their

writing. Some were tasked with adding similes and others added adjectives. As a result, all of the pupils produced riddles of a high quality.

- Occasionally activities fail to extend pupils' knowledge and skills. Not all pupils receive challenge quickly enough to try work that is more demanding when they are ready. For example, in a Year 1 humanities lesson, where pupils were learning about different types of housing, from flats to bungalows, teachers did not always encourage more able pupils to explore differences and similarities in their construction. When writing about what they had learned, the teacher did not remind pupils of all abilities to apply their phonics skills and previously learned punctuation, such as using capital letters and full stops
- In the Early Years Foundation Stage, staff provide a highly stimulating environment inside and outside. They challenge children well during adult-led activities, enabling them to make good progress in their early reading, writing, numeracy, physical and social skills. However, when children choose the activities for themselves, not all staff exploit opportunities to extend their learning. For example, some children in the Nursery lacked direction when they rode around on bikes or played with toy animals in a pretend zoo. In these activities, there were missed opportunities to develop children's thinking and ideas as they played.
- Pupils who attend the speech and language unit benefit from a wide range of stimulating visual and practical resources. Teachers' expectations are high. Teachers provide many opportunities for pupils to practise new vocabulary and insist that they use sentences when they speak. Consequently, these pupils achieve very well because tasks are set at the right level.
- Most teachers' marking provides clear guidance about how pupils can improve their work and reach their next target. However, not all pupils have enough opportunity to act upon the advice they are given to revisit their work and make it better.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff and parents agree that pupils are polite and courteous to each other. Parents commented to inspectors how much their children enjoy coming to school. One said, 'My child literally skips into school!'
- Pupils have strong social skills. They are eager to learn and are highly motivated. They get on extremely well together and respond positively to adults. This contributes to their successful learning.
- Pupils value the many opportunities to take on important roles and responsibilities, such as being on the school council or helping to look after the plants outside their classrooms.
- Robust behaviour routines are well established and any rare incidents of inattention are managed effectively by the teachers and support staff. As a result, attitudes to learning over time are good.
- Pupils have a good awareness of different forms of bullying and learn about internet safety. Pupils say that on the very rare occasions when bullying does occur it is dealt with swiftly by the school. Pupils have a clear understanding of risks beyond school, including when they use the internet.
- Pupils are very happy at school and, consequently, their attendance is average and improving.
- The school's work to keep pupils safe and secure is good. Staff and the governing body undertake regular, high-quality risk assessments of the site to check that pupils are safe. Pupils who spoke with inspectors confirmed that they feel safe and very well cared for.

The leadership and management are good

- The headteacher has good support from her stable team of committed staff, including senior and middle leaders and an effective governing body. Leaders ensure that pupils' attainment is above average in English and mathematics over time.
- Leaders work well to ensure continual improvement of the school. They have an accurate view

of the school's strengths and weaknesses and they invest well in training and professional development for staff at all levels. The school's training sessions are having a strong impact on raising attainment in reading and numeracy. Teaching assistants have benefited from additional training and, as a result, are able to support pupils with a range of needs.

- Subject leaders are effectively monitoring and evaluating the quality of teaching. As a result of their findings they have ensured a unified approach to effective lesson planning, with very strong practice in Year 2.
- Provision for the development of pupils' social, moral, spiritual and cultural development is good. Pupils are encouraged to celebrate the diversity of different cultures and faiths and they have time for reflection. The school provides many opportunities for children to experience the arts through educational visits. Assemblies successfully promote pupils' understanding of moral issues.
- The curriculum meets the needs, abilities and interests of most pupils. The school offers a variety of enrichment activities such as gardening, cookery and sports. New approaches in mathematics and reading are helping pupils to learn more effectively than previously.
- The school engages well with parents. Parents from a wide range of cultural backgrounds take full advantage of reading and mathematics workshops provided by the school to help their children at home.
- The school makes good use of the additional funding for sport by employing a sports teacher from the neighbouring secondary school. The school has broadened the range of sports available for pupils. The funding is also helping train staff to ensure the wider range of sports can continue. The school has recently recruited sports leaders in Year 2 to help with lunchtime activities.
- The school is an active member of a 'mini cluster' of infant schools. This has led to improved transition arrangements for pupils so that they are better prepared for the next stage in their education.
- The local authority provides light touch support in recognition of the school's good overall effectiveness.
- **The governance of the school:**
 - -The governing body makes an effective contribution to the quality of education the school provides. Governors know how well the school performs against national standards and pays close attention to the school's information about assessment and pupils' performance. They know how both the sports and pupil premium funding are allocated and are aware that gaps in pupils' achievement are closing rapidly.
 - Governors have had relevant training about how they need to keep the school's performance under review. As a result, they have a good understanding of the main strengths within teaching and how well pupils achieve. They hold the headteacher to account for the school's performance and the management of its finances, which are sound. Governors have overseen a new pay policy for staff and are aware of the need to monitor the link between how well staff perform and the salaries they receive. Governors seek out opportunities to engage with parents to find out their views about the school. They make sure that safeguarding arrangements meet statutory requirements.

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	439497

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	Ruth Stevens
Headteacher	Maggie Nowak
Date of previous school inspection	17–18 March 2009
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