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Mr Charlie Morris
Headteacher
Cleves Primary School
Arragon Road
East Ham
London
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Dear Mr Morris

Special measures: monitoring inspection of Cleves Primary School

Following my visit with Hilary MacDonald HMI, to your school on 9 and 10 February 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in December 2009. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Newham.

Yours sincerely

Anne Wellham

Her Majesty's Inspector

Special measures: monitoring of Cleves Primary School

Report from the third monitoring inspection on 9 and 10 February 2011

Evidence

Inspectors observed the school's work, including lesson observations of all year groups and scrutinised documentation. Meetings were held with the headteacher, senior and middle leaders, two representatives from the governing body, the local authority School Improvement Partner and a local authority representative from the Inclusion Team.

Context

Since the last monitoring visit a new leader for the Early Years Foundation Stage joined the school on sabbatical from the local authority. She will become a permanent member of staff from April 1. New procedures for monitoring and evaluating teaching and learning have been introduced.

Pupils' achievement and the extent to which they enjoy their learning

The quality of teaching and learning observed during this visit was satisfactory or better. The school's monitoring data show that instances of inadequate learning are becoming less frequent. Lessons are livelier, more interactive and imaginative. Pupils are beginning to enjoy their learning and mostly work with interest and enthusiasm. The majority of teachers are challenging pupils to think for themselves, especially the higher attainers, allowing pupils to become confident learners, eager to discuss their work and proud to celebrate their achievements. Pupils are making better progress because teachers are becoming more confident in using assessment information to plan learning activities that match the needs of pupils with different abilities and learning styles. In the best lessons it is being used routinely and teachers are able to assess pupils' work accurately, check their understanding and set relevant targets for improvement, although not all teachers consistently adopt this good practice. There is more work to be done to make sure that all pupils are provided with activities that consistently challenge them and that the marking is of a sufficiently high quality to provide pupils with precise feedback on how to improve their work.

The school is closing the gaps between the achievements of different groups of pupils because leaders and managers are collecting reliable information on the levels pupils are achieving and the progress they are making. Suitable intervention is targeted at specific groups of pupils who are falling behind and this has been effective in Years 5 and 6. However, pupils in Years 1 and 4 are not making

sufficient progress, and writing remains an area of weakness particularly for Bangladeshi and Pakistani boys. Assessment information is used well to monitor the progress of pupils with special educational needs and/or disabilities, particularly those with complex and profound learning difficulties, and this is allowing individual pupils to make good progress. Assessment information is not used as well in the Early Years Foundation Stage because previous assessment information has been inaccurate and observations of learning by staff vary in quality. Since the last visit robust actions have been taken to remedy this and practice is becoming more consistent.

Progress since the last visit on the areas for improvement:

- Improve the quality of learning and progress by using assessment information to plan lessons which meet the needs of all learners, including those who have special educational needs and/or disabilities and those who are more able – good

Other relevant pupil outcomes

Behaviour throughout the school is welcoming and positive. In lessons pupils' behaviour is less passive than at the last monitoring visit and is beginning to make a strong contribution to learning. Despite some dips in attendance since the last monitoring visit the school continues to monitor rates of absence robustly and is implementing a satisfactory range of strategies to improve attendance.

Progress since the last visit on the areas for improvement:

- Improve attendance by monitoring rates of absence more robustly and implementing a range of more effective strategies – satisfactory

The effectiveness of provision

The learning environment has become more exciting since the last monitoring visit. Attractive displays in the corridors prompt learning and support personal development and well-being. In classrooms good quality displays of pupils' questions, reflections and work encourage further learning. Teaching and learning are more consistent and the support provided by additional adults in classrooms has improved. In the best lessons teaching assistants are actively involved in planning and are increasingly focusing on how they can help to improve pupils' learning, although this good practice is not consistent across all classes. Personalised programmes of support for pupils with complex and profound learning difficulties are securely embedded in the resource-based provision and integrated provision during afternoon lessons is being developed well.

Provision in the Early Years Foundation Stage has improved since the previous visit but weaknesses remain. There is too little opportunity for child-initiated learning and adults are not used consistently well to support and promote learning.

Progress since the last visit on the areas for improvement:

- Ensure that all pupils have equal access to high-quality provision to meet their personal and academic needs – satisfactory

The effectiveness of leadership and management

Strong leadership from the headteacher continues to raise expectations and drive forward improvement. Morale has improved and staff recognise where targeted action has led to improvements. Essential systems are becoming increasingly secure but the capacity for improvement has been largely dependent on the direction of the headteacher, the full-time consultant and external advisers. The two deputy headteachers have a better understanding of whole-school priorities and each other's roles and hold increasing accountability for their areas of responsibility. On-going support is focused on increasing their self-reliance in order to sustain the capacity of senior leadership as external support diminishes. Middle leaders are more confident and competent in carrying out their roles. They carry out frequent formal and informal monitoring although they are less effective at evaluating the impact of the actions taken to improve performance at a whole-school level. There has been an intense focus on improving teaching and learning since the previous visit and a new process to monitor and evaluate teaching and learning allows more precise developmental feedback. As a result the quality of teaching and learning has improved considerably.

The governing body's capacity to monitor, evaluate and hold the school to account has been strengthened since the last visit. Governors are improving their knowledge and understanding of the strengths and weaknesses of the school through a more robust committee system and visits to appraise the school's work.

Progress since the last visit on the areas for improvement:

- Develop the leadership skills of senior leaders and subject coordinators so that they have an accurate view of the strengths and weaknesses of the school and take greater responsibility for improving standards and progress – satisfactory
- Develop the skills of senior leaders and middle leaders in monitoring and evaluating the quality of learning so that they can identify the best practice and offer teachers and additional adults developmental feedback – satisfactory

External support

The extent of local authority support has decreased since the last visit and has been effectively targeted on improving teaching and learning. Ongoing support from the School Improvement Partner has had a positive impact.

Annex

The areas for improvement identified during the inspection which took place in December 2009

- Improve the quality of learning and progress by using assessment information to plan lessons which meet the needs of all learners, including those who have special educational needs and/or disabilities and those who are more able
- Improve attendance by monitoring rates of absence more robustly and implementing a range of more effective strategies
- Ensure that all pupils have equal access to high-quality provision to meet their personal and academic needs
- Develop the leadership skills of senior leaders and subject coordinators so that they have an accurate view of the strengths and weaknesses of the school and take greater responsibility for improving standards and progress

The area for improvement identified during the second monitoring visit which took place in October 2010

- Develop the skills of senior leaders and middle leaders in monitoring and evaluating the quality of learning so that they can identify the best practice and offer teachers and additional adults developmental feedback – satisfactory