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12 December 2013

Mr Tom Canning  
Cleves Primary School  
Arragon Road  
London  
E6 1QP

Dear Mr Canning

### **Requires improvement: monitoring inspection visit to Cleves Primary School**

Following my visit to your school on 10 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve further the continued professional development of all teachers, embedding changes to teaching practice already beginning to impact positively on student's progress
- ensure that the rigorous approach to the monitoring of learning is fully embedded across all levels of leadership and management
- further develop and strengthen the dialogue between the school and parents, ensuring that all members of the community are active in the on-going discussions with regard to improving the school.

## **Evidence**

During the visit, meetings were held with you and other senior leaders, a group of middle leaders, the Chair of the Governing Body with two other governors and a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plans and other documents were evaluated. I also conducted a short tour of the school with senior leaders.

## **Context**

The school has undergone some considerable changes to the nature and structure of the school leadership in the short time since the inspection. The school has engaged in a federation with Tollgate Primary School. As yet this is a soft federation, but both schools are in discussion with the local authority and their respective communities around the move to a hard federation and the change in status to a single provider.

The headteacher at the time of the last inspection left the school due to ill-health in October and with the support of the local authority you, as headteacher at Tollgate Primary School have been appointed as acting executive headteacher of the federation and Sarah Lack has been appointed as acting headteacher of Cleves Primary School. These appointments came into effect on the 4 November 2013.

In addition to the changes at the senior level, three teachers have left the school and one teacher, a long-term supply teacher has joined the school.

The school has also moved into new accommodation for its Year 5 and 6 classes. This building work was completed after the last inspection and has markedly improved the facilities available to pupils.

## **Main findings**

The school has undertaken a significant amount of work developing a new school improvement plan focused on the areas identified for improvement within the latest inspection report.

An intensive teaching programme has been launched and all teaching staff are involved in weekly development sessions. These are clearly linked to the needs of both the school and the teachers, with the aim of ensuring rapid impact on the rate of progress of students and their learning.

In addition to this the school is further developing the understanding of mathematics teaching within the school. This develops both teacher and subject knowledge to impact quickly on attainment and progress in mathematics.

The structure of the school day has been realigned and is now consistent across all year groups and classes. Every child from reception to Year 6 now has a formal literacy and numeracy session every day and there are high expectations of the level of work produced. These expectations are carefully shared with the pupils and are already showing impact in both the amount of work produced, and the quality of work produced throughout the school.

This is further supported by a whole school focus on the development of marking and the use by teachers of consistent guidance to pupils on what to do to improve their work still further. Again, there is a clear and obvious improvement evidenced in pupils' workbooks. The standards of presentation, spelling and punctuation are consistent across all year groups and increased expectations around the quality and presentation of work are clearly impacting upon the standard of pupils' work.

The school improvement plan clearly outlines the actions to be taken by the school to ensure that all groups of students make not only the levels of expected progress, but aim to exceed these levels. These areas for improvement identified within the school improvement plan were clearly understood by all senior leaders and middle leaders spoken to during the inspection and are carefully tracked through into teacher's planning and outcomes for pupils.

The senior and middle leaders then robustly monitor progress on a two week cycle. This provides challenge to teachers and is also used to underpin individual teacher feedback; with the aim being to improve teacher practice and outcomes for pupils as rapidly as possible.

The senior leadership of the school have set new, challenging targets for students. The expectations have been shifted and targets are now being set that push students to greater than expected progress and in their totality represent a shift in expectations for the school as a whole.

This shift in expectations is exemplified by the decision taken to change the learning environment radically and create a learning and student centred environment. Every classroom and corridor within the school has had its displays replaced, many classrooms have been redecorated or re-carpeted and the school reflects the new values and vision embodied within its new sense of direction.

Governors of the school have moved quickly to instigate the necessary changes to support the school's journey to good and have been instrumental in bringing about the soft federation and the discussions around the formal joining of Cleves Primary and Tollgate Primary School in a formal hard federation.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The school has used the external support on offer to it well. The school is in a formal partnership with a teaching school, has drawn on the experience of a national leader of education as its executive head and brought in additional capacity with a new headteacher.

Additional subject support is also being drawn upon from Tollgate Primary school and this is supporting subject development.

This arrangement has been facilitated with the help of the local authority, who are providing strong support to both schools as they move towards a more formal partnership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Newham.

Yours sincerely

Kevin Flanagan  
**Her Majesty's Inspector**