

Cavendish Primary School

Address: Edensor Road, W4 2RG

Unique reference number (URN): 102472

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

In the early years, children quickly develop the knowledge that they need for later learning. This is because of the expertly sequenced curriculum with a strong focus on supporting children's language development. Teaching delivers the curriculum highly effectively. Staff model language carefully and talk purposefully with children as they play. These high-quality interactions help children to become confident communicators from the earliest stages. Reading is a clear priority. Children listen to stories regularly and with great enthusiasm. This helps to prepare them very well for the structured phonics teaching that starts in the Reception Year.

Nurturing and encouraging relationships underpin children's experience in the early years. Staff take great care to understand children's starting points and interests. Children with special educational needs and/or disabilities, and those who face other barriers to their learning, benefit from highly effective, focused support. As a result, children thrive in this nurturing and engaging provision. Children are supported to be curious, make appropriate choices and become ambitious for themselves and others. Children move into Year 1 with confidence, fully prepared for the next stage of their education.

Inclusion

Strong standard ●

The school focuses sharply on getting to know pupils well. This includes pupils who attend the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Constructive and purposeful collaboration with parents, pupils and supporting professionals helps staff to understand pupils well. Consequently, leaders identify pupils with SEND and pupils who experience other disadvantages very effectively. The school pinpoints any barriers to learning and provides precise support to help pupils learn.

Leaders draw on a wide range of expertise to support pupils' learning. For example, a range of external SEND professionals provide specialist training and advice for teaching staff. Teachers make skilful adaptations to the way the curriculum is delivered for pupils who need it. Careful checks on how well pupils learn are used to decide whether further adjustments are needed.

The pupil premium funding is spent diligently to have the maximum impact for pupils so that they can reach their potential. The school uses highly appropriate alternative provision when necessary. The carefully chosen support that pupils receive enables them to return successfully to school and re-engage positively with their learning.

Personal development and well-being

Strong standard ●

Pupils benefit greatly from the precisely designed approach to supporting their personal development and wellbeing. The school teaches pupils about empathy and social responsibility and promotes pride in contributing to the lives of others. Pupils regularly

volunteer their time to help the local community. This includes visits to a local care home, charity baking and donations of artwork.

Pupils are taught about a range of cultures and religious traditions that exist in Britain. The school uses this teaching to foster pupils' appreciation of diversity and respect for people's views and beliefs that may be different from their own. The school's approach promotes compassion and emphasises the importance of cooperation. This helps to prepare pupils for secondary school and beyond.

The school supports pupils to develop self-confidence and to have high aspirations. Pupil leadership responsibilities are deliberately designed to enable pupils to hone their leadership qualities. Pupils take on prominent roles in public speaking events and in the organisation of school initiatives. The school actively removes barriers to help all children develop strong character traits to help them in later life.

The school uses its knowledge of local and national contexts to help shape its programme of personal development. For example, the school collaborates with national organisations to share important information to promote positive mental health. Regularly and age-appropriately, pupils learn important messages about staying safe both in the physical and online world. The school is fully aware of risks associated with the River Thames nearby. Consequently, the school provides extensive information about water safety. This includes inviting speakers from national institutions to speak with pupils to reinforce this important learning.

Expected standard

Achievement

Expected standard

Typically, pupils build secure knowledge and skills across a range of subjects and are appropriately prepared for the next steps in their education. Pupils recall their previous learning well and connect ideas to their current learning confidently. Pupils use subject-specific vocabulary with confidence to explain their ideas. For example, pupils in Year 6 draw on their previous learning about continents and patterns to explain their understanding of countries and patterns in Islamic artwork.

Some pupils who join the school partway through the school year have gaps in learning. These disruptions to learning mean that occasionally it takes some pupils longer to catch up. The effective support that pupils receive helps them settle into school quickly so that they catch up and keep up with their peers.

Pupils achieve well and tend to develop secure knowledge in reading, writing and mathematics. Key stage 2 published academic outcomes show that disadvantaged pupils tend to achieve well compared to the national averages. Typically, pupils leave the school prepared for secondary school.

Attendance and behaviour

Expected standard 

Clear and consistent messages to pupils and their families help them to understand the importance of high attendance. The school works proactively with families to find out possible barriers to attendance. It uses this information to tailor the support it provides for pupils. This includes securing help from partner organisations such as the local authority. The school continues to prioritise improvements in this area.

Behaviour around the school is calm and orderly. Pupils move around the school responsibly. Staff make sure rules and expectations are clear as soon as pupils join the school. In lessons, pupils are focused and attentive. Rare incidents of low-level disruption are addressed swiftly so that learning is not interrupted. Staff provide effective guidance for pupils, helping them to meet the school's high expectations. Pupils show great respect for school staff and their peers. Leaders provide very clear messages that bullying, discrimination and harassment are not tolerated. On the very rare occasion that this occurs, the school deals with it swiftly and effectively.

Curriculum and teaching

Expected standard 

The school's ambitious curriculum sequences knowledge and skills appropriately to support pupils' next steps in their learning. Leaders make appropriate decisions about what pupils should learn and by when. The curriculum sets out the most important vocabulary that pupils need to know and remember each year across a broad range of subjects.

Leaders make sure that teachers have appropriate subject knowledge to deliver the curriculum. As a result, across the school, the curriculum is delivered well so that pupils learn effectively. This includes pupils with special educational needs and/or disabilities and those who face other barriers to their learning. The school provides effective support for the many pupils who join the school at various times during the school year.

Staff identify gaps in pupils' knowledge at the start of and during the school year. Typically, staff check pupils' understanding to help pupils address any underlying misconceptions well. The school's firm focus on reading means that pupils who struggle to read fluently receive focused teaching to help them keep up.

Recently, the school has made appropriate changes to improve the way it teaches handwriting. As a result, most pupils receive effective help and support to write fluently and confidently. This approach is embedding across the school. However, some pupils do not receive swift enough adjustments to help them improve the quality of their writing.

Leadership and governance

Expected standard 

Leaders have a clear strategy and understanding of what the school needs to do to support pupils to learn as well as they can. The professional learning that leaders provide for staff helps to make sure the curriculum is delivered effectively. Leaders frequently use a wide range of external professionals to support staff to develop strong knowledge of how best to help pupils. This includes training staff to be able to identify and support disadvantaged

pupils and those with special educational needs and/or disabilities (SEND). For example, specialist professionals support pupils who attend the specially resourced provision for pupils with SEND. Leaders draw on this expert knowledge to develop the expertise of all staff so that vulnerable pupils have consistently effective support.

Leaders have identified appropriate priorities and addressed areas for improvement effectively. Leaders and the governing body work productively together. They make decisions based on pupils' best interests. The knowledgeable governing body provides effective support and challenge to leaders. It holds the school to account appropriately.

Leaders and the governing body are highly aware of staff's workload when changes to the school are made. They work compassionately and clearly with staff to ensure that decisions that may affect their wellbeing are well considered.

What it's like to be a pupil at this school

This is a happy, welcoming school where everyone is made to feel that they belong. Pupils are greeted with genuine enthusiasm and a warm smile. They are enthusiastic about school and their learning. The school fosters professional, trusting relationships with pupils, parents and carers. Many parents share the view that the school is approachable and supportive. Pupils feel safe because they know staff will respond quickly when they need help.

Leaders have created a caring, close-knit school community. They take the time to get to know pupils and their families well. This includes those who join the school partway through the school year. The school reduces potential barriers to pupils' learning and wellbeing by making well-considered adjustments for pupils who may need them. This includes help through academic and pastoral support.

Pupils treat each other with kindness and respect. Staff take every opportunity to teach pupils about the importance of fairness and equality. As a result, pupils routinely share, take turns and listen respectfully to each other's views. Pupils proudly do whatever they can to help the school and each other. The school's eco-committee enthusiastically makes sure the school's outdoor space is clean and tidy. Pupils have rich and wide-ranging opportunities to explore their own talents and interests. The extensive extra-curricular club offer is an opportunity for pupils to pursue their passions for sports and the arts. The school supports pupils to have equal access to these opportunities.

Next steps

- Leaders should work to embed the school's agreed approaches to improve attendance so attendance continues to improve and align with national expectations.
 - Leaders should ensure that staff adapt teaching effectively so that pupils develop secure knowledge and skills in handwriting.
-

About this inspection

The chair of the board of governors in this school is Mrs Emma Lennard.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with representatives of the governing body, the headteacher and the deputy headteacher during the inspection. Inspectors also spoke with some teachers, pupils and parents.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with an education, health and care plan for moderate learning difficulty and autism. Four pupils attend the provision.

The school uses one registered alternative provision.

Headteacher: Ms Clare Frewer

Lead inspector:

Andrea Bedeau, His Majesty's Inspector

Team inspectors:

Karen Kent, His Majesty's Inspector

Alison Colenso, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 25 November 2025

School and pupil context

Total pupils

179

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

236

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.22%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.03%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

12.85%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25	73%	62%	Above
2023/24	66%	61%	Close to average
2022/23	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25	73%	75%	Close to average
2023/24	86%	74%	Above
2022/23	86%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25	80%	72%	Above

Year	This school	National average	Compared with national average
2023/24	79%	72%	Above
2022/23	73%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25	87%	74%	Above
2023/24	72%	73%	Close to average
2022/23	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	46%	Above
2024/25	88%	47%	Above
2023/24	70%	46%	Above
2022/23	58%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	62%	Above
2024/25	88%	63%	Above
2023/24	80%	62%	Above
2022/23	92%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25	88%	59%	Above
2023/24	70%	58%	Close to average
2022/23	58%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25	88%	61%	Above
2023/24	70%	59%	Close to average
2022/23	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	68%	2 pp
2024/25	88%	69%	18 pp
2023/24	70%	67%	3 pp
2022/23	58%	66%	-8 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	7 pp
2024/25	88%	81%	7 pp
2023/24	80%	80%	0 pp
2022/23	92%	78%	13 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25	88%	78%	9 pp
2023/24	70%	78%	-8 pp
2022/23	58%	77%	-19 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-6 pp
2024/25	88%	81%	7 pp
2023/24	70%	79%	-9 pp
2022/23	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	7.5%	5.1%	Above
2023/24	6.1%	5.5%	Close to average

Year	This school	National average	Compared with national average
2022/23	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	21.8%	14.3%	Above
2023/24	16.1%	14.6%	Close to average
2022/23	21.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright