

# Inspection of Henry Cavendish Primary School

Hydethorpe Road, London SW12 0JA

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Inspection dates: 16 and 17 May 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2014.

## **What is it like to attend this school?**

Pupils love attending this school. They thrive both academically and socially. Parents and carers are equally positive about the school's work. Many said they cannot praise it highly enough. Words such as 'dedication', 'nurturing' and 'above and beyond' were typical of parents' views.

Strong relationships underpin the school's inclusive ethos. Pupils feel and are kept safe in an environment that is built on respect. They get along with each other well, showing high levels of courtesy and kindness. Playtimes are convivial. On the very rare occasions that bullying occurs, it is dealt with swiftly and effectively.

The school has very high expectations of its pupils. Its outstanding curriculum ensures academic excellence. Careful thought goes into the provision for pupils with special educational needs and/or disabilities (SEND). As a result, all pupils achieve exceptionally well. Outcomes in national assessments at the end of Year 6 are well above the national average. Pupils are consequently exceptionally well prepared for secondary school.

Pupils have a genuine voice in how the school is run. They relish the opportunities that they have to make a positive impact, both within their community and beyond. For example, the eco-group is working on sustainability in fashion, and the meal ambassadors are consulting with caterers on improving the menu and reducing waste.

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

The school has built an exemplary curriculum that ensures pupils' skills and knowledge build coherently and systematically over time. The meticulous design of the curriculum reflects the school's high ambition. For example, pupils learn to play a range of instruments and are confident in musical notation by Year 6.

Teaching ensures that pupils remember key information. In this way, pupils' learning builds incrementally. For example, in history, Year 6 pupils were able to have well-informed discussions about crime and punishment across the ages because their prior learning was so secure. Teachers check on pupils' learning in lessons and address any misconceptions clearly. They use these checks to ensure that pupils are on track with learning the curriculum. If any pupils are in danger of falling behind, tight processes help them to catch up successfully.

The school prioritises reading, which is reflected in the resources and attention which leaders give to making sure that pupils quickly become confident readers. The continued strong focus in recent years on phonics and early reading has strengthened provision further. The school maintains well-stocked libraries on both sites. Story times are a regular feature in classrooms from early years upwards. Books are carefully chosen to capture children's imaginations. Pupils take home

books that match the sounds that they know. All of this supports pupils to become confident, motivated readers.

Provision for pupils with SEND is highly effective. Training to support and develop staff's understanding of SEND has been beneficial. Consequently, staff identify pupils' needs in a timely way and use their skills and knowledge to put appropriate adaptations in place.

Pupils show excellent attitudes to their learning. They sit and listen intently in lessons, contributing enthusiastically when they are asked. For example, children in Nursery listened carefully so that they could match the instrument to the sound that they heard. Routines are well established across the school. For example, pupils use the school's required gestures in phonics lessons to reinforce their learning. Pupils understand the behaviour policy and seek to meet its expectations. In this way, things run smoothly and learning time is maximised. Pupils enjoy school and attend regularly. Any families that need help to improve attendance are well supported.

The school promotes pupils' personal development exceptionally well. Pupils talk with glee of attending different clubs, such as those for Mandarin, fencing, coding, chess and sports. There is something for all ages. Some clubs have tangible outcomes. For example, the urban art club projects add colour to the school grounds. Pupils also really appreciate the roles of responsibility that they hold because they see that they make a notable difference. For example, the eco-team runs a refill shop to promote sustainability. Here, customers come with their own containers to buy products such as laundry detergent. Pupils learn about public speaking by running the school radio station. The strong focus on respecting each other's rights means that pupils regularly reflect on how their actions affect others. Doing so helps them to prepare for life in modern society exceptionally well.

Since the pandemic, the school has enhanced its provision for mental health and well-being. For example, if pupils have a concern, they can ask for bubble time or place a note in the thought boxes available in every class.

Staff professional development is given the utmost importance. Staff spoke about how the training that they receive develops their subject knowledge and teaching skills. They appreciate how leaders and governors take their well-being into account. Staff morale is very high.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100567
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10327622
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	810
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gay Wenban-Smith
<b>Headteacher</b>	Matthew Apsley
<b>Website</b>	<a href="http://www.henrycavendish.co.uk">http://www.henrycavendish.co.uk</a>
<b>Dates of previous inspection</b>	14 and 15 May 2014, under section 5 of the Education Act 2005

## Information about this school

- The school operates on two sites, the Balham site and the Streatham site.
- The school currently uses one alternative provision.
- The school operates a breakfast club, an after-school club and a holiday club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, both heads of school, other school leaders and staff. They also met with governors, including the chair and the vice-chair of

the governing body, and a representative from the local authority. They spoke to parents at the school gate on both sites.

- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, history, art and design, and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors noted pupils' behaviour in lessons and around the school, for example at lunchtime and playtime. Inspectors looked at records of behavioural incidents and spoke to pupils, parents and staff to gain their views on behaviour. Inspectors also looked at attendance figures.
- Inspectors took account of the views of parents, pupils and staff, including through the Ofsted online survey, Ofsted Parent View.

### **Inspection team**

Jeanie Jovanova, lead inspector	Ofsted Inspector
Michelle Bernard	Ofsted Inspector
Lisa Farrow	Ofsted Inspector
Eleanor Ross	His Majesty's Inspector

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