

# Cleveland Road Primary School

Cleveland Road, Ilford, Essex IG1 1EW

## Inspection dates

25–26 September 2018  
and 6 December 2018

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher, leadership team and governors have successfully merged the school with the infant school that shared the same site and established an outstanding primary school.
- The school is welcoming and happy. Pupils' behaviour and their personal development and welfare are outstanding. Pupils, parents, carers and staff are very positive about the school.
- Governors give purposeful and supportive direction. They have successfully overseen the school's expansion from a junior to a primary school.
- Teaching, learning and assessment are outstanding. Teaching engages pupils' interest. Pupils have very positive attitudes to learning.
- Support for pupils with special educational needs and/or disabilities (SEND) is highly effective. The quality of education and care for pupils with SEND is high. Staff make sure that pupils with SEND access the same curriculum, adjusted to their needs, as other pupils.
- Early years provision is very strong. Children settle and make new friends quickly and are keen to learn. Teachers plan exciting and interesting activities that strengthen children's learning.
- Leaders, managers and governors have ensured that the curriculum is very thoroughly planned and supports pupils' outstanding academic outcomes. Pupils make strong progress in a wide range of subjects, including reading, writing, mathematics, Spanish, science, history and geography.
- Leaders have worked with parents to improve pupils' attendance rates and discourage unauthorised absences over extended periods. However, although improving, pupils' attendance remains below the national average.

## **Full report**

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

- Continue to improve attendance and reduce extended periods of unauthorised absence so that pupils do not miss valuable learning.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher and senior leaders are highly ambitious for the pupils. They have worked very effectively together to merge the previous infant and junior schools and provide pupils with an outstanding primary education.
- Since the school merged with the infant school, leaders have worked extremely hard to unite the school's community. They have focused on maintaining the school's strengths and addressing those aspects of the school's work where improvement was needed. Leaders have successfully improved the quality of teaching in early years and key stage 1 and raised standards in reading, writing and mathematics across all key stages. Differences between the progress of those who are disadvantaged and other pupils nationally have diminished.
- All leaders, including subject leaders, have worked closely together to develop the school's curriculum. Carefully selected reading books encourage pupils' literacy and build their knowledge and understanding of history and geography. Pupils in key stages 1 and 2 learn Spanish. Through using a wide range of high-quality resources, pupils are motivated to learn and work hard.
- Leaders provide an extensive range of educational experiences that promote pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values. The curriculum is enhanced by exceptional activities that deepen pupils' learning and help pupils to appreciate the world in which they live. Participation in art projects, aspirational visits to universities and cultural exchanges with schools abroad promote pupils' personal and social skills. Visits to places of interest, visitors to the school and dance and music performances further extend pupils' learning.
- Leaders provide teachers with relevant and well-selected professional development training. Teachers value this specialised guidance.
- Leaders use the physical education (PE) and sport premium very well. They have used the funding carefully to invest in sports coaching and new equipment that enhances pupils' experiences. Pupils enjoy taking part in competitive sporting tournaments and are proud of their successes.
- Leaders make sure that the pupil premium grant is used to fund sharply focused activities and support for selected pupils. This extra help has a positive impact on the progress and attainment of disadvantaged pupils.
- Parents are overwhelmingly positive about the school and are confident that their children are happy and feel safe at school.

### Governance of the school

- Governors' leadership is assertive. During the recent period of change, governors supported leaders extremely well. They have helped leaders to ensure that the process of joining two schools to form one primary school has been smooth and positive for the whole school community. They have supported leaders in ensuring that, as the school

has grown considerably in size, standards in English and mathematics have risen in all phases. Governors challenge leaders effectively and use detailed reports about pupils' learning and progress to check the quality of the school's work.

## Safeguarding

- Safeguarding is effective. Leaders ensure that pupils are safe in school. They help them to develop skills and resilience to manage their personal safety beyond the school gates. Leaders work closely with the local authority and with other partners, including parents, to ensure that their safeguarding practices are strong, secure and safeguard pupils' well-being.
- Leaders are aware of the most recent safeguarding guidance and act on it accordingly. Systems for recruiting and checking staff and for assessing risks are appropriately maintained. Leaders have completed appropriate safeguarding training. Staff and pupils know what to do should they have any concerns.

## Quality of teaching, learning and assessment

## Outstanding

- The quality of teaching is outstanding. Pupils enjoy learning and are very engaged and interested in the activities that teachers set. They work hard to complete demanding tasks. Classrooms are well resourced and organised. Displays of pupils' work support learning and celebrate pupils' high-quality work.
- From the earliest years, teachers encourage pupils to write at length and in different styles. Pupils typically use varied vocabulary, and interesting and complex sentence structures. Pupils' handwriting is neat and fluent and the presentation of their written work in books shows the pride that pupils take in their work.
- Reading is taught thoroughly and systematically. Pupils learn how to apply their new skills, for example in spelling new and unfamiliar words and in reading longer and more complex books over time. Additional sessions, tailored to the learning needs of pupils who speak English as an additional language, help them to develop their knowledge of essential subject vocabulary as well as their written and spoken English.
- The teaching of mathematics is another area of strength and supports pupils' particularly strong outcomes in mathematics. Teaching helps pupils to understand new concepts quickly. Pupils' books show that pupils complete a wide range of mathematical work, including calculation and problem-solving.
- Teaching in other curriculum subjects is strong. Pupils write routinely in a wide range of subjects, including science and history, and teachers' expectations of pupils' writing are high. In Spanish, specialist teaching helps pupils to build a secure knowledge of Spanish grammar as they progress through key stage 2. Pupils confidently practise new vocabulary and hold simple conversations in Spanish. In music, pupils sing with expression and enjoyment because they practise regularly. Teachers make good use of resources to capture pupils' interest and deepen their understanding. For example, in geography, pupils use digital maps to explore historical mapping in different eras and to explore the geographical features of First World War battle sites.
- Teaching assistants work closely with teachers and pupils. They provide effective

additional support and guidance that ensures that selected pupils, including pupils with SEND and disadvantaged pupils, access a curriculum as broad as other pupils.

Teachers check what pupils know, understand and can do and use the information to plan the next steps in pupils' learning.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Adults have a strong sense of moral purpose to support pupils' learning and protect them from harm. They model and foster friendly and warm professional relationships with pupils. They form equally positive relationships with parents, showing respect and kindness.
- Pupils are happy in school and proud to be there. They are excited about the new playground equipment and are sensible in the way they use it.
- Pupils know how to keep themselves safe online. They spoke to inspectors about rare instances of bullying and fighting but were clear that these were dealt with by adults. They know who to speak to if they are worried or have a concern.
- Pupils with SEND are very well cared for and given the same opportunities as everyone else. They enjoy school and take part fully in everything on offer.

### Behaviour

- The behaviour of pupils is outstanding. Pupils are kind and respectful. They move swiftly and safely around the large and complex building. They play well together, sharing equipment, joining in games or enjoying quiet time in the shaded seating areas. Pupils are eager to meet the school's high expectations for behaviour. At the end of breaktime, for example, they line up extremely quickly and sensibly, ready to return to classrooms.
- Attendance is improving but is still below the national average. Pupils miss valuable learning when they are absent for extended periods of time. The school works closely with parents and the local authority to improve pupils' attendance rates.

## Outcomes for pupils

**Outstanding**

- Outcomes for pupils are outstanding. Across subjects widely and in reading, writing and mathematics, pupils are well prepared for the next stage of their education. Work in current pupils' books shows that all groups of pupils make sustained progress, including in Spanish, history, geography and science. Following the school's merger with the infant school, standards of achievement have risen for all groups of pupils in all key stages. Leaders have focused successfully on the core business of improving pupils' outcomes.
- Outcomes in early years and key stage 1 have improved in reading, writing and mathematics in recent years. The proportion of pupils who achieved the expected

standard in the Year 1 phonics screening check was above the national average in 2017 and in provisional results in 2018.

- In 2018, provisional assessments at the end of Year 2 suggest that more pupils reached the expected standard in reading, writing and mathematics compared with all pupils nationally. A higher proportion of disadvantaged pupils achieved the expected standards in reading, writing and mathematics compared with other pupils nationally. Pupils' work in books, and the school's records of pupils' progress, indicate that this positive picture continues.
- Current pupils' work shows that pupils, including disadvantaged pupils, make strong progress across subjects in key stages 1 and 2.
- In 2018, provisional test results at the end of Year 6 suggest that pupils' progress was stronger than the national average in reading, writing and mathematics. Disadvantaged pupils made better progress than other pupils nationally in reading, writing and mathematics.
- Pupils' attainment in national tests at the end of Year 6 is high. Provisional results in 2018 suggest that the proportion of pupils who reached the expected standard in reading, writing and mathematics at the end of Year 6 was much higher than the national average.
- Pupils with SEND make strong progress from their starting points. Teachers and additional adults provide tailored additional support that makes a positive difference to their outcomes.

## Early years provision

## Outstanding

- Children in the Nursery and Reception classes are happy and settled. Warm professional relationships with trusted adults help them to play and learn with confidence and enjoyment. Through discussions, adults extend children's learning and encourage children's spoken communication.
- Adults thoughtfully model the behaviours they expect, and children behave extremely well. Children's personal and social development is encouraged strongly. For example, boys and girls show caring attitudes while they enjoy washing, drying and dressing baby dolls.
- Most children join the early years with skills and knowledge that are well below those expected for their age. Successful arrangements, including strong partnerships with parents, help children to settle readily when they join the school.
- Outcomes at the end of early years are rising. Adults plan a very wide range of interesting activities that help children to develop understanding, including in reading, writing and mathematics. They make sure that children know what activities are available to choose in the indoor and outside areas and encourage children to make choices for themselves. Outside, children work cooperatively together, for example to arrange challenging obstacle courses using crates and planks.
- The curriculum is rich and varied. Children benefit from many interesting experiences, including in music and drama, which all serve to enhance their cultural and social development. Children use information and communication technology confidently, for

example to take photographs of one another using climbing apparatus in the outdoor space.

- Staff are well qualified, including in paediatric first aid. They ensure that the environment is well organised and that children move safely and easily between the indoor and outdoor areas.

## School details

Unique reference number	102798
Local authority	Redbridge
Inspection number	10052839

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	931
Appropriate authority	The governing body
Chair	David Low
Headteacher	Veena Naidoo
Telephone number	020 8478 3601
Website	<a href="http://www.clevelandroadpri.uk">www.clevelandroadpri.uk</a>
Email address	<a href="mailto:admin.cleveland-prim@redbridge.gov.uk">admin.cleveland-prim@redbridge.gov.uk</a>
Date of previous inspection	12—13 November 2014

## Information about this school

- The school was established as a primary school in January 2016. Prior to that date, the school was a junior school that shared the site with a separate infant school.
- It is a larger-than-average primary school, with four forms of entry in each year group, apart from Year 3, where there are three forms of entry.
- The early years comprises four Reception classes and a Nursery which operates morning and afternoon sessions.
- The proportion of pupils with SEND is in line with the national average.
- The proportion of pupils eligible for free school meals is in line with the national average.



## Information about this inspection

- The school was initially inspected on 25 and 26 September 2018. On 6 December 2018, one of Her Majesty’s Inspectors returned to the school to gather further evidence about the curriculum and pupils’ outcomes. The evidence gathered over all three days was used to inform the inspection judgements.
- Inspectors observed teaching and learning in all year groups and visited many classes jointly with senior leaders.
- Inspectors observed pupils including during breaktimes, while pupils were moving around the school, and at the end of the school day.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative of the local authority.
- Inspectors looked at pupils’ work, including work in books from previous years. They listened to pupils read. A small group of pupils took inspectors on a tour of the school.
- Inspectors considered a wide range of documents, including the school’s evaluation of its work, improvement planning and records of pupils’ progress.
- Inspectors took account of five responses to Parent View, Ofsted’s online survey. They considered 64 responses to the survey from school staff and 22 responses to the survey from pupils. Inspectors also held discussions with a number of parents.

## Inspection team

Jane Moon, lead inspector	Her Majesty’s Inspector
Jean Thwaites	Her Majesty’s Inspector
Sukwinder Samra	Ofsted Inspector
Sheila Cohring	Ofsted Inspector
Penny Barratt	Ofsted Inspector
Madeleine Gerard	Her Majesty’s Inspector

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