

Cleves Cross Primary School

Inspection report

Unique Reference Number	114093
Local authority	Durham
Inspection number	395696
Inspection dates	18–19 June 2012
Lead inspector	Alison Thomson

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Charlie Magee
Headteacher	Alison Lazenby
Date of previous school inspection	19 March 2009
School address	Cleves Cross Ferryhill DL17 8QY
Telephone number	01740 651599
Fax number	01740 651599
Email address	clevescross@durhamlearning.net



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Introduction

Inspection team

Alison Thomson
Timothy Nelson

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed eight teachers teaching 16 lessons, of which two were joint observations with the headteacher and deputy headteacher. Meetings were held with members of the governing body, school leaders and pupils. The inspectors observed the school's work including analyses of the pupils' work. In addition, they looked at a number of documents including those relating to development planning, safeguarding and child protection, the monitoring of the quality of teaching, and external views of the school. The inspectors also analysed 91 parental and carers' questionnaires, 98 pupils' questionnaires and 22 completed by the staff.

Information about the school

This school is an average-sized primary school. The proportion of children known to be eligible for free school meals is average. Almost all pupils are of White British heritage and speak English as their first language. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The school has many awards, including International School status for the promotion of understanding other cultures. They also have the UNICEF Level 2 Rights Respecting Award for their achievement in putting the United Nations Convention on the Rights of the Child at the heart of the school's planning, policies, practice and ethos. The school exceeds the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

Separate childcare provision shares the school site, but this is not managed by the governing body and is inspected separately by Ofsted.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- Cleves Cross is an outstanding school in every way, including the effectiveness of the Early Years Foundation Stage. It is very well thought of by pupils, staff, parents and carers. The following comments from parents and carers illustrate this well: 'I have nothing but praise for the school' and 'A brilliant educational environment without exception'.
- Pupils' achievement is outstanding. Children enter Reception with skills that are generally below those expected for their age and leave at the end of Year 6 with attainment that is typically above average. Equality of opportunity is outstanding with all groups of pupils making excellent progress throughout the school.
- Teaching is outstanding. Teachers plan interesting and innovative lessons that are tailor-made to challenge all pupils at an appropriate level. They regularly mark pupils' work most effectively and make it clear to them how they can improve it. However, occasionally the enthusiasm of the pupils to be involved in evaluating their own learning is not always maximised.
- Pupils' behaviour is exemplary, particularly their eagerness to contribute to their own learning. They are very polite and welcoming and they look after each other very well through roles such as mediators, buddies and minibuds. They are extremely proud of the school's Rights Respecting award and in drawing up their own class charters of school rules. Pupils say they feel very safe in school. They are very proactive in the promotion of their own safety and that of others. Attendance is consistently above average and rising.
- Leadership and management at all levels, including governance, are outstanding. All members of staff are highly ambitious for their pupils. The curriculum and the promotion of the pupils' spiritual, moral, social and cultural development are outstanding. Along with very successful leadership of teaching and management of performance, these aspects create an extremely enjoyable and highly effective learning environment.

What does the school need to do to improve further?

- Maximise learning in every lesson by always:
 - giving pupils clear ways of being able to tell how well they are learning
 - building enough opportunities into lessons to enable pupils to reflect effectively on their learning.

Main Report

Achievement of pupils

Parents and carers strongly agree that their children are achieving very well. Children enter Reception with generally below and sometimes well below the expected level of skills, especially in aspects of communication, language and literacy. They make outstanding progress in Reception including the boys in their writing, previously an area of relative underachievement. This is because of the support and encouragement the boys receive and also a strong focus on providing activities that gain their interest well, such as writing about birds they have seen when in the bird hide or designing pirate maps. This overall outstanding progress in Reception continues throughout the school and an increased level of challenge means that the most able pupils are now achieving highly. Attainment in reading by the end of Key Stage 1 is at least in line with the national average and by the time pupils leave school, it is consistently above average. Listening to pupils in Year 1 and Year 2 confirmed that their attainment in reading is at least average and sometimes above. Attainment in English and mathematics at the end of Year 6 is above average.

Achievement is outstanding. Pupils greatly enjoy their lessons and respond well to excellent teaching that stimulates their learning. They rise well to challenges and set themselves high standards. This was exemplified well in a Year 6 mathematics lesson when pupils made outstanding progress measuring the angles of the limbs of athletes from photographs and then explaining how the size of the angle enabled the athletes to perform well. One pupil was not satisfied at getting all but one question correct when checking her understanding using a computer programme, despite the fact that the work was designed for pupils older than Year 6. Pupils are very respectful of each other and encourage each other to learn well. For example, in a Year 1 literacy lesson pupils made outstanding progress, checking their work in a very mature way using the 'fab four' success criteria. Some even spontaneously suggested how others might improve their work. Great care is taken to introduce literacy, numeracy and information and communication technology (ICT) into as many lessons as possible, ensuring that the application of these skills is excellent. Disabled pupils and those who have special educational needs achieve as well as their peers because teachers make suitable adjustments to activities to match these to pupils' needs. For example, in a Year 4 literacy lesson, such pupils made outstanding progress as they expertly 'interviewed' famous athletes.

Quality of teaching

Parents and carers strongly agree that their children are taught well. Outstanding teaching was observed in many lessons during the inspection. Teachers work with the pupils very enthusiastically to make learning enjoyable. They plan their lessons most effectively with work that is carefully matched to the pupils' abilities, offering a good degree of challenge for

all pupils. Teaching assistants support disabled pupils or those with special educational needs very effectively by carefully adapting work and providing visual stimuli for them, for example pictures of food items in a Year 2 mathematics lesson. There is a very purposeful learning environment and expectations are high across the school. For example, in Reception, children had an added challenge of linking letter combinations they had not met before to their sounds and in Year 6 pupils were challenged to discriminate between definite and inferred ideas from the opening paragraph of the book *Fog Hounds*. Work is scaffolded well to help pupils gain secure knowledge and understanding and to acquire skills such as drawing conclusions from graphical data in Year 5.

Pupils gain in confidence well because they are given many opportunities to share ideas and be involved in their own learning. Year 4 pupils were effectively guided to generate their own criteria for success. They made outstanding progress as a result and because they were given sufficient opportunities throughout the lesson to reflect on their learning. There are, however, a few lessons in which pupils are not given clear enough indicators to tell them how well they are doing or enough opportunities to reflect on their learning. In these few lessons learning is not as good as it could be. Teachers mark pupils' work thoroughly. Along with correcting mistakes and giving praise, they write many comments to help pupils know how they can improve their work. In addition, particularly in literacy, there are many examples of pupils responding to those comments. Pupils' work is displayed in imaginative ways, often linking well to the various articles of the UNICEF children's rights. Particularly notable are the displays written by the children about children who do not currently have access to an education. This exemplifies well how teaching has a strong impact on pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Behaviour is outstanding and there is much evidence that it has been so for some time, for example from talking to the older pupils. The pupils told us that one of the things that they like best about the school is their involvement in Rights Respecting, saying that it gives them 'ownership' of many aspects of their school life, including behaviour. Pupils' excellent behaviour has a highly positive impact on their learning. For example, they rise well to the challenge of being fully involved in their own learning when they are given the opportunity to do so. Almost all parents and carers agree strongly that behaviour is good. Similarly, pupils agreed that behaviour is good in lessons all or most of the time.

Pupils told inspectors that they feel exceptionally safe and know that the Year 6 mediators, as well as adults in school, will help with any problems if they arise. They say that bullying in any form hardly ever occurs and if it does it is dealt with straightaway. The school council works very hard on behalf of other pupils. Its members are particularly proud of the actions they have taken, such as designing the layout of vegetable beds in the school grounds. Pupils are especially proud of having gained the Eco-schools Green Flag Award and take aspects of recycling very seriously. Many pupils, such as the minibuds in Year 2, have responsibility for promoting safety and friendship for others. Attendance is consistently above average and improving year on year. Pupils enjoy school immensely. This is exemplified well by the comment from one parent, 'Both my children look forward to school every day and my daughter would come to school on a weekend if she could.'

Leadership and management

Leadership and management are outstanding and all staff are ambitious for their pupils. The needs and interests of the pupils are paramount. The headteacher, ably assisted by her senior leadership team, delegates well and middle leaders play a key role in the school's success. Professional development and performance management procedures are outstanding and have been used very effectively to tackle any underperformance rapidly, for example in the quality of teaching. The school knows its strengths and areas for development very well. It monitors and evaluates the progress of the pupils rigorously and any underachievement is addressed quickly and effectively. Consequently, achievement is consistently high throughout the school. Equality of opportunity is outstanding, with all groups of pupils making outstanding progress. Racism and poor behaviour are not tolerated and are very rare indeed. Governance is outstanding. Members of the governing body know the school very well, offer challenge and are proactive in maintaining high standards and in helping to move the school forward.

The school provides the pupils with a highly appropriate curriculum that has a major impact on their academic achievement as well as their personal development. The curriculum is enriched by many assemblies, visitors and visits which provide further opportunities for pupils to broaden their social skills. There is a vast array of after-school clubs, including gardening where pupils take great delight in growing and marketing their own vegetables. They also look after their own chickens. Last year the school reached the national finals of the Learning Outside the Classroom award. The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Time is built in for reflection in many lesson activities as well as in assemblies. Pupils learn about cultures other than their own through links with schools in Sri Lanka, Hong Kong and France. Safety is a very high priority and this results in pupils feeling extremely safe and secure. Safeguarding is robust with clear policies and thorough risk assessments. Parents and carers agree strongly that the school keeps them very well informed, acts promptly on any concerns and helps them to be fully involved in their children's learning. Since the previous inspection, the school has maintained outstanding achievement, improved teaching, behaviour and attendance. This demonstrates that its capacity to improve further is outstanding.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 June 2012

Dear Pupils

Inspection of Cleves Cross Primary School, Ferryhill, DL17 8QY

Thank you for your warm welcome when we visited your school recently. The purpose of our visit was to find out how well you do in your work and what in the school can be improved. We enjoyed our time at Cleves Cross, particularly the time spent talking to you about your views and experiences at school. Your views are very important and we have taken them into account when making our judgements.

Yours is an outstanding school. We were pleased to see your excellent behaviour and attitudes to work, which help you to make outstanding progress in your learning and to reach above-average standards by the end of Year 6. Teaching is mainly outstanding and you told us that your teachers make your learning fun with lots of exciting topics, such as the 2012 Olympics. Your school is led very well by your headteacher and the governing body and all staff do a super job in looking after you. You told us that bullying is very rare and that you feel extremely safe in school.

Even though we judged your school to be outstanding it could be even better. We have asked your headteacher to make sure that you learn as well as you can in all your lessons. We would like your teachers always to make very clear to you how you can tell if you are learning well and to give you opportunities to do this in lessons. You can help by checking with your teachers if you are not able to tell easily how well you are doing in any lessons.

We loved all the exciting displays of your work around the school and we were particularly impressed by your involvement and enthusiasm that led to the school gaining the Rights Respecting Award. We would like to wish you all the best for the future and hope that you continue to enjoy your education as much as you do now.

Yours sincerely

Alison Thomson
Lead Inspector

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