

Cleveland Junior School

Cleveland Road, Ilford, Essex, IG1 1EW

Inspection dates

12–13 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Cleveland Junior School is a great place to learn. All members of the school community share a vision of excellence which has the pupils and learning at its core. Their shared objective is to provide the very best for the culturally rich and diverse community which the school serves.
- The headteacher has galvanised and inspired everybody involved with the school to aim for excellence.
- Since the last inspection, school leaders and governors have rapidly and successfully tackled the areas needing improvement. Teaching is now outstanding and all groups of pupils, including disabled pupils, those who have special needs and disadvantaged pupils, make excellent progress across the school.
- By the time they leave the school, many pupils reach standards that are well above those expected for pupils of this age. Attainment in mathematics and writing are exceptional.
- Teaching is outstanding. All staff have very high expectations of pupils and carefully plan lessons which motivate and inspire pupils to achieve. There are no excuses for poor performance.
- Behaviour is outstanding. Pupils have a genuine love of learning. They work hard, cooperate well and listen attentively in lessons. They move around sensibly, cooperate extremely well and take great pride in their school.
- Pupils feel exceptionally safe in school. They say that everybody is really friendly and that there is virtually no bullying or unsociable behaviour. They know about keeping safe online and there is a very high degree of trust between staff and pupils.
- The governing body, ably led by an experienced and ambitious Chair, knows the school well and is active in ensuring that school continues to improve. The governors provide very effective challenge and support for school leaders.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, six of which were undertaken jointly with members of the leadership team.
- The inspectors looked at examples of pupils' current work and work produced over the course of last year. They observed the teaching of reading and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Meetings were held with groups of pupils from all year groups, including members of the pupil leadership team, who are elected by the pupils to represent their views.
- Inspectors talked to parents and scrutinised the most recent school survey of parents' views. There were insufficient responses to the online Parent View survey for these to be taken into account. Inspectors also took account of 47 responses to staff questionnaires completed during the inspection.
- Inspectors scrutinised a range of documentation, including the school development plan, behaviour logs and safeguarding measures. They also looked at the school's own records of pupil progress and documents related to pupil premium funding.
- Meetings were held with the headteacher and other members of staff with leadership responsibilities. Inspectors also spoke to members of the governing body and had a telephone conversation with a representative of the local authority.

Inspection team

John Sweet, Lead inspector	Additional Inspector
Gillian Weale	Additional Inspector
David Wolfson	Additional Inspector

Full report

Information about this school

- Cleveland Junior School is larger than the average-sized junior school.
- Since the last inspection, a new headteacher has been appointed. She has been in post since September 2013.
- The proportion of disabled pupils or those with special educational needs is average.
- A much higher than average proportion of pupils joins the school mid year. Many of these pupils have come from abroad, with no information about their achievements.
- The proportion of pupils for whom the pupil premium provides support is very high and at least twice the national average. The pupil premium provides additional funding for looked after children and pupils eligible for free school meals.
- Nearly all pupils are from minority ethnic heritages and speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the excellent work to improve specific aspects of reading and the marking of pupils work further, continues.

Inspection judgements

The leadership and management are outstanding

- Leadership and management are outstanding because the actions taken by school leaders since the last inspection have resulted in rapid and sustained improvements in teaching and achievement. They have achieved this through inspiring commitment to the vision of excellence from the whole school community, including the pupils. New staff are carefully recruited to ensure that they fully understand what it means to be a member of staff at this exceptional school.
- Pupils are extremely positive about their school and leaders ensure that they behave extremely well. They have very high expectations of themselves and others. Leaders have created a culture where 'only the best will do'.
- The work of teachers in charge of subjects and year group leaders is very effective. They play a significant role in checking that pupils continue to make the outstanding progress that is expected.
- School leaders have an accurate view of the school's strengths and areas to improve, based on a clear understanding of how well pupils are progressing and what is working well. Priorities for improvement are set out in a comprehensive development plan.
- All members of the leadership team are passionate about teaching. They regularly teach and offer demonstration lessons. They organise a range of training for both new and experienced members of the team. As a result, the staff feel that they are very well supported in developing their expertise.
- The curriculum is innovative and engaging. It motivates pupils exceptionally well. The current school project on the First World War has captured the imagination of pupils of all ages and led to some work of a very high quality. It contributes greatly to pupils' social, moral, spiritual and cultural development and prepares them well for life in modern Britain and their understanding of British values.
- Equal opportunities are exceptionally well promoted and there is no recent evidence of discrimination of any kind. As a result, pupils from all backgrounds get on very well together and make rapid progress. Pupils who are disabled or who have special educational needs are fully included in all aspects of school life and often make exceptional progress.
- The primary sport funding has been used effectively to increase the participation in local sporting activities and to employ specialist instructors and coaches to teach aspects of physical education and dance. This is leading to some very high achievement in this area, as well as helping regular staff to improve their teaching.
- The school works closely with the local authority and has an attached adviser with whom they can discuss ways to improve the school further. Over time, the school has received support from the local authority's mathematics and English consultants which has helped it improve.
- **The governance of the school:**
 - A highly committed governing body is ably led by an experienced Chair. Together with the staff, the governors were instrumental in ensuring that the school made rapid progress since the last inspection. Governors take an active role in the school and call in to talk to staff, visit lessons and take part in checking activities, such as looking at pupils' work.
 - Governors know about the quality of teaching and how well pupils are progressing through their visits to the school and the regular reports they receive from the headteacher and other senior members of staff. They ensure that both teachers and the headteacher are set challenging targets linked to pupil progress and school priorities.
 - Governors know how pupil premium funds have been spent and the hugely positive impact they are having in helping disadvantaged pupils to achieve as well as and often exceed the performance of their peers.
 - The governors have ensured that safeguarding arrangements are robust and meet statutory requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Around the school and in lessons, pupils and staff exemplify the school code demonstrating care, courtesy, consideration, cooperation and commitment. These values are known by all as the five Cs.
- Pupils enjoy coming to school a great deal. They say the teachers are fantastic and make learning fun. They make a lot of friends and look after each other well. One pupil said that if someone is feeling lonely they will help them. If someone is feeling sad they will make them happy.
- Pupils have a strong desire to learn and are often fired with enthusiasm in lessons. In a dance lesson for Year 5, pupils threw themselves into the task and made exceptional progress in expressing what it may have felt like to be stuck in the trenches in the First World War.
- Attendance has improved over time and is now broadly average. Persistent absence is reducing as a result of the prompt actions that the school has taken. There have been very few exclusions in recent times.
- Parents who have taken part in school surveys are overwhelmingly positive about behaviour at the school, as are the staff and the pupils themselves.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff are rigorous in following up and recording any instances of poor behaviour and in ensuring that vulnerable pupils feel safe and secure.
- Pupils take a great pride in the appearance and cleanliness of the school. Their books and other classroom equipment are very well cared for. The pupil leadership team has plans to instigate a clean up in the immediate neighbourhood around the school.
- Pupils know how to keep themselves safe, for example when using the internet, because they have been effectively taught about these things. The pupil leadership team actively follows up these lessons, arranging help and giving further information for pupils if they need it.
- Pupils understand the different kinds of bullying and say that there is very little real bullying, racism or other unkind behaviour. All of the pupils said that they knew who to turn to if they needed help.

The quality of teaching is outstanding

- The quality of teaching is outstanding. Excellent subject knowledge and carefully planned lessons ensure that pupils make rapid progress in literacy and numeracy. Teachers ensure that tasks are purposeful and motivating. Pupils write for a wide variety of audiences and understand why mathematics is important in life. As a result of this skilled teaching, pupils learn exceptionally well and are able to talk about what they have learned in a range of subjects, often in great detail and in some depth.
- All staff have very high expectations of what pupils will learn and how they will behave. Teachers are very enthusiastic and make learning interesting. The quality of relationships is excellent and pupils are confident in asking questions or contributing to discussions.
- Teaching assistants are deployed very well to support learning. They understand what the pupils are expected to learn and are active in helping them. Both teachers and teaching assistants use questions very well to aid discussion, prompt further thought and to probe pupils' understanding.
- Recent initiatives, for example to improve pupils' ability to work by themselves, are having a positive impact on learning. Pupils check their own and each other's work, they make decisions about what they need to learn next and when they need help. This is because teachers have established a very strong climate for learning, for example where taking risks and making mistakes are seen as part of learning.
- The use of homework is carefully linked to the learning in lessons. In some cases, pupils discuss their homework in class, before they take it home. This ensures that they are more likely to understand what they are expected to do.
- The teaching of reading has improved since the last inspection as a result of the new approaches introduced. However, the school is determined to ensure that pupils achieve as well in reading as they do in mathematics and writing. There are plans in place to continue to pursue excellence in this area.
- Teachers mark pupils work in detail and often discuss with pupils how they can improve. Pupils pay careful attention to these comments and this helps them to improve. As yet, the very best practice is not evident in every class.

The achievement of pupils

is outstanding

- Standards in reading have risen considerably since 2012 when it was highlighted as an area for improvement. Most pupils are now committed readers who read widely and often as a result of the better teaching of the basic skills and more focused discussions about the texts they are reading. Pupils of all abilities make rapid progress in reading, writing and mathematics from their starting points. Many make progress which exceeds that made by pupils nationally. The rate of progress has improved over the last three years as a result of very high expectations and the improving quality of teaching.
- Pupils' attainment in both 2013 and 2014 was significantly above average in the national tests taken at the end of Year 6. Inspection evidence confirms that the current Year 6 pupils are on track to achieve standards in 2015 which will again be above average and exceptionally high in mathematics. This is because teachers inspire a passion for learning in English and mathematics.
- The most able pupils make at least expected progress from their starting points in reading and a more than average number makes even better progress. This is also true for more able pupils in mathematics and writing.
- Regular and rigorous pupil progress meetings enable teachers and leaders to identify any pupils or groups of pupils who may be beginning to fall behind. Where this is the case, further support is quickly arranged.
- Many pupils join the school throughout the year; many have little or no English. These pupils are quickly assessed and their needs diagnosed. Additional support is often arranged to ensure that they can take advantage of the excellent teaching in class. Many of these pupils make rapid progress and achieve standards which are comparable to pupils who have spent four years in the school.
- There are no groups of pupils whose achievement is any less than outstanding. Disadvantaged pupils, including the more able, make outstanding progress at the end of Key Stage 2 and often exceed the nationally expected rates of progress. They achieve standards which are higher than the national average, but slightly lower than other pupils in the school in reading and mathematics. Over three years, their attainment and progress have improved significantly and the gap has been considerably narrowed. The school uses the pupil premium funding wisely because senior staff know which approaches are the most effective in helping pupils to learn well.
- A scrutiny of work undertaken by pupils between September 2013 and 2014 confirms that most pupils make outstanding progress over time. They regularly produce work of a high standard and act on any advice offered by teachers.
- Disabled pupils and those who have special educational needs make outstanding progress in relation to their starting points. This is because the school works very well with parents and the appropriate agencies in order to understand pupils' needs. Teachers and support staff monitor progress closely, and teaching in class is often precisely targeted. By the time pupils leave the school, their attainment is often above the national average.
- Pupils also reach high standards in other subjects, such as music and physical education, because the school uses the expertise of staff well to ensure that teaching is confident and inspirational.

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	102798
Local authority	Redbridge
Inspection number	448966

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	553
Appropriate authority	The governing body
Chair	David Low
Headteacher	Veena Naidoo
Date of previous school inspection	23–24 January 2013
Telephone number	020 8478 3601
Fax number	020 8478 2882
Email address	Admin.cleveland-jun@redbridge.gov.uk

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