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Mrs Heather Lace
Headteacher
Cedars Manor School
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Dear Mrs Lace

Short inspection of Cedars Manor School

Following my visit to the school on 18 November 2015 with Mary Hinds, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have created a stable school community. Central to this has been your clear, day-to-day direction, which you have provided over many years. This contributes to positive and purposeful relationships seen across the school. Staff share your unwavering commitment and ambition for all pupils.

You are right to be proud of the school's achievements. You have skilfully harnessed the talents of staff, including future leaders, so there is capacity to sustain improvements in teaching, including mathematics, where further work is needed.

You make sure teaching enables good academic progress for pupils, which compares well with progress made by pupils nationally. This was an aspect highlighted for improvement at the previous inspection.

Children's outcomes in the early years continue to improve, due to effective leadership and the good quality provision. By the time children leave Reception, they are ready for the challenges of Year 1.

Pupils feel safe and their behaviour is good. They move around the school without fuss, and play and work alongside each other sensibly. Staff make their expectations about behaviour clear and leaders ensure rewards and sanctions for behaviour are applied consistently. This contributes to the happy, calm and

purposeful atmosphere around the school.

You encourage pupils to take on additional responsibilities. The school council representatives, mathematics leaders and physical education leaders have all contributed to the school's improvement by making recommendations to teachers. Currently pupils are involved in improving book corners in classrooms and developing online resources for mathematics.

You stress the importance of good attendance so that families know what is expected of them. As a result, attendance rates have improved this year. Pupils talk fondly about the '100% Club' tea parties you personally host for pupils who come to school every day. You recognise that attendance remains a priority and have good systems in place to continue the improvement.

The inclusive culture which permeates daily life at the school supports pupils in behaving towards each other with tolerance and mutual respect within the diverse community that the school serves. You ensure pupils have a variety of opportunities to volunteer in the local area, support the elderly at a local care home and organise events to raise funds for charities. As a result, pupils have an awareness of and engagement with different communities. At the last inspection, this was an area identified for improvement.

Safeguarding is effective.

School leaders ensure that all safeguarding arrangements meet requirements. The governing body has a dedicated committee to oversee this aspect of the school's work and ensure actions are effective. All staff have received relevant, up-to-date training and they are clear about how to report any concerns they may have.

Leaders' work with other agencies and the local community is effective in keeping children safe. During the inspection, parents attended a workshop to discuss their concerns about radicalisation. A translator was organised to ensure that parents with little or no English could effectively communicate at the event, leading to better engagement. The school has also established support from a specialist organisation to develop pupils' knowledge and understanding about female genital mutilation.

Pupils speak with confidence about keeping themselves safe in different situations, including when they are using the internet. They say that the school is a safe place to learn and play, that bullying is rare and they know who they can talk to should they have any worries.

Inspection findings

- All leaders, including the governing body, have an accurate view of the school's performance. Strengths and areas for further development are correctly identified, using information gathered about the school's performance. This includes a new and effective system for assessing the progress made by pupils.
- Staff training is linked to the school's priorities. Most recently, the school has

secured improvements in writing. In 2015, outcomes in grammar, punctuation and spelling by the end of Year 6 were high compared to the national average, including for the most-able pupils. Teachers new to the profession are well supported. Training for those teachers aspiring to become leaders has increased capacity to support future developments.

- The schools' assessment information confirms that, currently, disadvantaged pupils and those with disabilities or special educational needs make equally good progress as their peers.
- Teachers use assessment information to plan activities which meet the needs of their pupils. This ensures that all pupils are included and make good progress during lessons. Some pupils, including those with a hearing impairment, progress very well, particularly in their writing.
- Progress in mathematics is stronger in some year groups. Where pupils are making faster progress, they are encouraged to apply their mathematical knowledge to solve problems in different situations. For example, the younger children searched for shapes used in the design of their school. They were fascinated to discover squares, rectangles and triangles. The teacher skilfully questioned the children. This encouraged debate and prompted the children's use of new mathematical vocabulary.
- Early reading skills are taught effectively through daily phonics (the sounds that letters make) lessons. The proportion of pupils who reach the expected level by the end of Year 1 has increased and is now above the national average.
- To build on the successful outcomes at the end of Year 1, leaders have set reading as a whole school focus. Pupils at risk of falling behind are provided with additional lessons. New journals and workshops have been introduced to help parents support their child with reading at home. A range of additional clubs and visits to the school and local library are organised to encourage pupils to read for pleasure.
- Children make good progress in the early years provision. Assessments to identify starting points for children are accurate. These demonstrate that the majority of children are working below the expected level of development in most areas when they join the school. Those who arrive with speech and language difficulties are identified quickly and provided with additional support. This includes support for parents about how they can help their children at home.
- By the end of Reception, most children have developed skills in reading and writing, which prepare them well for Year 1. Work to improve the numeracy skills of some children is required. Leaders acknowledge this and plans are already in place to train staff further.
- The school's curriculum is broad and places a strong emphasis on pupils' social, moral, spiritual and cultural development. Pupils learn about their rights, responsibilities and healthy lifestyles through teaching, assemblies and

workshops. The school uses the additional sport funding to develop physical education in a number of ways. A range of sporting activities are offered after school. These sessions are run by qualified sports coaches who also train teachers, to help them teach physical education effectively.

- The curriculum is enhanced through a range of clubs to extend pupils' learning experiences. The school uses the pupil premium funding (additional funding provided by the government for pupils who are known to be eligible for free schools meals or who are looked after by the local authority) to ensure that pupils have equal access to this provision, offering subsidised places for some pupils.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils in all year groups are encouraged to apply their mathematical skills in problem solving activities
- progress in mathematics is checked systematically and regularly for all pupils.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for the London Borough of Harrow. This letter will be published on the Ofsted website.

Yours sincerely

Kirstie Fulthorpe
Her Majesty's Inspector

Information about the inspection

During the inspection, inspectors met you, the deputy headteacher, six governors, including the Chair of the Governing Body, and a representative from the local authority. Inspectors visited classes from Nursery to Year 6 to observe teaching, learning and assessment. They spoke to pupils in lessons, around the school and at lunchtime. Inspectors also met a small group of pupils to gain their views about the school. They evaluated the school's recent information about parents' views, pupils' academic progress, records about keeping pupils safe, behaviour and attendance. There was insufficient response to the online questionnaire Parent View for inspectors to consider. Responses to the staff and pupil survey were considered.