

Inspection of a good school: Cavendish Primary School

Edensor Road, Chiswick, Cavendish Primary School, London W4 2RG

Inspection dates:

2 and 3 November 2022

Outcome

Cavendish Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy in school. They respond well to the high expectations set by leaders, the governing body and teachers. Pupils consider staff to be kind and always there to help and support them. Staff spoke of the positive working relationships they have with pupils. They are proud to know every pupil.

Pupils' behaviour is a strength. Staff use the new behaviour procedures, including rewards, consistently. Pupils understand what adults expect of them. They are positive about the updated house system and are eager to gain points as a team.

Pupils are kept safe in school. Bullying is rare. When it does happen, staff are quick to deal with it. Parents and carers valued the care and guidance that staff give to pupils at the school.

Pupils appreciate the many different activities that they can attend. They enjoy attending the gardening club and growing fruit, vegetables and herbs both in the school garden and at Chiswick House. Pupils enjoy learning about nature and using the vegetables they grow in the school kitchen.

What does the school do well and what does it need to do better?

Leaders have designed a broad curriculum. They have identified the knowledge they want pupils to learn and remember. The curriculum has been well sequenced so that pupils revisit and practise important ideas. This helps them to be well prepared for what they need to learn later in the school. For example, in the early years, children learned about the value of digits in numbers. This prepares them well for learning about larger numbers later on.

Teachers typically check what pupils know and remember well. Leaders use this information to ensure pupils are well prepared for any future content. For example, in

geography, pupils used their previous knowledge of the equator to successfully identify the location of different countries.

Leaders have recently reviewed the curriculum and have identified the precise vocabulary pupils should learn. While pupils use a range of vocabulary with precision in different subjects, this is not fully embedded across all subjects.

Pupils' reading is a priority. This begins in the early years. Staff have been well trained to teach phonics with precision. Staff check regularly pupils' reading and match the books they read to the sounds they know. This helps pupils to become fluent readers. Leaders quickly identify any readers who are struggling. Time and support are in place to help these pupils catch up. There is a love of reading across the school. Pupils enjoy being read to during story times.

Pupils behave well in and beyond the classroom. They show respect for each other and adults. In lessons, there is a calm, positive attitude to learning with no disruption to learning. Older pupils show particular care for younger ones. For example, some Year 6 pupils spend their lunchtimes helping younger pupils with different activities.

Staff have been well trained to support pupils with special educational needs and/or disabilities. Leaders have ensured that these pupils are well supported and can access the same curriculum as their peers, wherever possible.

Pupils' personal development is well considered. Outdoor spaces are used to develop pupils' understanding of eco systems, through the development of a pond and nature area. Leaders have extended the range of activities to support pupils' wider development. Pupils value the activities available to them, including art, skateboarding, dancing and sports. They learn about people who work in the community through visits to the school from, for example, midwives, police officers and paramedics.

There is a strong shared commitment among leaders for providing an ambitious education. Leaders have identified appropriate areas for continued improvement. Staff feel very supported by senior leaders. For example, they appreciated the high-quality training they receive, and the consideration given to their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand that safeguarding is a shared responsibility. The approach to safer recruitment is rigorous. Staff and members of the governing body receive regular safeguarding training. This has ensured that everybody is clear about how to identify and report any concerns about pupils' well-being. Leaders work effectively with external agencies to secure support for pupils and their families. Any agreed actions are followed up swiftly. Pupils are taught how to stay safe, including when online.

What does the school need to do to improve

(Information for the school and appropriate authority)

- Leaders have recently reviewed the curriculum and have identified the precise vocabulary pupils should learn. While pupils use a range of vocabulary with precision in different subjects, this is not fully embedded across all subjects. Leaders should ensure that pupils learn subject-specific vocabulary accurately across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102472
Local authority	Hounslow
Inspection number	10240392
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair of governing body	Joanna Smith
Headteacher	Clare Frewer
Website	www.cavendishschool.org.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- A new headteacher and chair of the governing body were appointed since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector conducted deep dives in reading, mathematics and geography. In each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. The inspector also observed pupils reading to an adult.
- The inspector also considered the curriculum in other subjects.
- The inspector scrutinised documentation provided by the school, including the school's development plan and self-evaluation.

- A meeting was held with leaders responsible for safeguarding, including the use of policies and procedures. Records of behaviour and attendance were also considered. The inspector viewed the school's central record of suitability checks for staff and visitors.
- The inspector visited the playground to observe pupils at play and lunchtimes, and met with pupils to seek their views. The inspector also sought the views of a group of teachers to discuss workload and well-being.
- The inspector considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.
- The inspector held a meeting with chair of governors and other members of the governing body, including parent governors. The inspector met with a representative from the local authority.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

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