

Cleveland Junior School

Inspection report

Unique Reference Number	102798
Local Authority	Redbridge
Inspection number	376769
Inspection dates	8–9 November 2011
Reporting inspector	Robert Isaac

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	491
Appropriate authority	The governing body
Chair	David Low
Headteacher	Nalini Patel
Date of previous school inspection	8–9 June 2009
School address	Cleveland Road Ilford IG11 1EW
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Age group	7–11
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Introduction

This inspection was carried out by four additional inspectors. Teaching and learning were observed in 28 lessons taught by 16 teachers. Meetings were held with groups of pupils, members of the governing body and staff. They observed the school's work and examined documents including planning and safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. Inspectors analysed the content in questionnaires from 133 parents and carers, 145 pupils and 42 staff.

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

- Attainment in reading and writing.
- Whether teaching is sufficiently challenging to make learning as good as it can be.
- Teachers' marking and feedback and pupils' awareness of how well they are doing and what pupils can do to improve further.
- The impact of leadership and management on improving teaching and learning.

Information about the school

Cleveland is larger than the average sized junior school. A large minority of pupils – about a third – enrol at the school other than at the usual times after Year 3; and often speak no English. A very large majority of pupils are from a range of minority ethnic heritages, the largest groups being pupils from Asian or mixed backgrounds. Other groups include those from Black African or Black Caribbean backgrounds. Pupils speak any of 28 different languages and the proportion who speak English as an additional language is well above average. The proportion of those who are known to be eligible for free school meals is also well above average. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The school has a breakfast club on site, which is managed by a private company and so was not a part of this inspection.

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management and the school's capacity to improve.

Cleveland provides an acceptable quality of education because provision and achievement are satisfactory. There are some elements of pupils' personal development which are good. Pupils are happy, feel safe and are proud of their school. Parents and carers, and pupils value the school's inclusive ethos and most comment on it positively. Behaviour is good. Pupils are keen and respond positively to teachers' expectations. There has been an improvement in attendance since the last inspection and it is now average.

Although pupils enter Year 3 with broadly average attainment many are new to learning English and require time to master basic skills. Pupils' satisfactory progress means that by the end of Year 6, many leave with average attainment. However, within this broadly average attainment, there are some weaknesses in pupils' knowledge of the way sounds, letters and words are linked. The school has seen a trend of declining attainment in recent years. Teaching quality has declined from good to satisfactory since the last inspection.

No teaching and learning observed was inadequate, but conversely none was outstanding. There is not enough good teaching to accelerate progress. The school provides many good individual and group sessions for pupils who need extra support, but teaching assistants are not always deployed effectively enough in class to increase the levels of challenge. Work, however, is not consistently matched well to the needs of pupils in mainstream classes and this slows their progress. Teachers' marking is accurate, but does not always give specific guidance on how to improve. Pupils do not evaluate their own work enough in order to take responsibility for improving it. The curriculum interests pupils but does not have a strong enough focus on literacy in mainstream classes. Pupils are kept safe and receive satisfactory levels of care, guidance and support.

Leadership and management are inadequate and leaders and managers are not demonstrating the capacity to improve the school. The headteacher is caring and very committed. The senior leadership team is similarly conscientious, although relatively newly formed, and has been successful in evolving an inclusive ethos. However, the morale amongst some members of staff is low and communication

systems are not robust enough to encourage staff harmony. Self-evaluation is broadly accurate, but monitoring of teaching and learning is inadequate. It is not sufficiently regular to be a force for improvement and support to help teachers improve is not consistent. Many of the policies seen were generic and lacking sufficient detail to give good guidance to staff. Governors do not provide the school with enough critical support to take part in shaping its strategic direction. They do not have a good enough knowledge of the school’s progress.

What does the school need to do to improve further?

- Improve leadership and management by:
 - implementing a regular programme to monitor the quality of teaching and learning, together with appropriate support to address areas for development identified
 - improving communication and raising staff morale
 - ensuring staff are fully involved in planning for improvement
 - ensuring all policies are specific to the school’s context
 - improving the challenge given by the governing body and governors’ involvement in setting strategic direction and monitoring improvements.

- Raise pupils’ knowledge of the relationships between sounds, letters and words by:
 - ensuring they receive well-informed teaching
 - creating prominent, interactive literacy-based displays in all classrooms
 - linking individual assessments of progress in literacy to what pupils are taught next.

- Improve the quality of teaching and learning so that by December 2012 most is good in all subjects, by:
 - matching work consistently well to pupils’ abilities
 - ensuring all lessons have clear aims
 - raising the pace by ensuring pupils learn actively and independently
 - ensuring teaching assistants are deployed effectively in class.

- Raise pupils’ understanding of how well they are doing and how they can improve by:
 - making sure marking gives specific guidance
 - giving pupils clear, challenging targets for improvement
 - ensuring pupils regularly evaluate their own work.

Outcomes for individuals and groups of pupils

3

Pupils’ attainment in recent years has been average by the end of Year 6, but with a declining trend in English and mathematics. Given that many enter Year 3 with average attainment, and a few with low starting points, this represents progress that is only satisfactory. In English, writing is linked to real-life experiences and popular books that captivate pupils. They use stories to enhance their vocabulary and improve their descriptive writing. Pupils’ handwriting is neat and regular by the end of Year 6, but their understanding of the links between sounds, letters and words is

not as strong as other aspects of their writing. In mathematics, pupils’ numeracy skills are average. In information and communication technology (ICT), pupils show good skills in the creative use of software to combine and display images, text and sound. In music, drama and art, pupils think and act creatively.

Pupils made satisfactory progress last year, with similar rates of progress between different minority ethnic groups. Boys and girls generally make satisfactory progress in different subjects. Pupils are keen to learn and interested in what they are taught. They respond well to their teachers and are eager to participate in lessons. They settle to tasks quickly, are well motivated and sustain interest throughout.

Pupils with special educational needs and/or disabilities make satisfactory progress from a low starting point because of the range of individual and small group work they receive. Those who enter the school with little or no English make good progress in English to leave at the end of Year 6 with average attainment. They benefit from regular, specialised teaching that helps them develop their language skills.

Pupils commented that they like school and feel safe there. They have a good understanding of how to stay safe. The school is a well-integrated community where pupils of all backgrounds and abilities get on well. Pupils understand the elements of a balanced diet and enjoy many chances to be active. They are swift to undertake responsibilities and the school council takes its role seriously. For example, school councillors fulfil a vital role in school life not just as representatives of their peers but as exemplars of good behaviour. They monitor other pupils’ behaviour and take a full part in the democratic process from an early age. Pupils play an important part in helping the school to run smoothly and are keen to support charitable fundraising events. Pupils’ spiritual, moral, social and cultural skills are good. In particular, pupils lead assemblies very well and are proud of the school’s ethnic diversity and inclusiveness.

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	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will	3

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

contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching overall is satisfactory. When good, teaching is characterised by creative resourcing, challenging activities, sound subject knowledge and effective support for learning. Thoughtful questioning encourages pupils to reflect upon their knowledge, gaining a deeper understanding as a consequence. Learning is enhanced by an imaginative approach which links different subjects well, good support for ICT-based work and a strong focus on practical activities. In the lessons where progress is less marked, teachers teach for too long rather than allowing pupils to learn more independently and lesson aims are not clear. Teachers' marking is usually regular and there are some good examples where pupils get clear and helpful feedback. This is not always the case. Too much marking lacks specific guidance and targets for improvement are either unclear or unchallenging. Pupils' progress is monitored very thoroughly, but the knowledge gained is not used enough in planning what to teach next.

There are good elements to the curriculum, such as for personal, spiritual and social development, but overall it is satisfactory. A carefully planned curriculum helps pupils make good links between subjects. ICT activities, guided by an ICT specialist, enhance the curriculum well because they are relevant to pupils' needs and highly accessible. Teachers use interactive whiteboards as an essential element of learning. Pupils are provided with good specialist coaching in physical education. There are some good links between the school curriculum and work at home. Teachers are making some headway in their focus on literacy, but this has yet to have enough impact on pupils' attainment. There are too few visual or audio references to letters, sounds and words in classrooms or other literacy based displays and resources. Classrooms have sets of dictionaries but pupils do not use them enough.

The provision for care, guidance and support is one of the reasons why the transition to secondary school is smoothly managed. Pupils feel safe and happy. Most pupils usually know who to speak to if they have any concerns. The responses in their questionnaires were positive. The great majority of parents and carers are positive about the quality of provision and feel that their children enjoy school. Links with professional agencies ensure that pupils whose circumstances may make them vulnerable, such as those experiencing difficulties at home, are supported well and make sound progress as a result. There are good transitional links with other local schools.

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	3

How effective are leadership and management?

The senior leadership team is committed and conscientious, but the team is relatively new, and the school has not improved enough since its last inspection. Senior leaders have a strong vision for future development, but it is not shared by all staff. Staff do not have enough involvement in school improvement planning. The ambition to continue school improvement is not embedded because the staff are not unified. That said, this large school runs smoothly from day-to-day without disruption.

Senior leaders check the school’s performance overall regularly alongside monitoring by the local authority. The leadership of the school council is outstanding. However, the leadership and management of teaching have not resulted in enough improvements. Monitoring and evaluation of teaching and learning have identified where teaching can be improved further. However, this has not been regular enough and the impact on teaching quality is insufficient. A majority of staff are proud to belong to the school and value the way they are supported. However, a minority do not feel part of an effective team and some have not had enough support to improve their practice. Recruitment and retention of staff are at times difficult and there have been many changes recently.

The governing body does not provide enough support, for example in the ratification of policies or the checking of staff training. Despite the best efforts of a well-informed and conscientious chair of governors, the governors do not hold the school to account or help senior managers enough to improve it. All safeguarding arrangements were effective at the time of the inspection. Safeguarding and child protection procedures are satisfactory and meet requirements. Staff training is regular and vetting of new employees is thorough.

The school has good working links with the local community and works very hard to build its relationships with families, including those considered hard to reach. In a school where pupils come from a diverse range of backgrounds, often with substantial needs, all children are valued and all are integrated well. Equality of opportunity for all pupils is promoted satisfactorily. The school tackles any form of discriminatory behaviour with determination. Staff are good role models. The school has developed sound partnerships with external agencies and partner schools. Senior leaders and managers are committed to community cohesion, as are pupils. Teachers embrace the ethnically diverse backgrounds and different faiths of their pupils; many opportunities are taken to enhance pupils’ understanding of other viewpoints. This happens through residential visits, presentations to different audiences, visiting speakers and creative activities. Links with the wider world are more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	4
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driving improvement Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Almost a quarter of parents or carers of pupils registered at the school responded to the Ofsted questionnaire, which is a smaller proportion than is usual for primary schools. The school has surveyed the views of parents and carers in the recent past and enjoys the support of most of those who responded. A number of individual comments praised the high quality of provision and care, but there was a small minority of very negative comments. These parents and carers had concerns about the way the school was led, pupils' behaviour and the way that the school dealt with pupils' problems. The inspectors' evidence base found behaviour to be good and the quality of care, guidance and support to be satisfactory. However, the inspection evidence also found the leadership to be inadequate. The views of all the parents and carers interviewed informally during the inspection at the beginning and end of the school day confirmed the positive responses in the Ofsted questionnaires.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cleveland Junior 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	62	44	33	4	3	2	2
The school keeps my child safe	71	53	58	44	4	3	0	0
The school informs me about my child’s progress	51	38	72	54	7	5	0	0
My child is making enough progress at this school	47	35	72	54	11	8	2	2
The teaching is good at this school	59	44	60	45	11	8	2	2
The school helps me to support my child’s learning	47	35	64	48	19	14	1	1
The school helps my child to have a healthy lifestyle	52	39	77	58	4	3	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)	48	36	74	56	7	5	1	1
The school meets my child’s particular needs	43	32	71	53	14	11	2	2
The school deals effectively with unacceptable behaviour	52	39	61	46	13	10	5	4
The school takes account of my suggestions and concerns	30	23	80	60	11	8	1	1
The school is led and managed effectively	42	32	62	47	12	9	8	6
Overall, I am happy with my child’s experience at this school	61	46	58	44	10	8	3	2

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.



12 November 2011

Dear Pupils

Inspection of Cleveland Junior School, Ilford IG11 1EW

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons. We found that your school is giving you an acceptable education, and that you enjoy your learning. These are the things we liked best.

- You behave well and show respect for each others' backgrounds.
- You make a good contribution to the school community.
- You are looked after well and get extra support when you need it.
- School councillors do a very good job.
- You feel safe and secure in your school.

However, we are concerned that your school is not improving well enough. To help the school improve further, we have given it a 'notice to improve'. This means that other inspectors will visit to find out if you are making better progress. We have asked the staff to:

- make better checks on how well lessons are going, and make sure everyone works together to improve the school
- improve your understanding of how sounds, letters and words are linked
- ensure work is hard not too hard or too easy and that you get to work quickly and do not spend too long just listening
- make sure that you know how you can improve your work.

You can help by checking on how much you know and how well you work with your friends.

Yours sincerely

Robert Isaac
Lead inspector

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