

Cleeve Primary School

Inspection report

Unique Reference Number	117898
Local authority	Kingston upon Hull City of
Inspection number	379491
Inspection dates	5–6 October 2011
Reporting inspector	Derek Pattinson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Marc Barker
Headteacher	Jane Sutcliffe
Date of previous school inspection	7 July 2009
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Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 18 lessons taught by 14 different teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work and looked at a range of documents including the school improvement plan, the most recent data on pupils' attainment and progress, safeguarding policies and records, the latest attendance figures and pupils work in some classes. The 60 questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of introduced strategies to drive up standards and the school's tracking system on pupils' learning.
- The extent to which teaching across the school is consistently good and the extent to which weaknesses may be holding pupils back.
- The impact the school's developing curriculum has on pupils' learning, attitudes and motivation.
- The extent to which pupils know how well they are doing and what they must do to further improve.
- How effectively leaders, managers and the governing body drive improvement and evaluate the school's work.

Information about the school

This is a much-larger-than-average-sized primary school. The percentage of pupils from minority-ethnic groups and who speak English as an additional language is very small. More pupils enter and leave the school other than at the normal times than in most other schools. A significant number of pupils are in local authority care. The percentage of pupils known to be eligible for free school meals is well above average as is the proportion of pupils who have special educational needs and/or disabilities. The school holds Healthy School status, Information and Communication Technology (ICT) Mark and the Active Mark for physical education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Determined and dedicated leadership by the headteacher strongly influences all aspects of its work. The good care, guidance and support teachers and other adults who work in school provide for pupils are strengths which are appreciated by parents and carers, who hold the school in high regard. Pupils' good spiritual, moral and social development underpins the school's work. As a result the school is a cohesive and largely harmonious community, which runs smoothly. Pupils have good knowledge about what constitutes a healthy lifestyle. The school provides a wide range of experiences that motivate pupils and promote their learning. Almost all pupils like school because of these positive features.

Children in the Early Years Foundation Stage get off to a good start. They enter school with skills that are mostly well below those typical for their age and throughout the school most pupils, including those with special educational needs and/or disabilities, make good progress. As a result attainment is close to average in reading and writing by the time pupils leave at the end of Year 6. However, in mathematics, attainment was above average this year. This good progress is due to the impact of regular assessment and rigorous tracking, which are helping to narrow gaps in pupils' performance. The quality of teaching is good overall and improving, with many strong features evident. However, sometimes in lessons pupils do not have enough time to practise their skills, the work is not carefully enough matched to their needs and pupils do not know how to evaluate how well they are learning, which slows progress.

The curriculum is good and often provides pupils with memorable experiences. The school works very well with other agencies to ensure pupils' welfare. While safeguarding arrangements are robust and regulations and duties are met, checks, such as of documentation, are not always made often enough and are not always recorded to ensure all procedures are of the highest quality.

The school is well led. Morale and team spirit are high. The headteacher is increasingly well supported by senior leaders and all staff. Professional development and the regular monitoring of pupils' progress are given strong emphasis and are successful in supporting the school's priorities for improvement. Nevertheless, senior leaders correctly recognise that while teaching is good and improving, monitoring needs to be more regular and focus more sharply on how much pupils learn to be of maximum benefit. The governing body is supportive but as yet is not proactive

enough in leading the school's direction and holding it to account. Nevertheless, capacity to improve is good because the school's self-evaluation, grounded in accurate analysis, identifies the right priorities to drive up attainment and these are rigorously pursued. Issues from the last inspection have been tackled decisively, with teaching and pupils' progress improving. Increasingly challenging targets to improve performance are set, achieved and sometimes exceeded.

What does the school need to do to improve further?

- Eliminate the small amount of satisfactory teaching so that all teaching is at least good to raise pupils' attainment further, especially in reading and writing, by:
 - checking that work given to pupils is always at the right level
 - injecting greater pace into some lessons so that pupils have enough time to work independently
 - ensuring pupils always have targets and clear steps to success in lessons so that they can evaluate the extent of their learning.

- Strengthen the effectiveness of leadership and management by:
 - ensuring that the formal monitoring of teaching is more regular and focuses on how pupils learn rather than how teachers teach
 - enabling governors to acquire the necessary information and skills to play a fuller part in leading the school forward
 - ensuring that the school adopts recommended best practice in all its safeguarding arrangements and that quality-assurance procedures are rigorous, regular and recorded.

Outcomes for individuals and groups of pupils

2

While many pupils initially lack confidence, teachers give them lots of encouragement. This successfully boosts their self-esteem and enables them to make good progress in lessons. Behaviour is good, underpinning pupils' learning and play. As a result pupils have good attitudes to their work and show interest and concentration, especially when activities engage and excite them. For example, Year 2 pupils made a jam sandwich in order to help them write simple instructions and Year 4 pupils, as part of a scientific investigation, tested materials for their durability and waterproofing qualities. Pupils use effectively ICT, such as when Year 6 pupils use different media to create a presentation linked to Hull's fishing industry. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive from well trained and dedicated teaching assistants. By the end of Year 6, pupils' attainment is average, although in this year's national tests, attainment in mathematics was above average. This represents good achievement for most pupils and progress overall is good and improving, especially in mathematics.

Pupils enjoy school and gradually make friends, learn to respect the rights of others and live in harmony. They are aware of what constitutes a healthy lifestyle and the

dangers posed by smoking, drugs and alcohol. Their understanding is enhanced through the many well-attended sports clubs which extol the virtues of regular exercise, posters which encourage healthy eating and the high numbers who attend breakfast club and make healthy school lunch choices. Pupils feel safe and secure in school and say there is always someone to turn to if they have a problem. They have a strong voice through the work of the school council, which helps to make improvements, such as, banning fizzy drinks. Their involvement in the 'Bransholme Parliament', where they work with pupils from other schools, and the raising of money for different charities, help them develop an awareness of citizenship. Their enjoyment of learning, knowledge of right and wrong and the many opportunities for them to work with others, help to explain their good spiritual, moral, social and cultural development. Pupils' good progress in basic skills helps to equip them well for the next stage of their learning. Attendance is average, despite the school doing a great deal to raise attendance levels, such as by analysing attendance patterns and targeting parents and carers of pupils who are persistently absent.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strengths in teaching significantly outweigh areas for development. Lessons are typified by secure relationships and much use of encouragement and praise, which provide a successful platform for effective learning. Good planning ensures most work is matched to pupils' varying needs, although occasionally, such as in literacy lessons and in computation work in mathematics, work is too easy or sometimes too hard. Resources are used well to help engage pupils' interest and extend their learning. Support staff are deployed sensitively and effectively aid pupils' progress. They provide extra help when they spot a pupil does not fully understand their tasks. Challenging questioning often provokes discussion and enables teachers to check pupils' understanding and adjust tasks. The school's marking policy is closely followed and increasingly helps pupils to improve. However, in a few lessons, teachers talk for too long, leaving too little time for pupils to practise and apply their

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

skills independently. Pupils do not always have targets or clear steps to success in lessons to help them check on their own progress.

Pupils have ‘had their say’ in the development of the school’s good curriculum, which provides them with a wide range of interesting activities and contributes well to their personal development. For example, a study of dragons was incorporated in a topic of ‘fire’ on the request of Year 1 pupils. This was enjoyed and encouraged motivation to learn. The curriculum places significant emphasis on developing important skills within a framework which breaks down barriers between subjects in relevant and exciting ways. This leads to pupils gaining a well-rounded understanding of the themes they study. For example, a study of the Second World War by Year 6 pupils involved work covering a variety of subjects and was immensely enjoyed because it enabled them to present information in many different ways. Visits, visitors and a wide range of well attended after-school activities, many of which have been chosen by the pupils and involve external partnerships, such as in sport, extend their learning and enrich their experiences.

Providing good quality care, guidance and support is at the heart of the school’s work. Every pupil and his/her circumstances are known well to staff. All adults work closely together to provide each individual with well-organised and carefully-targeted support. For example, the school has established very strong partnerships with outside agencies, which help to ensure that the many pupils whose circumstances make them vulnerable have the support they need to make good progress, both academically and personally. Pupils are prepared well for transition to different stages of their education, ensuring a smooth and seamless move. The school has established good systems to encourage families to support the school’s efforts to improve attendance. Most pupils now attend regularly although the full impact of these measures is yet to be seen.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Key features of the headteacher’s effective leadership include the ability to enthuse others, to establish and sustain high morale, to support professional development and to successfully lead the drive for school improvement. The senior leadership team spearheads the drive to improve teaching and learning and uses a variety of mostly effective systems to monitor provision and outcomes. For example, systems to track pupils’ academic achievement are thorough, help to highlight any difficulties pupils may be having and pinpoint priorities for improvement. Subject leaders are becoming increasingly involved in rigorous and regular monitoring to give them the clearest possible view of what works well and what needs doing. Although teaching is good and improving, it is not monitored regularly enough, with monitoring focusing more on how teachers teach rather than how pupils learn. The school improvement

plan sets a clear and effective steer for the school's work and priorities are well-judged and rigorously pursued.

The governing body is committed to the school and gives satisfactory support having a broad understanding of the school's strengths, but is not involved fully in evaluating the school's work or leading its direction.

The school successfully draws upon the expertise of outside agencies to best benefit pupils. It promotes positive links with parents and carers. 'The Hub' is particularly effective in developing links with new parents and carers and helping to ensure that they play a part in their child's learning. Equal opportunities are embedded in the school's way of life and there is a strong emphasis on including all pupils. Improved tracking is ensuring that, overall, pupils achieve equally well and attainment is rising. Discrimination is not tolerated and pupils are helped very well to understand how to treat others with respect. Parents and carers have every confidence in the school to keep their children safe and many of the school's arrangements to safeguard pupils are good, such as in the area of child protection. Nevertheless, safeguarding procedures are judged satisfactory because some checks, such as of documentation, are not as rigorous and regular as they need to be and are not always recorded. The school is a cohesive community, although international links are not extensive.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. All aspects have improved since the last inspection. Good induction arrangements ensure that children, including the many who are most likely to be vulnerable, settle quickly into well-established routines. Teamwork is strong and relationships between adults and children are warm and friendly. As a result most children are happy, feel safe, behave well and are keen to learn. Good teaching is based on regular and thorough assessment arrangements of children's development. As a result learning needs inform planning and ensure that most activities are well matched to children's needs. The curriculum interests and often excites children through a stimulating range of activities both in- and out-of-doors, which captures their interests, encourages them to make choices and helps them learn. There is a

good balance between activities led by adults and those chosen by children. However, some find taking turns and working cooperatively difficult, but increasingly they learn to share, such as in the 'funny bones' house and through working outside at the 'Cleeve building site'. They are proud of what they achieve, such as the 'little monkey' portraits. Children make good progress in all areas of learning, especially in language and personal development, from levels well below what is typical for their age, because of the good leadership and provision. Leaders know what needs doing to improve outcomes. For example, interesting opportunities for girls to talk have been implemented to help narrow gaps in performance compared with boys. As a result of these measures, all children make up lost ground, although many are still below expected levels when they move to Year 1. Parents and carers appreciate the welcoming, safe and stimulating environment and communication with them is regular and productive. As a result they are fully involved in their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who responded to the questionnaires are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses were few. Inspectors investigated the concerns raised by a small number of parents and carers and found that the school deals with unacceptable behaviour effectively, informs parents and carers about their children's progress and takes account of their suggestions and concerns. Inspectors found much evidence to support the view of all parents and carers who returned the questionnaire that the teaching is good, the school is well led and managed and that their children are well prepared for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cleeve Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	58	23	38	2	3	0	0
The school keeps my child safe	37	62	23	38	0	0	0	0
The school informs me about my child's progress	30	50	24	40	4	7	2	3
My child is making enough progress at this school	33	55	26	43	0	0	0	0
The teaching is good at this school	34	57	24	40	1	2	0	0
The school helps me to support my child's learning	30	50	26	43	1	2	0	0
The school helps my child to have a healthy lifestyle	28	47	32	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	57	20	33	0	0	0	0
The school meets my child's particular needs	32	53	26	43	0	0	0	0
The school deals effectively with unacceptable behaviour	28	47	26	43	3	5	1	2
The school takes account of my suggestions and concerns	26	43	28	47	1	2	3	5
The school is led and managed effectively	33	55	23	38	1	2	2	3
Overall, I am happy with my child's experience at this school	41	68	15	25	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2011

Dear Pupils

Inspection of Cleeve Primary School, Hull, HU7 4JH.

Thank you for your friendly welcome and for sharing your views of the school by talking to the inspectors and returning the questionnaires. We thoroughly enjoyed our visit. You told us that you go to a good school and we agree with you! Here are some of the positive things about your school.

- Most of you make good progress.
- You enjoy your lessons and most of you behave well.
- You know a lot about staying healthy.
- The curriculum is good with many interesting things for you to do.
- Teaching is good and your teachers provide interesting lessons.
- All staff provide good care so that you are safe and happy in school.
- Your headteacher and other school leaders know well how to make your school even better.

We are asking your headteacher and teachers to do the following to make your school even better and especially enable you to make even faster progress in reading and writing.

- Ensure all lessons are at least good by making sure that teachers give you enough time to work on your own, that work always challenges you and that they check more often how well you are learning. Also, that you have targets to help you learn and know what steps you need to look out for in lessons.

We are also asking your governors to:

- learn more about the school so that they can become more involved in what to do to make it even better and, along with other school leaders, to check that everything possible is done to make sure you keep safe.

Well done everyone! I wish you all the very best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson
Lead inspector

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