

# Cleves Primary School

Arragon Road, London E6 1QP

<b>Inspection dates</b>	3–4 November 2015
<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an outstanding school

- Since the previous inspection, the executive headteacher and the headteacher have transformed this school so that it is outstanding in all respects.
- The headteachers share a vision of excellence for the school. They have demonstrated the drive to turn this vision into reality.
- The school uses the expertise of the federation with a nearby school to strengthen leadership through excellent advice and support. As a result, leadership at all levels is highly effective.
- Governors provide extremely strong support in challenging the school to achieve the highest-quality teaching and the best outcomes for pupils.
- The ambitious range of subjects really stretches pupils. As a result, they learn fast and make strong progress.
- The quality of teaching is consistently outstanding. Staff work hard and highly effectively. Their work is closely checked. Staff back leaders fully.
- Teaching is outstanding because adults expect a great deal from the pupils. In turn, the pupils rise to the challenge.
- Written feedback in pupils' workbooks is consistently strong across all year groups and in all subjects. This well-considered guidance helps pupils grasp how to improve their work.
- Teachers and teaching assistants work in highly effective partnership. They plan and cater extremely well for pupils with a range of abilities and needs.
- Behaviour and pupils' personal development and welfare are outstanding. Pupils are proud of their school. They are eager to learn.
- The school is extremely caring. Pupils with severe and complex needs are given exemplary support.
- Pupils respect one another and are kind to others. In this diverse community, pupils get on extremely well with one another.
- The school keeps pupils safe and equips them with the knowledge to keep themselves safe.
- Pupils' achievement has risen dramatically since the time of the previous inspection. Pupils make stronger progress than others in the country as a whole.
- All groups, including disadvantaged pupils, the most able and those with a range of additional needs achieve extremely well.
- Children make extremely strong progress in early years provision. Adults encourage children's literacy, number and speaking skills highly effectively. Outdoor activities are particularly inviting and stimulating. Indoor activities are also imaginative, although sometimes a little restricted by the space available.

## Full report

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

- Ensure that senior leaders continue to prioritise the improvement of accommodation for children in the early years provision.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Since the previous inspection, the executive headteacher and the headteacher of Cleves have transformed the school.
- Senior leaders are highly ambitious. From the start, they identified what they needed to do to make the school outstanding and took the necessary action. Supported highly effectively by a strong governing body, leaders have raised the quality of leadership, teaching and pupils' achievement so that they are now outstanding.
- The federation with Tollgate Primary has brought huge strength to the quality of leadership at all levels. For example, Tollgate leaders work seamlessly with Cleves staff to support newly qualified teachers. Middle leaders at Cleves benefit hugely from the experienced support of Tollgate leaders. As a result, leadership at all levels is extremely strong at Cleves.
- The local authority provides excellent support to the school. It was the local authority that set the two schools on the path that would lead to federation.
- Teaching is consistently outstanding because senior and middle leaders check its quality closely. Teachers have ambitious targets for the achievement of their pupils, and pupils rise to the challenge. Leaders encourage staff to undertake training that supports their career development, and quickly identify and support future leaders. Such care and vigilance from leaders have resulted in a loyal team of staff that share the school's values.
- Newly qualified teachers told inspectors that they feel valued and are extremely well supported. A typical comment from one was, 'I know I can ask any question and I will receive help immediately'.
- The school engages extremely well with parents. It canvasses their views and listens to their concerns. Parents hold the school in high regard. A typical comment from one parent was, 'The school is very different now, and much better'.
- Leaders prepare pupils for life in modern Britain exceptionally well. For example, when inspectors arrived, pupils were busy selling poppies for Armistice Day, and work displayed on the walls shows that they have understood why this is significant. The school works in effective partnership with the University of East London, through talks and visits, to encourage pupils to aim high.
- The school's highly aspirational values underpin everything it does, and it is outstandingly effective in promoting pupils' spiritual, moral, social and cultural development. Inspectors saw in assembly how pupils in Years 1 and 2 were carefully introduced to the school's 'Five Cs'. Even younger children could explain that 'cooperation' means 'you work together', and that 'commitment' means 'you really want to try'. Such values permeate the school, and as a result, every pupil has an equal opportunity to succeed.
- The curriculum is carefully planned to give pupils the widest experience of learning while maintaining a close focus on the key skills of reading, writing and mathematics. French is taught highly effectively, and pupils in Years 5 and 6 are working at levels typically seen at secondary school. As a result, the ambitious range of subjects stretches the pupils and stimulates them to learn fast.
- Pupils benefit from a wide variety of trips and visits. Staff give their time generously to run the many clubs, including those for sports, music, science and cooking. Such activities broaden pupils' understanding of the world and raise their aspirations.
- The additional funding for disadvantaged pupils is used highly effectively to provide extra academic support and to enable pupils to go on residential trips so that no one misses out. As a result, disadvantaged pupils succeed as well as other pupils at the school, and achieve more highly than other pupils nationally.
- The additional funding for primary sports and physical education is used highly effectively to introduce pupils to a wide range of sports and increase participation. For example, arrangements have been made to use the Olympic pool to promote swimming throughout the school. The funding has also been used to provide specialist sports activity for pupils with complex physical needs. The school has ensured that its commitment to sport will continue, even if the funding stops, by training staff to deliver high-quality sports provision.
- **The governance of the school**
  - Governors are closely involved in the life of the school. They visit it regularly to check specific aspects of its work for themselves. Their reports of their findings are clear and sharply focused on school improvement.

- Governors use a variety of sources to help them understand how well pupils are achieving in comparison with those nationally. They have an excellent understanding of the rapid improvement in pupils’ achievement under the current leadership. They use their knowledge to ask searching questions and hold leaders to account.
- Governors understand the link between teachers’ progression through the salary scales and pupils’ progress. This helps them to ensure outstanding teaching and excellent value for money.
- Governors are trained in safeguarding procedures, such as ensuring the safe recruitment of staff. They are highly effective in fulfilling their obligation to keep pupils safe. Governors request updates on any behaviour or racist incidents to satisfy themselves that these are rare. Governors have received training in preventing extremism. Such vigilance ensures that adults and pupils are alert to potential risks from radicalisation.
- The arrangements for safeguarding are rigorous. Parents told inspectors that their children are safe at school. The site is secure. All adults, whether or not they routinely work directly with children, are carefully checked.

### **Quality of teaching, learning and assessment is outstanding**

- Teaching is consistently outstanding across all year groups and classes.
- The high expectations that all the adults have for their pupils result in consistently outstanding progress in their learning.
- Staff work hard willingly. They work highly effectively, and this ensures that their efforts produce excellent outcomes. Leaders check their teaching and the quality of work in pupils’ books. Staff told inspectors that they feel well supported.
- Teachers and teaching assistants work in close and highly effective partnership. Teaching assistants and support staff provide outstanding care for children who cannot feed themselves or who need sensory stimulation in order to develop learning skills.
- Teachers provide high-quality written guidance to pupils, suggesting ways they can improve. The comments give pupils the chance to reflect on their own work and what they could do to improve. The quality of the written feedback is impressive. No subject is overlooked, and even the youngest children in the early years benefit from teachers’ comments, which are carefully explained to them.
- Teachers have strong subject knowledge. For example, as a result of the teacher’s clear explanation, pupils in one Year 5 geography lesson quickly learned to identify the Tropics of Cancer and Capricorn, and to understand what is meant by the Greenwich Meridian. Their humanities workbooks showed that teachers had conveyed a sophisticated understanding of the Anglo-Saxon period of English history.
- The school teaches the key skills of reading, writing, mathematics and science extremely effectively. In one Year 6 English lesson, for example, pupils were gripped by the story of Anne Frank. Her diary was brought to life with the use of audio recordings of air raids and visual images of her hiding place in Amsterdam. The mathematics topics taught are highly sophisticated, resulting in pupils making extremely strong progress. Science activities provide copious opportunities for pupils to research topics and write up their findings.

### **Personal development, behaviour and welfare is outstanding**

#### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare is outstanding. The quality of care offered to all the pupils is exemplary.
- Children with a range of complex physical and cognitive needs are given the highest-quality care. Adults go to enormous lengths to find imaginative ways of stimulating these children to develop a range of skills. Patiently and tenderly, they see to each child’s needs. The adults feed the children by hand, or help them to learn through ‘messy play’, such as by helping them to explore the texture of shaving foam.
- Children who are most in need are given extremely helpful support, suited to their needs. The school works in highly effective partnership with external agencies and with the local authority to support them.
- Pupils who attend breakfast club receive nourishing food, and engage in varied and useful activities. They have the opportunity to play games with those from different year groups. A typical comment from one pupil was, ‘It’s a brilliant start to my day – I love it’.

- Pupils told inspectors that they feel safe at school. Young children reported that older pupils are kind to them. In this diverse community, pupils respect one another's backgrounds and heritage, and incidents of unkindness are few and far between.
- Pupils do a great deal to help others. Pupils told inspectors about the ways they help, such as by holding 'walkathons' to raise money for good causes. Older pupils act as 'buddies' to younger ones, and one pupil said, 'School captains make sure everyone is happy'. As an example of the care for others shown by pupils, one boy, asked how he would improve his school, said that he wanted better play equipment for the girls.
- The school keeps pupils extremely safe. Pupils told inspectors that they like the high fence around the school and feel secure. Pupils are helped to keep themselves safe. They understand potential dangers from using computers. They understand what bullying means and the different forms it can take, including cyber-bullying. Pupils are warned about other dangers, such as from smoking, weapons or strangers.

### Behaviour

- The behaviour of pupils is outstanding. Pupils are proud of their school and keep it tidy. They show their pride through their neat, well-presented workbooks.
- Pupils are eager to learn. They concentrate on their work. When asked to discuss topics with one another, they keep to the point and do not begin to chat. One pupil summed up this love of learning in the comment, 'We get lots of challenges, so our knowledge is increased all the time'.
- Pupils are polite and welcoming to visitors. They hold doors open. When filing in and out of assembly, they move quietly; the older children walk quietly with their finger on their lips, while children in the early years hold the shoulders of the child in front 'like a choo-choo train'.
- Pupils show their enjoyment of learning by their good attendance. Persistent absences are low.

### Outcomes for pupils

### are outstanding

- Pupils' outcomes are outstanding. Their attainment is above average, after having been significantly below average from 2011 to 2013. Year 6 pupils were comfortably above average in the 2015 national tests.
- Pupils' progress from the end of Year 2 to the end of Year 6 has risen dramatically since the previous inspection. In 2015, for example, pupils made stronger than average progress in reading, writing and mathematics.
- Progress throughout the school is consistently extremely strong in reading, writing and mathematics. Children make exceptionally strong progress from the start of Nursery to the end of Reception Year. Pupils continue to make excellent progress from Year 1 to Year 6, with only minor variations in the rate of progress from class to class.
- All groups of pupils make strong progress, and none falls behind.
- Disadvantaged pupils achieve particularly well. In each year group, there is very little difference between their achievement and that of other pupils in the school. When it comes to national tests taken at Year 6, there is little appreciable difference between the attainment of disadvantaged pupils and other pupils at the school. In 2015, assessment results showed that Year 6 pupils made stronger progress than other pupils at the school and other pupils nationally.
- Pupils who speak English as an additional language are given strong support from the moment they arrive. They quickly catch up. By the time they leave, these pupils often attain at least as well in reading, writing and mathematics as those for whom English is their first language.
- Disabled pupils and those who have special educational needs make outstanding progress because they receive the highest-quality support, tailored to their needs. They outperform their counterparts in the country as a whole.
- Pupils with complex and severe needs make excellent progress in acquiring skills in small steps, thanks to the dedication of the adults who care for them.
- The most able do well. In 2015, the proportion of Year 2 pupils gaining top grades in the assessments of their learning was higher than in the country as a whole. In the same year, the most-able pupils in Year 6 did particularly well in writing, mathematics and English grammar, spelling and punctuation.
- Pupils are prepared extremely well for the next stage of schooling. They acquire strong skills in the key subjects of English and mathematics. They develop confident speaking skills and excellent habits of

learning.

## Early years provision

## is outstanding

- The quality of provision in the early years is outstanding. The Nursery and Reception Year classes are a hive of activity, with children fully engaged and enjoying their learning.
- The provision is exceptionally well led at all levels, making full use of the expertise within the federation. To quote the manager, 'Children's learning is at the centre'. This philosophy permeates every aspect of the work of the early years. High expectations result in children achieving highly.
- Children start Nursery with varying language, number and personal skills. Generally, with a very high proportion of children new to learning English, language skills are well below those typical for their age. By the time children leave Reception Year, most have reached a good level of development, and their reading, writing and number skills are higher than those of children nationally.
- Children who are eligible for support through the early years premium make outstanding progress in line with other children at the school. Disadvantaged children are ahead of other children nationally in reaching a good level of development in all areas of learning.
- Children learn quickly because adults promote their speaking and listening skills extremely well through probing and stimulating conversations.
- Adults teach children excellent reading, writing and number skills. For example, inspectors saw groups of Nursery children learning to match pictures of ice-creams to numbers on a card. In this way they learned to count, either to five or 10, depending on the level of challenge appropriate to each child. Children with complex needs were included. The adults prepared them for learning to count objects by encouraging them to handle toys.
- The workbooks of Reception Year children show extremely strong progress. The books demonstrate advanced writing and number skills for their age.
- The outdoor play areas provide children with excellent opportunities to learn simple science through water play, or to exercise their bodies by riding wheeled vehicles. The indoor play areas are, however, cramped for the numbers of children using them. This means that some activities, such as using blocks of wood to build houses and bridges, are less stimulating than they could be. There are plans in hand to rebuild the early years accommodation. It is important for leaders to ensure that work is carried out efficiently and in a timely way to benefit children as quickly as possible.
- The care given to all the children, and particularly to those with complex needs, is exemplary. Disabled children are at the centre, engaging with other children as well as with the adults. The school quickly identifies the language and cognitive needs of children attending the early years, in many cases right from the time of the home visits that take place before the children start school.
- Parents of children in the Nursery and Reception Year classes told inspectors that they were delighted by how well the school provides for their children. One said, 'This is the best the school has been for many years.'
- Adults promote children's spiritual, moral, social and cultural development extremely well. For example, inspectors observed an assembly for early years children in which they learned to celebrate the coming Diwali festival. Nursery children, who had been at the school for only a few weeks, listened carefully and joined in the discussion. Such opportunities to learn about modern Britain also promote children's understanding of British values highly effectively.
- Transition arrangements from Reception Year to Year 1 run extremely smoothly. Figures on the children's progress are carefully handed on so that Year 1 teachers know the children before they arrive. Children are thoroughly prepared for leaving Reception Year and moving into Year 1. This enables children to move confidently to the next stage of schooling.

## School details

<b>Unique reference number</b>	102760
<b>Local authority</b>	Newham
<b>Inspection number</b>	10001976

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	486
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Douglas
<b>Headteacher</b>	Tom Canning (executive headteacher), Sarah Lack (headteacher)
<b>Telephone number</b>	020 8472 6298
<b>Website</b>	<a href="http://www.cleves.newham.sch.uk">www.cleves.newham.sch.uk</a>
<b>Email address</b>	info@cleves.newham.sch.uk
<b>Date of previous inspection</b>	24 September 2013

## Information about this school

- Cleves is larger than the average-sized primary school.
- The school is in a hard federation with Tollgate Primary School. Together they form the Boleyn Federation. Tollgate Primary, a teaching school, is a national support school. The executive headteacher of both schools is a national leader of education. Both schools share a governing body. Each school in the federation has its own headteacher.
- A higher than average proportion of pupils are eligible for additional government funding, known as the pupil premium. The funding is used to support pupils who are eligible for free school meals and children who are looked after.
- Most pupils come from minority ethnic heritages, and this proportion is much higher than average. A wide range of heritages is represented. The proportion of pupils who speak English as an additional language is much higher than average.
- The proportion of disabled pupils and those who have special educational needs is broadly average. The school incorporates specialist provision for around 29 pupils from the Nursery to Year 6 who have either severe and complex needs or who are eligible for high-needs funding. These pupils are integrated into the school. They receive specialist support in groups or within mainstream classes.
- The school runs an on-site free breakfast club.

- The great majority of children attend the Nursery for either the morning or afternoon sessions. Children in the Reception Year classes attend all day.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects. The executive headteacher, the headteacher or other senior leaders accompanied inspectors on most of their classroom visits.
- Inspectors visited the breakfast club.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met with a group of pupils to hear how they felt about the school.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects.
- A meeting was held with the Chair of the Governing Body and one other governor.
- A meeting was held with a representative from the local authority.
- Inspectors spoke to a number of parents during the inspection. There were very few responses to the online survey, Parent View. Inspectors took account of the school's own recent survey of parents' views.
- Inspectors took account of 58 responses to a questionnaire for members of staff.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future and minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils' attainment and progress. They also examined safeguarding information, and records relating to behaviour and safety.

## Inspection team

Natalia Power, lead inspector	Ofsted Inspector
Susan Cox	Ofsted Inspector
Martin Roberts	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

