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Mr C Morris
Headteacher
Cleves Primary School
Arragon Road
East Ham
London
E6 1QP

Dear Mr Morris

Special measures: monitoring inspection of Cleves Primary School

Following my visit with Wendy Simmons, Additional Inspector, to your school on 5–6 October 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in December 2009. 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 Governors 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 second monitoring inspection on 5–6 October 2010

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, with three representatives from the governing body, and with the local authority School Improvement Officer.

Context

Since the last monitoring inspection a new staffing structure has been implemented to clarify and extend the roles of the senior leader, middle managers including curriculum support teachers, and teaching assistants. Systems to collect assessment data using national indicators of progress have been introduced to track the progress of pupils who have special educational needs and/or disabilities and map their provision. A local authority governor has been appointed as well as a full-time consultant to support and develop leadership and management across the school. Changes have been made to the fabric of the buildings. The entrance hall has been redesigned, doors added to all classrooms and storage areas have been created.

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

Pupils' achievement continues to be inadequate because significant variability remains in the quality of pupils' learning and progress. Lesson observations show that too many groups of children are not making sufficient progress because teachers' planning does not focus learning activities on the needs of the pupils in their classes. They are not using assessment information consistently enough to identify pupils' next steps in their learning or to set meaningful targets. Consequently, tasks are often pitched at an inappropriate level, particularly for those learning to speak English as an additional language and higher-attaining pupils. Improvements to the provision for pupils who have special educational needs and/or disabilities are allowing individual pupils to make better progress than at the time of the first monitoring visit.

The school has gathered its first set of reliable data on pupils' progress; this is being used to identify and analyse underachievement and target suitable intervention, particularly to support the development of phonics and reading. Improved systems to share assessment information regularly across the school are in place but more time and support is needed for teachers to learn how to use this information to inform their planning before it can have a greater impact on pupils' achievement. Children do not make a good enough start in the Early Years Foundation Stage and not enough progress has been made in improving outcomes since the last visit.

Attainment remains particularly low in Years 3 and 5 and school data show that many pupils have a lot of ground to make up in order to reach the levels that are expected for their age. The school has started to address the legacy of underachievement as a matter of urgency and recognises that specific groups do not make as much progress as they should, notably pupils from a Bangladeshi or Pakistani background and boys across the school.

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 – inadequate.

Other relevant pupil outcomes

Behaviour throughout the school is generally good and where teaching is lively and well paced pupils are fully involved and enthusiastic contributors to their learning. Attendance had improved considerably at the time of the last monitoring visit and this improvement has been sustained.

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

A much calmer and more purposeful learning environment has been created since the last monitoring visit. The addition of doors to each classroom has reduced noise levels and minimised distractions both in the classrooms and the activity areas. Provision for pupils who have special educational needs and/or disabilities has improved. Leaders are now using data to track and monitor the progress of individual pupils against appropriate national indicators. Personalised programmes of support for those pupils who have complex and profound learning difficulties and targeted intervention for those failing to meet the expected national curriculum levels are beginning to have an impact on their achievement.

There is a more coherent approach to teaching and learning across the school. Support from consultants has been targeted at helping teachers structure their lessons so that learning objectives and steps to success are visible and conclusions to lessons are used effectively to help pupils assess what they have learnt. When used well, opportunities to talk with partners allow pupils to take a more active part in their learning. Coaching and support for teachers have had an impact in some year groups, notably in Years 5 and 6, but much more remains to be done to ensure

that all pupils benefit from good-quality teaching. The pace of learning is too slow in lessons where pupils are allowed to colour, cut and stick for too long or where pupils' eagerness to move on is stifled through rigid adherence to a pre-planned set of tasks. Teachers have responded well to the new behaviour policy which is leading to greater consistency in how behaviour is managed in the classrooms and around the school.

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

The headteacher has been successful in gaining the necessary acceptance and commitment from the staff to drive forward improvement and raise achievement. The senior leadership of the school has been strengthened since the last visit and members now work more effectively as a team. The deputy headteachers are being well supported to develop their abilities to work strategically through an intensive programme of coaching and mentoring. The inclusion manager has moved away from being involved in the day-to-day management of pupils who have special educational needs and/or disabilities and is taking ownership of a whole-school inclusion ethos that includes all groups of pupils. The deputy headteacher with responsibility for assessment has been supported to improve the collection, organisation and use of assessment data and to help senior and middle leaders set more challenging targets that can be reviewed regularly to check on progress. However, teachers do not yet have a secure enough understanding of assessment data and how to use them effectively.

The recent restructuring of staffing has not yet had time to secure the necessary improvements in achievement and teaching and learning. However, as a result of the new structure there are clearer lines of accountability and better communication between staff at all levels. Middle managers, including curriculum support teachers whose roles have been extended, subject coordinators and the newly appointed special educational needs coordinators, have a clearer understanding of the direction of the school, the key development priorities and what they need to do to contribute to improvement. Teaching assistants are increasingly accountable as they now have designated roles that can be linked to improving pupils' learning and progress. Most have responded well to the changes and value the opportunities for greater collaboration with classroom teachers, although some will require training and support in order to maximise their impact.

Although there has been an extensive focus by senior leaders and consultants on visiting classrooms and supporting teachers, the systems in place to monitor and evaluate learning lack precise and meaningful criteria. Consequently, the skills of

senior and middle leaders in identifying the best practice and offering developmental feedback are underdeveloped.

The governing body has been strengthened through the appointment of an experienced school leader as local authority governor and chair of the curriculum committee. Governors are improving their knowledge and understanding of the strengths and weaknesses of the school through frequent monitoring visits and are developing their capacity to monitor, evaluate and hold the school to account.

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.

External support

The local authority continues to provide satisfactory support for the school through external consultants who provide coaching and support. A wide range of strategies have been introduced and their effectiveness evaluated. The School Improvement Partner works in close partnership with the headteacher and recognises that although provision has improved, support has not had as much impact as expected in raising the quality of learning.

Priorities for further improvement

- 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.