

Clockhouse Primary School

Inspection report

Unique Reference Number	102291
Local Authority	Havering
Inspection number	376690
Inspection dates	7–8 November 2011
Reporting inspector	Nick Butt

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	687
Appropriate authority	The governing body
Chair	David Leaper
Headteacher	Hafise Nazif
Date of previous school inspection	11 February 2009
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 40 lessons or part lessons taught by 24 teachers. Inspectors held meetings with members of the governing body, a representative from the local authority, staff and groups of pupils, and spoke informally to parents and carers. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 116 parents and carers, as well as those from staff and pupils.

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

- What the impact of measures to improve teaching has been.
- How well teachers use assessment information to plan work that meets the needs of all pupils in their classes.
- How effectively leaders and managers fulfil their different roles and responsibilities across year groups, phases and the school as a whole.

Information about the school

Clockhouse is a very large primary school. Children enter the Early Years Foundation Stage in the Nursery. The large majority of pupils are White British. A small minority come from many different minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The school has the Basic Skills Quality Mark and Healthy Schools status.

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

Clockhouse Primary is a good school. It has made good progress since its last inspection, when most outcomes were satisfactory. The headteacher and deputy headteacher are extremely ambitious for the school and their passion ignites the enthusiasm of the very large staff, ensuring a consistency of approach that enables pupils to achieve well. Pupils enjoy school and have an outstanding understanding of how to keep safe, supported by the school's excellent safeguarding arrangements. Children in the Early Years Foundation Stage make outstanding progress because of the high quality provision they receive that ensures activities are exciting and planned precisely to meet their needs. Parents and carers are very supportive of the work of the school. One, speaking for many, said her child 'finds the learning engaging and relevant and inspiring. I am very pleased with her progress.'

Teaching and learning are good, with increasingly consistent practice across year groups. The school provides particularly good continuous professional development for all its staff, both by using its own expertise and obtaining training from outside providers. An innovative coaching plan gives teachers the opportunity to share good practice. Teachers use assessment information well to plan work that meets pupils' different needs and this enables most pupils, including those with special educational needs and/or disabilities, to make good progress. Just occasionally, work is not sufficiently challenging, especially for more-able pupils. The pace of learning is generally brisk, but there are exceptions when pupils are not active enough in lessons. Standards are rising in English, where pupils have plenty of opportunities to write for a purpose. While broadly average, standards are not quite as strong in mathematics because some pupils lack confidence in developing their mental mathematical skills and in solving real-life problems. The school is giving greater emphasis to mental calculation this year, which is beginning to make a positive difference. The exciting curriculum motivates pupils well and gives them some opportunities to practise their problem-solving skills, for example through cooking.

Pupils make an outstanding contribution to the local and wider community. The school council is exceptionally influential in communicating its views and in bringing about improvements, sharing its achievements with other schools. Pupils have a very good awareness of cultures different from their own, supported by their strong links with a variety of schools in countries all over the world. Pupils develop good personal qualities, enterprise skills and enthusiasm for learning, which prepares them well for secondary school.

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Leaders and managers at all levels contribute considerably to school self-evaluation through rigorous and relentless monitoring, celebrating success and holding one another to account. Strategic plans are thorough working documents that clearly set out the steps for improvement. Based on its good track record to date and the rigour with which it approaches every aspect of its work, the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise standards in mathematics by:
 - consolidating the work to improve mental mathematics
 - providing more opportunities for pupils to solve problems in real-life contexts.
- Increase the proportion of consistently good or better teaching by:
 - setting work that is always sufficiently challenging
 - ensuring the pace of lessons is consistently brisk
 - ensuring all pupils understand exactly what they have to do to complete their tasks.

Outcomes for individuals and groups of pupils**2**

Children join the Nursery with skill and ability levels that are often very low compared with those expected for their age. They make outstanding progress in the Early Years Foundation Stage, particularly in their personal and emotional development and in their speech and communication. Progress in Key Stages 1 and 2 is good so that standards are broadly average by the end of Year 6, and stronger in English. Well-trained teaching assistants provide a good level of care and support to pupils with special educational needs and/or disabilities, thus enabling them, as with other pupils, to achieve well. There are no significant differences in the performance of different groups of pupils because interventions are successful in closing any gaps. The school's work in this area has been recognised by the award of the Basic Skills Quality Mark.

Pupils enjoy learning and have very positive attitudes in class. They willingly participate in discussions and respond enthusiastically to a challenge. In Year 6, pupils vied with one another to produce a grammatically correct subordinate clause to complete a sentence in a class competition. Year 1 pupils enjoyed sounding out new words and attempting to write them on their individual boards. Pupils concentrate well and carry out individual projects with purpose and perseverance. For example, older pupils produced high quality work about the solar system in writing and model-making.

Pupils have an extremely good awareness of what to do when faced with an emergency such as fire or someone at risk of drowning, and say they feel safe in school. Their behaviour is good, with only occasional lapses if the pace of learning slows. They are polite and considerate to one another. Pupils' good attendance

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reflects their enjoyment of school. They keep fit through daily exercise sessions and taking part in the many sports clubs that run at no cost throughout the week. Their good understanding of keeping healthy has been acknowledged by the Healthy Schools award. Pupils take their responsibilities to the community seriously, both in terms of their jobs in school such as house captains and prefects, and through helping out further afield. For example pupils regularly pick litter, make biscuits for the elderly, help pack bags at the local supermarket and make bookmarks for the library. Their spiritual, moral, social and cultural development is good. They have a good sense of right and wrong and play harmoniously together.

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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make learning enjoyable for pupils by actively involving them in lessons and celebrating their achievements. They make good use of technology to project pupils’ work on the board and engage their interest. Year 6 pupils enjoyed using an electronic machine to help them find patterns in working out fractions. Mostly teachers make the objective of the lesson very clear to pupils and explain how they can succeed by the end of it. On occasions, a few pupils are not sure what they have to do and need further guidance. Pupils find the curriculum relevant and stimulating, such as when they studied chocolate and trading fairly. ‘Themed’ weeks enable them to study topics in depth, and they enjoy plenty of educational visits and visitors to enhance their experience, as when Zulu dancers visited the school. The curriculum has an emphasis on the global dimension, which enables pupils to communicate with their peers across the world and compare and contrast their daily lives. This

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

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opportunity makes a very positive contribution to pupils’ good personal development, and supports their academic outcomes well, particularly in English. Staff are finding ways to give pupils more experiences in applying their mathematical knowledge to solve real-life problems.

Good pastoral care means pupils are known as individuals and supported well. The school has many success stories of pupils, whose circumstances may have made them vulnerable, overcoming difficult challenges. The support for pupils with physical disabilities is particularly strong. A typical view from a parent stated, ‘We are able to approach staff easily with any concerns, both class teachers and senior staff.’ The school has worked successfully with families to reduce persistent absence, with the result that attendance has risen rapidly in the past year. The school continues to seek to engage parents and carers in supporting their children in their education with increasing success.

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?

The headteacher and deputy headteacher have forged a highly dedicated and ambitious staff team who share the school’s vision of ‘working and learning together to be the best we can be’. An extremely strong sense of purpose permeates through different levels of leadership, with everybody knowing their responsibilities and being accountable. This creates a cohesive and dynamic management structure that encourages risk-taking and creativity, while at the same time preserving rigour and consistency. This approach has led to significant improvements in the quality of teaching and pupils’ progress, as well as in pupils’ personal development and attendance. The good governing body has a relentless and vigorous attitude towards school improvement and the raising of attainment and achievement for all pupils. Members of the governing body know the school’s strengths and areas to develop well and offer a good level of challenge. They are interested in taking a more strategic view and aligning their monitoring specifically to key school priorities, such as making more of the teaching outstanding.

The school promotes equality of opportunity well. Very thorough analysis of data ensures that staff are fully aware of any groups of pupils at risk of falling behind and enables them to provide timely interventions. Pupils with physical disabilities are included particularly well in all school activities. Exemplary safeguarding arrangements keep all pupils safe, with meticulous record keeping and regular high

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quality training for all staff. The governing body commissions external independent audits of its arrangements and procedures to ensure they are consistently excellent. The school engages well with its local community and involves all groups, such as 'lads and dads'. Pupils from different backgrounds get on very well together and have a good understanding of the range of cultures and faiths found in the United Kingdom and abroad. The school is working to establish links with a contrasting rural school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children offer their ideas with enthusiasm, and have a real say in shaping their learning. They make outstanding progress in developing early literacy skills because of the extremely skilled teaching and the opportunities to develop their reading and writing through a wide range of activities. By the end of Reception, while many are still a little below the expected goals in most areas of learning, they have achieved extremely well. There are excellent relationships with parents and carers, who are kept fully informed about their children's progress. Very careful assessments are made to build up a detailed picture of each individual child's achievements. There is a good balance between those activities the children choose for themselves and those led by adults, and children make the most of the well-resourced and stimulating outdoor areas. Children learn to share and make choices from a very early stage, and are able to concentrate with purpose. Staff take every opportunity to develop their language through role play, for example in the Indian Restaurant and at the Space Control Centre. Children are developing an excellent understanding of how to keep themselves safe and healthy and are growing increasingly independent. Outstanding leadership has built an extremely effective staff team who reflect on their practice and strive to improve further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of questionnaires returned by parents and carers was below average compared with most primary schools. All those who responded agreed that their children enjoy school, are kept safe and are able to support their children’s learning. A few queried how well the school deals with unacceptable behaviour, but inspectors found that staff manage behaviour well. A few individual written comments were brought to the attention of senior staff in general terms, but there were no patterns of concern. Many parents and carers wrote praising the school and its staff.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clockhouse 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 687 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	64	42	36	0	0	0	0
The school keeps my child safe	77	66	39	34	0	0	0	0
The school informs me about my child’s progress	59	51	52	45	2	2	0	0
My child is making enough progress at this school	64	55	48	41	2	2	0	0
The teaching is good at this school	70	60	41	35	3	3	0	0
The school helps me to support my child’s learning	65	56	48	41	0	0	0	0
The school helps my child to have a healthy lifestyle	57	49	54	47	2	2	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)	61	53	46	40	2	2	0	0
The school meets my child’s particular needs	63	54	46	40	4	3	0	0
The school deals effectively with unacceptable behaviour	55	47	51	44	7	6	1	1
The school takes account of my suggestions and concerns	53	46	47	41	3	3	2	2
The school is led and managed effectively	61	53	48	41	4	3	0	0
Overall, I am happy with my child’s experience at this school	73	63	40	34	3	3	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 are 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.



9 November 2011

Dear Pupils

Inspection of Clockhouse Primary School, Romford RM5 3QR

Thank you making us welcome when we visited your school recently and for sharing your views with us in person and by returning questionnaires. We found that Clockhouse is a good school. Here are some of its strengths.

- You make good progress in your work.
- You have an excellent understanding of how to keep safe.
- You do a lot to help the school and your local community.
- You enjoy learning and work hard in lessons.
- There are plenty of visits and clubs for you to enjoy.
- The school cares for you well, especially if you are facing difficulties.
- The headteacher and deputy headteacher lead the school extremely well.
- The youngest children get off to an excellent start in the Nursery and Reception classes.

Even good schools can improve, so we have asked your teachers to:

- help you do even better in mathematics by practising your mental work and solving problems
- set work for you that really makes you think and keeps you on your toes
- make sure you understand exactly what you have to do in lessons.

You all can help by telling your teachers how well you think you are learning.

Many thanks once again for your help and our best wishes for the future.

Yours sincerely

Nick Butt
Lead inspector

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