

Cavendish Primary School

Inspection report

Unique Reference Number	102472
Local Authority	Hounslow
Inspection number	308020
Inspection dates	6–7 March 2008
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	210
Appropriate authority	The governing body
Chair	Ms Sandra Jones
Headteacher	Mrs Anne-Marie Inwood
Date of previous school inspection	29 September 2003
School address	Edensor Road Chiswick London W4 2RG
Telephone number	020 8994 6835
Fax number	020 8995 1730

Age group	3–11
Inspection dates	6–7 March 2008
Inspection number	308020

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average size primary school serving an urban community that includes some areas of social deprivation. More than one third of the pupils are entitled to free school meals and this proportion is well above the national average. The proportion of pupils from ethnic backgrounds is very high and over one third of all pupils speak English as an additional language and many of these pupils require support in learning English when they join the school. Just over one fifth of pupils have learning difficulties and/or disabilities, which is broadly average. Most of these difficulties are linked to speech or communication problems. A significant number of pupils join or leave the school at different times. The school are currently undergoing a major building project to accommodate a children's centre on the site. The school holds the Basic Skills Quality Mark, Active Mark, and Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cavendish is a good school and parents summed up the view of many saying - 'Cavendish is a warm and welcoming school with a strong community feel to it' and 'It is a loving place in which to thrive and study.' Pupils are well taught, given good support to enhance their learning, and make good progress as they move through the school. A significant number of pupils enter school with little or no English language skills. Quick assessment enables these pupils and those with learning difficulties and/or disabilities to make good progress because they receive well-targeted support. From a low starting point, most pupils reach standards that are similar to those reached nationally by the end of Year 6.

Pupils feel secure because they are confident in the adults who look after them. They have a clear understanding of how to stay safe and keep healthy. The school promotes pupils' personal development well, as seen in the harmonious relationships and good behaviour in classes and around the school. Pupils respect the Cavendish Code well, which sets clear expectations of good work, habits and behaviour. Pupils enjoy school and learning and the majority attend regularly and punctually. They have important roles in their school and play an active part in the local community. The good progress pupils make, their opportunities to engage in team and group activities and the confidence they gain in school lays a good foundation for their future life.

Provision in the Foundation Stage is satisfactory. Children enjoy their time in Nursery and Reception but could progress at a faster pace if activities planned were based more on meeting individual needs. The curriculum matches the pupils well in Years 1 to 6 and there is good linking between subjects that keep lessons interesting and makes learning fun. The use of information and communication technology (ICT) has improved significantly since the last inspection and supports learning well in all classes. Assessment data on the progress pupils make in Years 1 to 6 is used well to plan challenging and well-paced lessons. Staff are alert to identify how to further improve this area to help raise the standards attained. Less well developed, though improving, is the information given to pupils to help them understand how well they are doing. The quality of the marking of pupils' work, whilst satisfactory, is inconsistent and does not always help them identify how to do better work. Pupils' understanding of their learning is better in English than in mathematics. This is because staff are gaining competence in setting clear targets for them in English. Parents are warmly encouraged by the school to be as fully involved as they can with their children's learning. Workshops help them meet and learn more about their children's education.

The leadership and management of the school are good. The headteacher provides highly motivated leadership, which has united all staff in a clear vision for the school. Subjects are well managed and resources efficiently used. Governors have good knowledge of the school, understand clearly their roles and responsibilities and so provide good support and challenge in equal measure. The school has addressed the issues identified in the last report, provides a high level of care for all pupils and has improved the quality of teaching and learning throughout the school. The school provides good value for money and has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Successful induction procedures for children and parents, including home visits, help children settle into the Foundation Stage quickly. Children enter the Nursery with levels below national expectations and well below in aspects of communication, language and literacy and mathematical development. Standards are below expectations when they move to Year 1, especially in writing, although language skills are developed well. Progress is satisfactory through Nursery and Reception. Children enjoy learning and play happily together because of the caring approach adopted by staff. Leadership and management have improved since the last inspection, teaching is satisfactory and staff work well as a team. Planning for the areas of learning has also improved and as a result, children receive a broad and balanced curriculum. However, information from assessment of children's progress is not used well enough to plan suitable work for individuals and groups to identify clear targets to help them improve the progress they make.

What the school should do to improve further

- Improve the quality and consistency of marking so that pupils are clear on how and where to improve their work.
- Share existing good practice in the use of assessment data to ensure all pupils are well challenged and have clear targets to identify the next steps in their learning, to improve attainment.
- In the Foundation Stage, strengthen planning so that activities are well matched to children's needs to improve their progress.

Achievement and standards

Grade: 2

All groups of pupils achieve well in their time in the school. Standards at the end of Year 6 have fluctuated over the past five years but are in line with the national picture. In 2007 standards in science dipped below average but evidence indicates that a careful focus on this subject has been successful and standards are again average. Increasingly careful use of data on the progress pupils make is having a positive impact on identifying areas of underachievement quickly. A sensitive and effective range of support for pupils who underachieve is well planned and they make good progress in their learning. However, attainment is not better because of the high number of pupils who leave and join the school other than at the usual time, which affect all year groups. School data show that pupils join the school with lower standards than their classmates, particularly in Years 3 to 6. The school manages the challenges that arise from this pupil mobility well and take care to provide well-targeted support for all pupils at whatever stage they join the school. The school's data show that pupils who have had all of their education in the school achieve higher standards and make very good progress compared to new arrivals.

Personal development and well-being

Grade: 2

Pupils enjoy school as shown by their improved levels of attendance. Relationships at every level are good and pupils know they can share problems and they will be helped. Pupils behave very well and show real interest in their work. Their spiritual, moral, social and cultural development is good. They show great respect for the many cultures in their school community

and recognise the needs of others through their generous fund-raising for charity. They enthusiastically support local events such as their work with the Dukes Meadow Project. Pupils take a great pride in the responsibilities they undertake, especially those who act as school councillors. Older pupils' personal development is extended well by the mature and sensible way they support younger pupils. The good progress pupils make, their co-operation in working together and mature approach to their work equip them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned with interesting activities so that pupils enjoy learning and work with enthusiasm. One pupil said, 'teachers are friendly and kind, they make learning fun so we are never bored'. Speaking and listening skills are well developed and pupils join in discussions confidently because they know their contributions will be valued. The purpose of lessons is invariably explained to the class and staff are gaining competence in structuring work to meet the needs of pupils of different ability. Marking has been a recent focus for the school and all class and homework is marked regularly. However, the quality is still variable and marking does not always help pupils to identify clearly how they can improve their work. Well-trained learning support assistants work in close partnership with teachers ensuring pupils who find learning difficult and those with English as an additional language are well supported.

Curriculum and other activities

Grade: 2

The curriculum offers good continuity and progression for learning and it has been adapted well to meet pupils' needs. For instance, a drama specialist has worked with staff and pupils to improve the quality of speaking and listening and pupil confidence. The range of extra-curricular activities has been extended after careful thought to ensure that girls and boys have a good choice. These activities, school trips, themed weeks and days greatly enrich learning. During the inspection, World Book Day resulted in a good linking of different areas of the curriculum. In Year 1, for example 'The Enormous Crocodile' story led to pupils making a model of a fierce crocodile. The curriculum has considerably improved since the last inspection. A specialist music teacher has helped enliven music and currently Year 3 and Year 4 pupils are learning to play recorders and stringed instruments. ICT is used well in all classes to enhance learning and laptops are shared efficiently to develop pupils ICT skills.

Care, guidance and support

Grade: 2

The school provides a secure and supportive place for pupils. Many parents commented very positively on this area of the school's work. One parent said their child was 'confident, well looked after and the atmosphere (in school) is welcoming'. Staff know pupils well, assign a high priority to their care and monitor their progress, personal development and attendance carefully. Procedures for safeguarding pupils are rigorous. The induction arrangements for all pupils, at whatever stage they join the school, are efficiently organised. Support programmes for lower attaining pupils and those for whom English is an additional language are carefully structured enabling pupils to achieve well. Good links with agencies effectively extend the care

provided in school. Pupils' progress is monitored regularly and a range of targets set, especially in literacy, to help pupils identify what they need to do to improve their work. However, not all targets are sufficiently challenging or precise enough to be of maximum benefit.

Leadership and management

Grade: 2

The headteacher and the leadership team have a clear vision for school improvement. Their determination to develop good practice is evident in a wide range of areas. For instance, in strengthening the quality of the curriculum and improving the school environment. The headteacher's passion for developing staff expertise is seen in her skilful allocation of responsibilities to raise standards. Staff are gaining skills in using assessment data to provide work which challenges pupils appropriately, particularly for middle and lower ability pupils. The school is now focussing carefully on ensuring equally good challenge for higher ability pupils. Well-planned support programmes for lower attaining pupils are carefully monitored, and as a result, they make good progress. Subject leaders are effective in their roles. They monitor schemes of work, teaching and progress in their subjects areas well. A recently appointed science subject leader has already taken action to improve scientific enquiry skills across the school focusing on the need to raise attainment in this subject. Good quality information is provided to governors who know the school well. As a result, they have asked searching questions and have held the school to good account. They report that, the headteacher is 'an absolute catalyst for positive change'.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 March 2008

Dear Pupils

Inspection of Cavendish Primary School, London, W4 2RG

You may remember that two inspectors visited your school recently. We really enjoyed meeting you, your teachers and other people who work in the school. It was a very busy time for you all, especially as you were involved with World Book Day during our visit, but it gave us a chance to see the school at work and play.

Your school gives you a good standard of education. We identified many good things about your school such as how well you behave and enjoy your lessons and the way adults look after and care for you. We also learnt that you like to help your school and some of you take responsibilities like being a school councillor or helping younger pupils. You know how to stay safe and healthy and enjoy taking lots of exercise. We also think that your headteacher leads your school well.

Your teachers keep a good check on your progress, make your lessons interesting and help you to enjoy your learning. We have asked them to help you understand how to improve your work by marking it very carefully so that you can see what you need to do to make it even better. We have also asked that they continue to make sure that work is well planned so that it really encourages you to do as well as you can. For the younger children in the Foundation Stage we have asked that the activities are planned well for the children to help improve their learning.

Thank you for welcoming us to your school and being so friendly. We send you our best wishes for the future.

Yours sincerely

Norma Ball

Lead Inspector