

# Cleeve Park School

Bexley Lane, Sidcup, Kent, DA14 4JN

## Inspection dates

21–22 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students in the main school and in the sixth form are not making the progress needed to secure good achievement. Not enough students make good progress in some GCSE subjects, including English.
- Teaching requires improvement as lessons are not planned well enough to help students to make rapid progress and marking does not consistently give them clear guidance on how to improve in their feedback.
- Teachers do not consistently plan work that challenges students at the right level, particularly for disabled students and those with special educational needs.
- Some teachers miss opportunities in lessons to improve students' literacy skills.
- Leaders and managers have put in place a number of strategies to raise students' attainment. However, most of these are relatively recent and, although teaching is improving, there has not yet been enough time for them to boost students' achievement.
- The systems for monitoring the progress of disabled students and those with special educational needs do not enable teachers to make good use of the information they receive.
- The sixth form requires improvement. This is because too few students make good progress in their AS-level courses.

### The school has the following strengths

- Teaching and achievement are beginning to show signs of improvement as a result of well-directed action by school leaders and members of the governing body.
- School leaders and the sponsor monitor the quality of teaching and track teachers' effectiveness carefully. A programme of training and individual coaching is in place for staff to help them to improve their teaching.
- Students' behaviour is good. They have a positive attitude to their learning.
- The school is a safe and welcoming community. Students are well cared for and encouraged to respect others. Relationships are good between students and staff.
- The majority of staff are clear about what the school is trying to achieve and are proud to work there.
- Governors are committed to improving the school and have a clear understanding of the areas that require improvement.

## Information about this inspection

- Inspectors observed 38 lessons and took part in seven joint observations with the headteacher and other members of the senior leadership team.
- Meetings were held with groups of staff and students, and discussions took place with the Chair and Vice-Chair of the Governing Body, two other governors and representatives from the sponsor.
- Inspectors observed the school's work, attended assemblies and scrutinised students' work, progress data, development and evaluation documents, and information about the school's arrangements for safeguarding students.
- Inspectors took account of 27 parents' and carers' responses to the online questionnaire (Parent View) as well as questionnaires completed by 45 staff.

## Inspection team

Wendy Walters, Lead inspector	Additional inspector
Helen Hutchings	Additional inspector
Janev Mehmet-Christofides	Additional inspector
Samuel Ofori-Kyereh	Additional inspector

## Full report

### Information about this school

- Cleeve Park School is an average-sized secondary school.
- It became an academy in September 2012. When its predecessor school was last inspected by Ofsted in 2009, it was judged to be satisfactory overall.
- Most students are White British and speak English as their first language.
- The proportion of disabled students and those with special educational needs supported through school action is above average, with about one in seven receiving this extra support. The proportion supported through school action plus or with a statement of special educational needs, about one in six students, is also above the national average.
- The proportion of students known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority, and those from service families) is about one in three students, which is above the national average. There are no service children currently on roll.
- The school does not use any alternative provision for its students.
- The school is sponsored by Kemnal Academies Trust and holds specialist status for engineering.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress.
- The headteacher took up her post in December 2012. The school was under interim leadership during its first term as an academy.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, in order to help students to make faster progress, by making sure that:
  - the pace and level of challenge in lessons is always matched closely to students' abilities
  - teachers' written comments make it clear to students how well they are doing and what they need to do next to improve, and that students act upon this advice
  - all teachers plan a range of engaging activities in their lessons so that students are more involved in their own learning
  - teachers consistently promote the improvement of students' English skills in all subjects
  - students in the sixth form consistently make good progress in their AS courses.
- Strengthen the leadership and management of provision for disabled students and those with special educational needs at all levels by:
  - refining the systems for monitoring students' achievement and behaviour so that all the staff's actions are sharply focused on improving students' progress
  - enabling teachers to use information about students' progress more effectively so that they can increase the range of strategies they use in lessons to support these students.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students enter the school with below-average levels of attainment. By the end of Year 11, they have not made fast enough progress to close the gap between their attainment and that of all students nationally. The school had, in recent years, been closing the gap between its own results and those of other schools, but the numbers of students gaining five good GCSE grades, including in English and mathematics, fell in 2012 because fewer students reached this level in English.
- The progress students make in English is not as good as it should be. The proportion making the progress expected is well below average, particularly for low- and middle-attaining students and those in receipt of the pupil premium.
- The achievement in English and mathematics of students supported by the pupil premium has been below the national average, and the gap between their performance and that of students nationally has increased as measured by their average points scores at the end of Key Stage 4. In English, grades gained by students who were eligible for free school meals, and those who are looked after children, was just over half a grade lower than those gained by other students in the school, and about a grade lower than those achieved by all students nationally. In mathematics, the grades gained by students who were eligible for free school meals, as well as looked after children, were just over two thirds of a grade lower than other students in the school, and just over a grade lower than all students nationally.
- The school's own progress-tracking data, evidence from lessons and work seen in students' books show that disabled students and those with special educational needs are making slower progress than other students in the school. This is because the work they are given and the extra support they receive are not sufficiently well matched to their particular abilities and their progress is not monitored closely enough.
- Achievement in the sixth form requires improvement because it is too variable across different courses. Performance has been stronger at A level than at AS because some students have not been following courses which were matched well to their earlier attainment.
- GCSE examination results in mathematics continued to improve in 2012 and students' attainment and progress was similar to that found nationally. The school's reliable information about the progress being made by current Year 11 students shows that these students are on course to make better progress than last year.
- Although students' performance across different GCSE subjects has been variable, particularly in business studies, geography and history, the school has accurately identified the causes of weak achievement, and is taking steps to improve students' progress and the standards they reach.
- The school has used the additional pupil premium funding to provide those students who are eligible for it with extra help, including specialist teaching in reading and writing. As a result, the gap between their performance and that of all students nationally is closing.
- Early entry to GCSE is carefully planned to motivate students and care is taken to ensure that they reach their target grades.
- Changes to the curriculum mean that students in the sixth form are now studying courses which are more suited to their interests and needs, and that they are now making progress which is closer to that of other students nationally.

### The quality of teaching

### requires improvement

- The quality of teaching over time has not been consistently good enough, so that students have not always made sufficiently rapid progress. The situation is improving, but teaching still requires improvement.
- In lessons where teaching requires improvement, teachers fail to plan sufficiently well to meet the needs of all the students, including disabled students and those with special educational needs. The school gives all teachers a range of information about students' ability levels but this

is not always used well enough to challenge them to learn new and difficult topics. Some teachers give all students the same task regardless of their starting points, with the result that some students' progress is too slow because the work is too easy.

- Too few opportunities are given to students to take charge of their own learning, so they become reliant on the teacher or teaching assistant to guide their work in short steps and do not have enough opportunities to reflect on their own learning.
- The school has correctly identified that the development of students' levels of literacy is a key priority, and a number of different approaches have been introduced across the school. However, opportunities to improve literacy skills are missed because teachers do not always make their development a strong feature of their lesson planning.
- The quality of teachers' marking and feedback is variable and, as a result, students do not always understand what they need to do to improve their work. Teachers do not consistently implement the school's marking policy, which expects students to respond to the advice given for improvement.
- There is some good and outstanding practice in marking. At its best, marking includes detailed comments about students' strengths and weaknesses, and accurately identifies what students need to do to make progress.
- Where teaching is good or outstanding, this is because teachers plan a variety of activities which involve students in different ways, give them tasks which are well matched to their abilities, and regularly check their progress. Students know exactly what is expected of them, and the pace and challenge of the work fully involves them. For example, in a Year 11 mathematics lesson on algebra, the learning activities were well planned and students were fully engaged by work pitched at the right level, which they undertook both independently and in groups.
- Most parents and carers who responded to the online Parent View questionnaire think their children are taught well, and inspectors saw signs that teaching is improving in many subjects, particularly in English.

### **The behaviour and safety of pupils** are good

- The school is a friendly place. Students appreciate this and are well behaved around the site. They are considerate and polite, and feel safe and well cared for, enabling them to foster good relationships with the staff and each other.
- Good behaviour makes a positive contribution to learning. Inspectors observed several lessons in which students worked collaboratively and supported each other well. A good example of this was in a Year 12 information and communication technology lesson where students worked together to analyse a piece of work using the examination moderator's report. On the few occasions when behaviour requires improvement, this is usually linked to the quality of teaching.
- Students report that the school deals well with all forms of bullying and harassment. Students are aware of how to keep themselves safe in many different contexts, including when using modern technology. They spoke positively about the improvements in behaviour, reflecting the fact that the number of exclusions has declined because the school provides effective, targeted support for students whose behaviour has been unacceptable.
- Most of the parents and carers who responded to the online questionnaire report that their children feel safe at school, and a large majority believe that bullying is dealt with effectively.
- Attendance levels this year have improved and are now broadly in line with those in other schools. This is due to the careful monitoring and prompt actions taken by staff when they have a concern, and has also resulted in a fall in the numbers of persistent absentees.
- The school's positive ethos means that students explore and discuss spiritual, moral, social and cultural issues in an open and tolerant manner. This indicates that the school promotes equality of opportunity effectively, and tackles any potential discrimination.

### **The leadership and management** require improvement

- The school has been through considerable changes since the last inspection and steps have

been taken to improve leadership in subjects where students have made less progress. However, these actions have not yet had time to have their full impact on students' achievement and the quality of teaching.

- Senior leaders monitor and analyse students' achievement regularly. However, the systems do not enable teachers to use the available information about the attainment and progress of disabled students and those with special educational needs to plan effectively so that individual students can make good progress in their lessons.
  - Senior leaders and the sponsor have an accurate understanding of the school's strengths and weaknesses, and have planned carefully for future improvements. They are determined that standards will rise, and they work closely with middle leaders and teachers to improve the quality of teaching. The new headteacher is pivotal in driving forward the changes needed.
  - Actions taken by senior leaders are beginning to result in signs of improvement, as the school's system for tracking students' attainment shows that current students are making better progress and are on course to meet their targets.
  - New systems are in place for reviewing teachers' performance. Targets set for staff are challenging and staff say there is an increased level of accountability at all levels. Records of checks on the quality of teaching show that leaders are successful in identifying and addressing areas of relative weakness. The well-tailored support which teachers receive to improve their practice is having a positive impact on students' learning.
  - The effectiveness of the school's use of pupil premium funding is seen in the improvement of students' literacy skills in Key Stage 3 through targeted small-group work, and in the improvement in students' progress following weekend and holiday revision sessions.
  - The school is constantly reviewing and revising the curriculum to ensure that it closely matches students' needs, abilities and interests, for example through the introduction of more GCSE-level courses for students to follow in their first year in the sixth form. Students have good opportunities to become involved in links beyond the school, including through the Duke of Edinburgh's Award Scheme. Several have benefited from projects supported by the academy's sponsor, some of which have led to apprenticeships or employment. An example of this was when four Year 12 students gained sponsorship from an engineering company to take part in a residential engineering project organised by a local university.
  - The school is developing stronger links with parents and carers through a variety of means, including music events, newsletters and a recently formed parent association.
  - **The governance of the school:**
    - Recent changes within the governing body have ensured that governors are well informed about the school, which enables them to challenge staff and hold them to account in order to rapidly drive forward the school's improvement. Governors work closely with staff and are fully aware of where improvements have been made and where further work needs to be done. The governing body has an accurate understanding of performance management and governors make sure that teachers' pay and promotion are linked appropriately to the quality of their teaching. They have undertaken training which enables them to understand information and data about students' attainment and progress, and know how the school is performing in relation to schools nationally. Consequently, the governing body is able to monitor effectively the progress of the headteacher and senior leaders in bringing about sustained improvement. Systems for safeguarding students meet statutory requirements. The management of financial arrangements has been improved to meet the school's changed status as an academy. This is beginning to ensure that resources are being effectively deployed, for example in the allocation of pupil premium funding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138686
<b>Local authority</b>	Bexley
<b>Inspection number</b>	409427

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	950
<b>Of which, number on roll in sixth form</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Prior
<b>Headteacher</b>	Jennifer Tyler-Maher
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8302 6418
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