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Mr Charlie Morris
The 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 Robert Lovett HMI to your school on 15–16 June 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 fourth 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 are 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

One Newly Qualified Teacher may 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

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 inspection 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

Special measures: monitoring of Cleves Primary School

Report from the fourth monitoring inspection on 15–16 June 2011

Evidence

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

Context

Since the last monitoring visit, the senior management team has been restructured. The School Improvement Officer present during the last three monitoring visits has retired and a new officer has taken over the role.

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

The quality of learning observed during this visit was satisfactory or better with no inadequate teaching. Lessons are generally lively, interactive and imaginative. Pupils enjoy their learning and mostly work with interest and enthusiasm. The best teachers plan activities that move learning on quickly, and encourage pupils to talk to and question each other. Teachers are growing in confidence and are beginning to use assessment strategies more routinely to check pupils' understanding as the lesson progresses. There is a greater consistency in marking and, when it is used well, for example in Years 1 and 5, it provides pupils with precise feedback on how to develop and improve their work.

The school is closing the gaps between the achievement of different groups of pupils through effective intervention targeted at specific groups or individuals who are falling behind. A good example is the introduction of a programme to improve the speaking of Bengali boys in the Early Years Foundation Stage. The quality of guided reading has improved and this is having a positive impact on the progress of pupils in Year 3. Data provided by the school shows that pupils are on track to achieve standards near to the national average in Year 6 examinations in English and slightly above in mathematics. 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 being used more consistently in the Early Years Foundation Stage than at the time of the last visit, although there is room for further improvement. Secure base line data are being collected, allowing teachers and adults to improve their understanding of the progress that the children are making.

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 – satisfactory

Other relevant pupil outcomes

Pupils behave in a calm and orderly manner, and respond quickly and well to the prompts of staff on how to conduct themselves as they move around the school. In most lessons, pupils' behaviour is making a sound contribution to learning. The school continues to monitor rates of absence robustly and use a satisfactory range of strategies to improve attendance, but has been unable to maintain the improvements reported during the first two monitoring visits. Changes to local authority criteria for when children can be taken off roll if they are taken out of school on extended holidays is beginning to push up the incidences of unauthorised absence.

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 is enhanced by attractive displays in the corridors that prompt and reinforce learning. In most classrooms, there are good-quality displays of pupils' work, key vocabulary, definitions and visual prompts for learning. Literacy is well supported when it is developed as part of the subject being taught, for example in a mathematics lesson for Year 5 where writing and oral presentations were used to support mathematical reasoning. Teaching and learning are more consistent and the number of good lessons is increasing. The best teachers are becoming adept at reshaping activities and amending their explanations in response to pupils' learning. The most effective teaching assistants are contributing well to pupils' learning. When the teacher is addressing the whole class, they check the understanding and learning of targeted children by using focused dialogue and visual prompts. Personalised programmes of support for children with complex and profound learning difficulties remain securely embedded in the resource-based provision, and integrated provision during afternoon lessons is working well.

Provision in the Early Years Foundation Stage has improved since the previous visit. Teachers and additional adults are developing a more consistent approach to meeting the learning needs of children of different abilities. Opportunities for child-initiated learning are increasing, although it is not always used to the best effect.

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

Leadership and management have not moved on quickly enough since the last visit because self-evaluation is not being securely established across the school. The restructuring of the senior leadership team has clarified roles and responsibilities of senior and middle leaders to allow them to have a better understanding of whole-school priorities but it is too soon to see the impact of this. Senior leaders continue to demonstrate high levels of commitment which sustains good morale amongst staff but strategic planning does not reflect securely what needs to be done to consolidate the gains that have taken place and drive further improvement. Systems for tracking and monitoring the learning and progress of whole cohorts, groups and individuals are leading to a more accurate understanding of achievement. The school's analysis of the progress made by whole cohorts of pupils could be sharper, particularly for those pupils who are reaching the higher levels of attainment. Although progress is measured across year groups, less attention is given to pupils' starting points at the beginning of each key stage and their capabilities. Information about the impact of other aspects of the school's work is not being collected and analysed coherently enough to inform improvement planning. For example, some good work has been done on tracking the impact of low attendance on achievement but this information is not being used to implement suitable plans to overcome this area of weakness. Systems to monitor and evaluate teaching and learning are not being used consistently by senior and middle leaders to identify, share and model good practice in order to sustain the recent improvements to teaching.

Governors continue to improve their knowledge and understanding of the work of the school through the committee system and visits to appraise the school's work. Their involvement in strategic planning has been strengthened through more formal links with the restructured senior management team. However, they rightly recognise the need to increase their rigour in evaluating the school's effectiveness.

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 - inadequate
- 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-inadequate.

External support

The extent of local authority support has decreased since the last visit. Ongoing support is being provided by a new School Improvement Officer