

Cleves Primary School

Inspection report

Unique Reference Number	102760
Local Authority	Newham
Inspection number	375378
Inspection dates	22–23 November 2011
Reporting inspector	Anne Wellham HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Haydn Powell
Headteacher	Charlie Morris
Date of previous school inspection	8–9 December 2009
School address	Arragon Road East Ham London E6 1QP
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Age group	3–11
Inspection date(s)	22–23 November 2011
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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

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspection team observed 14 parts of lessons taught by 13 teachers; there were also a number of briefer visits to lessons. Pupils' work and key documentation were scrutinised. Meetings were held with leaders and managers, a representative from the local authority, four representatives from the governing body and groups of pupils. Informal discussions were held with parents and carers.

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

- How much progress different groups of pupils make.
- How effectively assessment information is used to plan lessons which meet the needs of all learners.
- The quality of provision in meeting pupils' personal and academic needs.
- How effectively senior leaders and middle leaders are using self-evaluation to improve performance.
- Improvements in attendance since the previous inspection.

Information about the school

Cleves is a larger than average primary school with Early Years Foundation Stage provision in the Nursery and Reception classes. The proportion of pupils who have special educational needs and/or disabilities is high. Most of these pupils have moderate learning difficulties. The school has 32 resourced places for pupils who need high levels of support because they have profound and multiple learning difficulties. Most pupils come from minority ethnic backgrounds, the largest of which are Bangladeshi, Pakistani or African. The proportion of pupils who speak English as an additional language is much higher than average. In December 2009 it was judged to require special measures.

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Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Cleves is a satisfactory school that is improving steadily. Determined action has been taken to deal with the areas of weakness identified two years ago. Pupils' achievement is rising and the gap between the attainment of pupils compared to the national average is closing quickly, although the improvement in mathematics is not so secure. Senior and middle leaders have a clear understanding of what has been achieved and what remains to be done and the school has a satisfactory capacity to continue its journey of steady improvement.

Teaching has improved considerably as a result of intensive training and frequent opportunities to observe and share practice. Teachers use accurate and sharply focused assessment information to plan lessons and use a wide range of strategies to engage and stimulate pupils. However, they do not always select the most appropriate tasks and activities to meet students' wide-ranging needs, especially those of the higher- and lower-ability groups, or amend their teaching in response to the learning that is taking place during the lesson. Although pupils work well and complete tasks willingly, they are not always challenged sufficiently to produce their best work.

Cleves is a happy, calm and friendly school. Pupils are proud to be part of the school community; they behave well and attend regularly. All students feel extremely safe and secure. A particular strength of the school's work is the way in which pupils contribute to the life of the school and the local community and are interested in learning about a wide range of other cultures.

The school's improvement is largely due to the headteacher's intelligent and unwavering leadership and the resilience and determination of the staff. There is a strong sense of purpose amongst staff, governors, parents and carers to bring about and sustain further improvement.

Improvement has not been so steady in the Early Years Foundation Stage, where there have been several changes to staffing and leadership. Systems to observe and assess children and to track their progress are not used consistently well for all children or focused on providing higher levels of challenge for the higher-ability pupils. The quality of learning varies across the nursery and reception classes because the good practice that does exist has not been not identified fully and shared across the two areas. The two coordinators have a good understanding of

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what needs to be done and have compiled a comprehensive action plan showing how this is to be achieved.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of learning, especially for higher-ability and lower-ability pupils and in mathematics by:
 - planning tasks and activities that are matched carefully to pupils' prior knowledge and understanding and their capabilities so that they are sufficiently challenged
 - providing explicit opportunities to assess pupils' understanding during the lesson so that teaching can be amended in response to the learning that is taking place.
- Improve the quality of outcomes for children in the Early Years Foundation Stage by:
 - providing high-quality opportunities to observe and assess children's learning so that staff can set suitably challenging activities to meet individual needs
 - identifying and sharing the best practice across nursery and reception to achieve consistently good learning.

Outcomes for individuals and groups of pupils

3

Pupils' overall achievement is satisfactory. Test results at the end of Key Stage 2 are rising steadily and although they remain below the national average, pupils are making satisfactory progress from their low starting points. Progress is good in English, where the gap is closing more rapidly. Progress in mathematics is more variable as pupils spend time consolidating knowledge and skills that they did not learn well enough previously. There is still some variability between the achievement of different groups of students. Boys do less well than girls and Pakistani and Bangladeshi pupils lag behind. Decisive action is being taken by the school to help them to catch up.

Good and satisfactory learning was observed in an equal number of lessons. In year groups and subjects where teaching and learning are consistently good over time, pupils are making good progress. Pupils are enthusiastic about their lessons and their keenness to achieve makes a significant contribution to their learning, even in the few lessons where the teaching does not challenge them sufficiently. Pupils' speaking and listening skills are improving rapidly and most speak confidently and are eager to share their views about their learning. They enjoy the opportunity to think deeply and pose questions in their study of philosophy for children. Pupils with special

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educational needs and/or disabilities and those who are potentially vulnerable because of their circumstances receive targeted intervention and guidance, which allows them to make the same progress as their peers. Pupils with multiple and complex needs make good progress because of the high-quality support they receive.

Pupils from different backgrounds and varied cultures develop good spiritual, social, moral and cultural values. Pupils respect each other and work and play well together, often helping each other to learn. Bullying and incidents of racist behaviour are rare and are dealt with promptly. Pupils’ good behaviour and their feelings of being safe and well cared for help them to recognise and practise their school motto, ‘We all share the same world.’ Pupils contribute positively to the life of the school and the wider community and a large proportion of pupils are involved. They understand the risks that could affect their health and emotional well-being and know the importance of keeping safe and staying fit and healthy.

Pupils’ development of the wider skills and personal qualities needed for the next phase of their education has improved considerably since the previous inspection. They are able to apply skills in literacy increasingly well but skills in numeracy and information and communication technology are less well developed. Attendance has improved steadily during the past two years and is now average. Increasing numbers of pupils are achieving 100% attendance and the number of pupils who are persistently absent is reducing rapidly.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

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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How effective is the provision?

The rigorous and intensive package of support to improve teaching and learning has broadened the range of teaching styles and increased the confidence of teachers. Inadequate teaching is rare in the school. The most effective teachers select appropriate activities that match the needs and capabilities of the pupils in their classes so that all ability groups are challenged. In some lessons, for example in literacy, pupils receive precise, meaningful feedback on how to improve their work through detailed marking. However, in lessons where teachers and additional adults do not consistently check the learning and understanding as the lesson progresses, pupils continue to work at the same level for too long, often repeating errors or misconceptions. Pupils learn quickly when teachers and other adults use questions to open up discussion, model appropriate phrases and reinforce subject-specific vocabulary.

The curriculum meets the needs of most students well. Good-quality displays of pupils’ questions, reflections and work encourage further learning. Personalised programmes of support for children with complex and profound learning difficulties are securely embedded in the resource-based provision and integrated provision during afternoon lessons is developing well.

Good arrangements for care, guidance and support make a strong contribution to pupils’ wider outcomes. Systems to monitor behaviour and attendance are well managed. Clearly targeted support improves the confidence, self-esteem and achievement of students with special educational needs and/or disabilities, and potentially vulnerable students. The care and support provided for pupils with complex and profound learning difficulties and the school’s engagement with external agencies are of high quality. For example, personal passport profiles prepare the pupils exceptionally well for the transition to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong leadership and is well supported by members of the senior and middle management teams. The leadership skills of senior and middle leaders have improved considerably and information about the impact of the school’s work is now collected and analysed coherently to inform improvement planning.

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More refined systems for tracking and monitoring the learning and progress of whole cohorts, groups and individuals are developing a precise and accurate understanding of achievement. Systems to monitor and evaluate teaching and learning are used by senior and middle leaders to identify, share and model good practice, although this is not yet used consistently well across all subject areas. 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. However, they rightly recognise the need to increase their rigour in evaluating the school’s effectiveness.

The school meets the statutory requirements for safeguarding, and practice is good. The school, supported well by governors, engages with parents and carers well, especially those who may be reluctant to approach the school. Good progress is being made in involving them further in supporting their children’s learning. The school actively promotes equal opportunity. It places a high value on the diversity of the pupils’ backgrounds and is good at promoting community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is satisfactory and improving. On entry to the nursery, children’s skills are well below the levels expected for their age. Although outcomes are satisfactory overall, children’s learning varies too much because systems to assess and track progress are not used consistently well across Nursery and Reception Years. Focused observations and assessment do not consistently match learning specifically to children’s individual needs so that progress is still too slow for some children. Interventions to support specific groups assessed as

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underperforming, for example, a specific focus on Bengali boys’ speaking and listening, are showing early signs of success. Pupils who have special educational needs and/or disabilities and those children with multiple and complex needs receive good-quality support and are integrated sensitively into the routines and activities of the classes. Children develop good learning skills such as cooperation, resilience and independence. They get on well together and are able to share and take turns. Parents and carers are now being provided with more information about what they can do to help their child at home and this has strengthened the quality of these relationships.

The school has taken decisive action to improve outcomes. The appointment of an additional coordinator has strengthened leadership and management, and development planning is more sharply focused on improvement. Recent actions are having a positive impact; there is a better balance of activities that are led by adults and those that children can select for themselves and joint planning has improved the learning opportunities available in the outside area, which is now used more effectively, to support all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. During the inspection inspectors talked informally to groups of parents and carers. Their views were positive and they expressed support for the school.

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 8 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.



24 November 2011

Dear Pupils

Inspection of Cleves Primary School, East Ham, E6 1QP

Thank you for the very friendly and polite welcome you gave us when we inspected your school. We enjoyed talking to you and your teachers, visiting some of your lessons and looking around the school. Your school is satisfactory and because it has improved so much in the past two years we have judged that it no longer needs special measures.

You behave and get on very well together. You told us that you feel very safe in school and that you enjoy learning. The staff work well with your parents and carers and other people to take good care of you. Many of you have responsibilities in the school such as being playground friends and mediators and are proud of helping each other. You told us that lessons are fun and that you are learning more quickly. You are very good at thinking up questions in philosophy for children and you were keen to ask us questions too. We think that some of you could learn even more so we have asked teachers to make sure everyone has work that challenges them in every lesson. We have also asked them to use another method if there are some pupils who do not understand the work properly. You can help by continuing to work hard and by telling your teachers what helps you learn best.

We enjoyed visiting the nursery and reception classes but we felt that the children could be learning more as well as having fun. We have asked all the staff to watch carefully to check how much the children are learning and then plan some more challenging activities for those who need them. We saw lots of differences in the nursery and reception so we have asked the staff to choose and use the best parts of both areas so that everyone gets the same chance to learn.

We wish all of you at Cleves a very happy and successful future.

Yours sincerely

Anne Wellham
Her Majesty's Inspector

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