

Cleves Primary School

Arragon Road, London, E6 1QP

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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:

- Pupils do not make consistently good progress in Key Stage 2. Their progress is weaker in mathematics than English.
- Pupils' attainment in English and mathematics at the end of Key Stage 2 is below the national average.
- The progress of pupils with special educational needs, those who are the most able and pupils from some minority ethnic groups requires improvement.
- Teaching requires improvement, particularly in mathematics. Work is not always set at the right level for pupils. Not all teachers are confident in their knowledge of mathematics.
- Leadership and management require improvement. Although the headteacher's high expectations have helped to bring about improvements in achievement and teaching at Key Stage 1, similar improvements have not happened at Key Stage 2, particularly in mathematics.
- Leaders and managers do not measure progress in a way that helps them to identify trends in underachievement and take action to counter the underachievement.
- Information about the progress of pupils is not always shared with middle leaders. This means that if pupils are not performing well, middle leaders cannot easily plan and take focused actions to improve performance.

The school has the following strengths:

- Pupils from a wide range of backgrounds get on extremely well with each other.
- There have been sustained improvements at Key Stage 1. Pupils make good progress from arriving in the Nursery to the end of Year 2.
- Pupils who attend the resourced provision make good progress, as do pupils who are eligible for free school meals.
- Parents are supportive of the school, and agree with their children that it is very safe place to be.
- Pupils' behaviour has improved significantly since the last inspection. There is a happy, positive and calm atmosphere around the school, and pupils are very keen to learn.
- The governing body has been reorganised, with recently appointed governors who are

clear what the school needs to do to improve.

Information about this inspection

- Inspectors observed 33 lessons or part lessons. Five lessons were observed jointly with senior leaders and managers.
- Meetings were held with groups of pupils, governors, staff, and representatives from the local authority.
- Inspectors looked at a range of evidence, including the school’s documents on self-evaluation and safeguarding. They observed the school’s work, looked at pupils’ books and the tracking system used to monitor pupils’ progress.
- Inspectors considered the three responses to the online Parent View questionnaire, the school’s own parent questionnaires and the 44 questionnaires received from staff.

Inspection team

Miranda Perry, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector

Full report

Information about this school

- Cleves Primary is an above-average sized primary school.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is above average. The largest minority ethnic groups in the school are Pakistani, Bangladeshi and African.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action and at school action plus is average, and the proportion of pupils who have a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is above average. In this school it provides additional funding for children in local authority care and those known to be eligible for free school meals.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- The school has a Nursery.
- The school has specially resourced provision for pupils with profound and multiple learning difficulties, which is currently attended by 28 pupils.
- The number of students who join or leave part-way through the year, especially in Key Stage 2, is higher than in primary schools nationally.
- The headteacher was absent due to ill health during the spring and summer terms, 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress at Key Stage 2, by:
 - using the teachers who are best at teaching mathematics to model their teaching to their colleagues
 - developing all teachers' confidence and expertise in the teaching of mathematics
 - setting work at the right level for pupils of different abilities
 - ensuring marking provides pupils with clear guidance on what they need to do to improve.
- Ensure leaders and managers raise achievement, especially in mathematics, so that it is good at both key stages and for all groups of pupils by:
 - regularly measuring the progress of all different groups of pupils
 - sharing information on pupils' progress with all leaders and managers so middle leaders can take any required action to improve pupils' performance
 - taking any further action to tackle any underperformance that the information on pupils' progress reveals.

Inspection judgements

The achievement of pupils

requires improvement

- Progress slows at Key Stage 2, and pupils do not make consistently good progress in reading, writing and mathematics between Years 3 and 6. Attainment at the end of Key Stage 2 has been below the national average for three years.
- Progress in reading and writing at Key Stage 2 has improved, although it is not good because it is weaker in some year groups. Mathematics has improved at a slower rate than English. The proportion of pupils making expected progress in English and mathematics is broadly average. The proportion making better progress is below average, although increasing in English.
- Although some more-able pupils make good progress, this is not the case for all, especially in mathematics. More-able pupils are sometimes given work that does not challenge them well enough.
- Pupils with a statement of special educational needs make good progress, but this is not the case for those with special educational needs who are supported through school action and at school action plus. The progress of pupils of Pakistani heritage requires improvement. The school does not measure the progress of these groups regularly enough so that swift action can be taken to improve it. Pupils from some other minority ethnic groups who are learning English as an additional language achieve well, particularly Bangladeshi pupils.
- The progress of pupils who arrive part-way through the year requires improvement. The school does not track their performance as a group, to be able to identify gaps in learning and address them.
- Most children arrive at the Nursery with skill levels below those typical for their age and settle in well. They make good progress in the Early Years Foundation Stage and there is a focus on developing their language and communication skills. Reading is taught well. Children are confident in how to learn the sounds that letters make and are excited about books. Indoor and outdoor spaces contain exciting materials which encourage children's progress in literacy and numeracy.
- Progress over Key Stage 1 is good. Attainment at the end of Year 2, although below, is close to the national average and has been improving over three years. Reading is taught well. One Year 1 pupil said, 'If this book is about a cat, I will love it.'
- The pupils who attend the specially resourced provision make good progress. Their particular needs are understood very well by the staff, and planning to meet their needs is highly specific, and they are consistently challenged.
- In English in 2013, Year 6 pupils eligible for pupil premium funding attained as well as their peers, and were one term behind their peers in mathematics. This is an improvement on the 2012 results. The achievement of eligible pupils is good overall. It is slightly less than their peers, but better than the progress of eligible pupils nationally. The school has been imaginative in the allocation of funding. For example, it has employed an extra teacher to work with small groups of pupils to address problems in reading and comprehension.
- As a result of primary school sport funding, pupils have made good progress in their understanding of healthy lifestyles. The school employs a specialist sports leader who works with parents and carers to support sports activities in the school.

The quality of teaching

requires improvement

- Although teaching at the school has improved, it is not consistently good and does not result in pupils always achieving well, particularly at Key Stage 2, in mathematics.
- Although pupils carry out exciting activities in mathematics and are engaged and interested, teachers' lack of subject knowledge means they are not always clear what mathematical concepts are to be learnt through the activities. Teachers do not always have the expertise to

clarify misunderstanding successfully, and accurately correct pupils' work in their books. As a result, pupils are often not clear about what they have to do to improve.

- In some lessons, pupils are given the same thing to do, regardless of their different abilities. More-able pupils are too often given work which is too easy for them. When work is too difficult for the less-able pupils, their progress slows.
- In the most successful mathematics lessons, teachers have the expertise to check pupils' understanding, and show pupils the best methods to tackle different calculations. In a Year 2 lesson, pupils were all given different mental calculations, and as soon as they finished, were challenged with something harder. They had to explain their working out, to show they had understood. This good practice does not take place in all year groups, and is not shared with other teachers.
- There is some outstanding teaching in the resourced provision. Pupils experience materials which engage all their senses and excite them. Lessons are very well paced, so the pupils are always making small sustained improvements in their learning. In a Key Stage 2 class, pupils were exploring a story. They moved in the way the grass was described, went outside to examine the texture of real grass, and when one pupil was asked to display his painting of grass, he whooped with joy.
- Teaching is good in the Early Years Foundation Stage. Children develop very positive relationships with adults which mean they want to learn. Children learn well independently, and are engaged and interested when working in groups.
- Reading and the sounds that letters make (phonics) are taught well in the Early Years Foundation Stage and Key Stage 1. Teachers insist on the correct pronunciation of sounds, and regularly check children's understanding of new sounds and letters.
- Pupils' attitudes to learning are consistently positive. Sometimes, if the work they are given does not match their abilities, they will seek to challenge themselves, and help each other to make progress nevertheless.

The behaviour and safety of pupils are good

- Pupils' behaviour has improved significantly since the previous inspection, and is now good. Parents and carers, staff and pupils recognise how much behaviour has got better. One Year 6 pupil said, 'This is a different school to how it used to be. We do what we are told now.'
- Pupils' have a positive attitude to learning. In lessons which are less engaging, pupils avoid distraction by keeping each other on task.
- Pupils have a good understanding of how their behaviour contributes to school life. A group of Key Stage 2 pupils explained that it was important to behave well to give a good impression.
- Attendance rates have improved considerably over the last year and are now above the national average. All absence is followed up on the first day, and pupils are automatically visited at home if there are concerns about attendance.
- Pupils appreciate the fact that the school does not tolerate discrimination and promotes equality of opportunity. Pupils from the resourced unit are extremely well integrated into the rest of the school, and pupils treat each other with acceptance and courtesy.
- Pupils are extremely respectful towards ideas and influences from different cultures. In a Year 5 assembly, pupils, the majority of whom were Muslim, were delighted to sing a Jewish song of celebration.
- Pupils have a very thorough understanding of how to keep safe and benefit from how effectively the school keeps them up to date with issues related to e-safety. Pupils do not think bullying happens very often at all, and are entirely confident that if it does, it is dealt with immediately.
- Pupils feel that the school looks after them well. Several pupils commented that the school was the safest place they could be.
- Pupils are always willing to work in groups, pairs or individually. Sometimes the work they are

given, however, does not give them a chance to develop their love of learning to the full.

The leadership and management require improvement

- The absence of the headteacher for some of the spring and summer terms in 2013 resulted in the slowing down of improvement. Achievement in Key Stage 2 has not improved at the same rate as in Key Stage 1.
- Leaders and managers measure the performance of pupils individually. However, they do not use this assessment information to analyse how well different groups of pupils are doing. As a result, they are unable to plan and take action which quickly addresses any trends of underachievement.
- Middle leaders have exciting and ambitious ideas for bringing about improvement. However, information on pupils' progress is not shared with them so that they can target their actions effectively to address any issues and then measure their success.
- Leaders and managers at all levels are good role models. They are not however always afforded opportunities to share their best practice, particularly in mathematics teaching, so that teaching can be rapidly improved.
- Improved performance at Key Stage 1 has been brought about by the school's accurate diagnosis of strengths and weaknesses at this stage, and staff's commitment to the headteacher's drive for improvement.
- The resourced unit is well led and managed. Plans are thorough and link well to whole-school improvement planning. Staff are well deployed so they can respond to the very specific needs of the pupils who attend the unit. Leaders of the unit provide training for colleagues on how to work with pupils with profound and multiple learning difficulties. They also work extensively with other schools, offering training.
- The school has worked closely with the local authority to bring about improvements, particularly in teaching and learning in the Early Years Foundation Stage and Key Stage 1. Local authority staff have observed lessons to tackle weaknesses and develop strengths in teaching.
- Pupils enjoy their learning most when their subjects and activities contribute to their spiritual, moral, social and cultural development. For example, in a Year 2 art lesson, pupils relished searching for repeat patterns on the African tablecloths that covered their tables.
- The school uses its primary school sport funding to give pupils sporting opportunities beyond the school. For example, pupils from the resourced unit have won national awards that have boosted their confidence considerably.
- Pupils feel well prepared for secondary school. They think that they get good guidance on which secondary school would suit them best.
- **The governance of the school:**
 - The governors now have high levels of expertise, particularly in understanding what makes teaching good, and how they can use information about the school's performance to bring about improvement. They have benefited from extensive training from the local authority. Governors are aware of performance management procedures and ensure that further remuneration is used to reward only the best teachers. They are fully aware of decisions about how pupil premium funding is spent and its impact on eligible pupils.

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

Unique reference number	102760
Local authority	Newham
Inspection number	425552

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
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	500
Of which, number on roll in sixth form	NA
Appropriate authority	The governing body
Chair	Hayden Powell
Headteacher	Charlie Morris
Date of previous school inspection	22–23 November 2011
Telephone number	020 8472 6298
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