

Cardinal Road Infant and Nursery School

Cardinal Road, Feltham TW13 5AL

Inspection dates

8–9 May 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Since the previous inspection, senior leaders have raised the quality of teaching and assessment to improve pupils' progress. The impact of this work is now evident across all subjects. Leadership of the early years is also highly effective.
- The governing body is extremely diligent and provides school leaders with effective support and challenge. Governors have a long association with the school and have been instrumental in improving it.
- Staff provide pupils with a balance of excellent care and guidance, and academic challenge across a range of subjects. This prepares them very well for junior school.
- Pupils in all year groups make outstanding progress. Leaders make effective use of monitoring records to create small-group and individual teaching sessions that quickly address any underachievement.
- Teaching is outstanding and provides exactly the right balance of challenge because of teachers' insightful knowledge of their pupils.
- Teaching develops pupils' skills strongly in reading, writing and mathematics, as well as in other subjects including art and the humanities.
- Pupils with special educational needs and/or disabilities (SEND) do well because care is taken to plan work that meets their individual needs.
- Pupils show great respect, tolerance and kindness towards others. They are very well behaved and willing to work hard. Leaders ensure that pupils are very well cared for, and make excellent provision for their personal development.
- In the early years, the outstanding provision in the Nursery and Reception classes means that children make strong progress and are very well prepared for Year 1.
- Pupils in the local authority additional resource provision do well because of careful curriculum planning, high-quality interaction and excellent care and support.
- In the last school year, attendance was slightly below average. School leaders have worked effectively with parents and carers to help improve pupils' attendance.

Full report

What does the school need to do to improve further?

- Continue to develop partnerships with parents as an effective means of raising children's and pupils' attendance.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since the previous inspection in 2014, school leaders have been highly effective in developing an interesting curriculum for pupils and improving the quality of education that they receive. Their continuing aim is to ensure that pupils attain to the best of their abilities and benefit from memorable learning experiences in all subjects. As a result, standards have risen across all subjects.
- Leaders have a very detailed understanding of the school's strengths and weaknesses. Their comprehensive plans for improvement focus on the areas in need of most attention. The impact of leaders' work is shown by the clear improvements in the quality of teaching made in recent years. This is evident in the teaching of reading, writing and mathematics and a range of other important subject areas including the humanities and art.
- Middle leaders contribute enthusiastically to the school's work to raise standards. They work closely with senior leaders and teachers, focusing on the quality of work produced by pupils in their areas of responsibility. Their work has led to improvements in how well pupils are being taught across all subjects.
- Leaders use assessment information skilfully to hold teachers to account for their pupils' progress. Leaders monitor standards and progress judiciously to give them accurate information to identify and support pupils at risk of underachievement. Teachers use feedback from senior leaders to improve their planning and teaching.
- Leaders use the pupil premium funding well to support the learning of disadvantaged pupils. Bespoke extra help for those pupils who need to catch up forms the basis of this work. Consequently, disadvantaged pupils' progress compares favourably with that of other pupils nationally.
- The primary physical education (PE) and sport premium enables the school to provide specialist teaching which the pupils enjoy both in lessons and at lunchtimes. Pupils also benefit from a good range of clubs and extra-curricular activities, such as multi-sport competitive events. These opportunities are effective in promoting pupils' fitness and enjoyment of physical activity.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. This is helping pupils to acquire a thorough understanding of life in modern Britain. The school's deeply held values place mutual respect at its core, which contributes positively to the life of the school.
- The curriculum at Cardinal Road is very carefully planned. Leaders have carefully maintained pupils' entitlement to the national curriculum while at the same time giving pupils a very solid grounding in the basic skills of literacy and numeracy.
- The school has received useful external support from the local authority's school improvement service and the Hounslow Education Partnership. These services hold a good understanding of the school and have provided advice and consultancy to support leaders' work to raise standards.

- Leadership of the local authority additional resource provision is outstanding. The provision gives pupils invaluable support in language and speech acquisition that provides them with increased confidence and skills. Pupils are very well cared for and have access to a wide curriculum appropriate to their individual needs.

Governance of the school

- Since the previous inspection, governors have continued to strengthen their role. They are drawn from a wide professional background and bring specialist understanding to the school. They carry out their duties diligently. Through their association with the school, they understand local issues well and offer both significant challenge and support to the school's leadership team. They are keen to promote the school further so that it is fully recognised for the excellent work which takes place there.
- Governors' focus is rightly on ensuring that pupils do the best they can at school. They use their meetings and committee structure to make sure that this remains central to their work. They have retained a clear vision to provide an invaluable experience for young pupils as they take their first steps into school life.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all members of staff are well trained in child protection and have the necessary skills and knowledge to promote pupils' welfare. The school's policies and practice are thorough. A strong culture of safety exists in the school. Leaders and staff work closely with parents and carers, as well as external professionals, to ensure that all pupils are supported and as safe as possible. Key staff have ensured that safer recruitment training and practice are up to date.
- Pupils are very confident that the school is a safe place; parents and staff at the school who responded to Ofsted's surveys or spoke with an inspector agree with this view.

Quality of teaching, learning and assessment

Outstanding

- Teaching is of a consistently high standard, including that of staff who have just started on their careers. Staff in all year groups show that they have extremely high expectations of what pupils can achieve. They use their time and resources extremely well. Staff have very positive relationships with the pupils.
- Staff apply well the key principles they have learned from the school's programme of training. This means that they understand the best way to teach to support pupils' rapid acquisition of core skills of literacy and numeracy, while simultaneously enabling pupils to gain skills and knowledge of all curriculum areas.
- Teachers use their deep insight of pupils' abilities to plan, pitch and deliver lessons that meet the needs of pupils across the range of attainment. This is particularly true in the teaching of pupils new to learning English. Additional adults support pupils with SEND effectively and motivate them to try hard. Pupils know that the staff want them to do well. In turn, this has developed pupils' positive attitudes towards learning.

- The school has been increasingly effective in its approach to the teaching of early reading skills. This has helped to ensure that precise teaching supports pupils in acquiring secure knowledge of phonics. Staff have good subject knowledge and so model the sounds that letters make accurately, and correct pupils when they make mistakes. This helps pupils to use phonics to decode words increasingly accurately and fluently.
- The teaching of writing is effective in making tasks challenging and interesting for all pupils. The teaching places emphasis on developing pupils' use of grammar and punctuation to make their writing more interesting to read. In turn, pupils have become avid readers and relish taking books from the school's excellent library facilities.
- Teaching in the local authority additional resource base is outstanding. Effective small-group and individual work ensures that pupils make good progress. The classrooms are resourced appropriately so that pupils know their routines and are kept safe. These pupils attend their main school when they are not at the local authority additional resource base.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding in both the main school and the additional resource provision. Pupils work and play together harmoniously because they are taught to show respect for diversity as well as compassion for others. Pupils are also taught to work hard and to demonstrate resilience.
- Through the curriculum, pupils develop a strong awareness of different faiths, ethnic backgrounds and cultures. Pupils demonstrate considerate attitudes and show respect for each other, even if they hold different beliefs or points of view. They are well prepared to play a positive role in modern Britain.
- Pupils say that bullying does not take place at the school, though were it to occur, they know how to respond and the systems that exist to support them. Teachers ensure that pupils are knowledgeable about how to keep safe while using the internet, including when using social media at home.
- Through different subjects, including science, pupils are made aware of key aspects of keeping healthy, such as the importance of a good diet and regular exercise.

Behaviour

- The behaviour of pupils is outstanding. Pupils conduct themselves sensibly, both in classrooms and around the school site. This is also true of the behaviour of pupils in the local authority additional resource provision, where their excellent conduct helps them to achieve well.
- Leaders have continued to work effectively to maintain a great sense of community in the school. This is evident in how the pupils care for one another. Pupils in the main

school told inspectors how they value having pupils from the additional resource provision work with them, as this gives them a greater appreciation of similarity and difference.

- The school communicates well with parents and carers, who are overwhelmingly positive about the school's work. One parent's comment, typical of others, was that 'Cardinal Road is a wonderful school. I currently have two children at the school who are happy and flourishing – the teaching staff and support staff are fantastic.'
- Last year, attendance was slightly below average when compared with similar schools. The school has maintained a focus on raising attendance through developing partnerships with parents.

Outcomes for pupils

Outstanding

- Standards at key stage 1 have been rising since 2016. In 2018, the proportion of Year 2 pupils attaining the expected standard in reading, writing and mathematics was well above the national average, representing strong progress. An above-average proportion of the most able pupils attained the higher standard in reading, writing and mathematics.
- In 2018, the proportion of Year 1 pupils meeting the expected standard in the phonics screening check was above the national average. This is because of the school's clear commitment to getting children reading as soon as they start at the school.
- Current pupils are making very good progress in reading, writing and mathematics. This is shown by the school's assessments of their progress over time, work in their books and their learning in classrooms. This is the result of excellent teaching over time.
- Throughout the school, great emphasis is placed on providing opportunities for pupils to write across other subject areas. This has resulted in written work being of an excellent standard.
- Pupils clearly enjoy reading, and leaders have ensured that a wide variety of good-quality reading materials is available to them. Book areas are very well resourced, and a central foyer area hosts a cosy library facility for pupils. This promotion of reading is helping pupils to broaden their reading as well as improving their vocabulary and comprehension skills.
- Careful use of the pupil premium funding is helping to support the good progress that disadvantaged pupils make in all curriculum areas. Their progress in writing is now improving because of the school's careful analysis and the resulting actions.
- As a result of effective support, pupils with SEND are fully included in all aspects of learning, and they learn well. Leaders use assessment information effectively to monitor the progress of these pupils and ensure that they receive the help they need to make good progress.
- Outcomes for pupils in the local authority additional resource provision are outstanding. Each pupil has specific targets with clear milestones. Teaching is in close partnership with pupils' main class teachers in their respective main schools, which strongly supports the progress they make.

Early years provision

Outstanding

- The leadership of early years is outstanding. Leaders demonstrate a clear understanding of the developmental needs of the school's youngest children. As a result, children learn well and make very strong progress from their starting points.
- The proportion of children attaining a good level of development by the end of the Reception Year has risen since the previous inspection and is now above that of other schools nationally. Children develop very positive attitudes to school life in the early years and are very well prepared for moving into Year 1.
- Across the Reception and Nursery classes, teachers create a very welcoming, kind and inclusive learning environment, where children thrive in activities that they find enjoyable. Very skilful teaching ensures that children gain basic skills, working independently or with their peers. This is clearly exemplified in the beautiful Nursery class, where careful use of space creates small learning zones where children work intensively with their friends.
- Children are excited by the interesting topics that staff plan for them. They settle swiftly to work and are very well behaved and respectful towards one another. Children in the Reception class are showing increased skill in writing, with many children able to write clearly and use basic punctuation including full stops and capital letters.
- Classrooms are well resourced and staffed so that children can learn independently or with adults, as they choose. Teaching assistants and nursery nurses work very well to support children in their learning. This was seen, for example, in their work to help children understand the stages of the growth as a caterpillar changes into a butterfly. Children are enthusiastic and work well together, enjoying the activities which take place both indoors and outside.
- Across all classes, children are very well cared for and their well-being is of paramount importance. The school has worked successfully to raise disadvantaged children's achievement. They are now doing better than their peers nationally.
- The school has developed effective partnership working with parents, who are clearly valued. Parents contribute to the assessments made of children's progress, beginning with home visits made by staff before the children start school. A number of parents spoke with great affection about the care their children are given in the early years.
- Children in the local authority additional resource provision are helped by expert teaching to develop language skills. This gives them greater confidence and supports their strong progress.

School details

Unique reference number	102471
Local authority	Hounslow
Inspection number	10067138

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

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Ruth Stevens
Headteacher	Margaret Nowak
Telephone number	020 8890 6306
Website	www.cardinalroad.co.uk
Email address	office@cardinalroad.hounslow.sch.uk
Date of previous inspection	20 May 2014

Information about this school

- The school is larger than most infant and primary schools. The proportion of pupils with SEND is about average. The proportion of pupils supported by the pupil premium is well above average. The majority of pupils speak English as an additional language.
- Pupils come from a wide range of ethnic backgrounds. The largest group of children is from White British, Asian or Asian British Indian backgrounds, with children from Other Asian backgrounds forming the next sizeable ethnic group.
- The school has a 30-place additional resource base called The Speech and Language Workshop. All pupils in the base are identified as having additional language needs and attend part time from a variety of schools within the local authority. They are taught in a single class group.

Information about this inspection

- Inspectors visited classrooms in all year groups; several of these visits were carried out jointly with members of the school's leadership team.
- The inspection team heard pupils read in Year 2. They talked to pupils in classrooms and looked at samples of pupils' work.
- Inspectors looked at a range of documents, including the school's improvement plan and records of pupils' behaviour, safeguarding and attendance. They also scrutinised assessment information and records of meetings of the governing body.
- Inspectors met with teachers and spoke with pupils. A meeting was held with members of the governing body. A meeting was also held with a representative from the local authority. Several meetings were held with the headteacher and deputy headteacher.
- The views of parents were obtained through informal discussions, the 38 responses to the online Parent View survey and 18 responses for the online text facility.
- The views of staff were examined through the 27 responses of the staff survey.
- The views of pupils were analysed from the 29 responses from the pupil survey.

Inspection team

Tim McLoughlin, lead inspector	Ofsted Inspector
Jacqueline Underwood	Ofsted Inspector
Teresa Neary	Ofsted Inspector

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