

# Inspection of an outstanding school: Cleves Primary School

Arragon Road, East Ham, London E6 1QP

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Inspection dates:

19 and 20 October 2021

## **Outcome**

Cleves Primary School continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils are incredibly proud members of this community. Their behaviour in and out of lessons is exemplary. Pupils treat each other and adults with respect. Leaders deal with any bullying seriously and make sure it is not repeated. Pupils with special educational needs and/or disabilities (SEND) and those in the mainstream work beautifully together. Experienced staff make sure that pupils with SEND can access all activities. The whole school community takes great pride in being inclusive for all pupils.

Pupils talk about their learning with enthusiasm. They enjoy their lessons and eagerly contribute to them. Teachers deliver all subjects with confidence. They have high expectations for pupils. Children in the early years take part in a broad range of purposeful learning activities. Staff make sure that these activities are the foundations for learning in Year 1 and beyond. Older pupils are keen to talk about their work. They can easily refer to learning from previous years.

Pupils talk with enthusiasm about trips out of school. They are clear about how these experiences support their learning. They really enjoy the whole school events and projects, such as the 'Big Breakfast'. Pupils talk about the annual Christmas festival fondly.

## **What does the school do well and what does it need to do better?**

Leaders have worked systematically to ensure that the school curriculum is of high quality. In every subject, leaders have broken down the knowledge and skills that pupils are required to learn into small steps. Teachers plan lesson activities so that pupils put the appropriate skills into practice. This helps them remember key knowledge. Teachers regularly check what pupils can remember from previous lessons. They plan 'general knowledge' quizzes at the beginning of units. They can then plan to address any gaps or misconceptions. Teachers assess pupils' knowledge more formally each term. Pupils talk confidently about their learning in previous years. They can explain how past lessons have helped them with what they are learning now. For example, pupils in Year 5 learning about the geographical changes in Coventry due to the bombing in the Second World War

were able to make comparisons to the changes in Stratford since the 2012 London Olympics. Subject leaders have a good understanding of what is covered in the early years. They make sure that learning in Nursery and Reception serve as the basis of learning in key stage 1. Work done on the weather and seasons in Nursery and Reception is revisited in more detail later.

Middle leaders receive regular subject-specific training. In turn, they make sure they train and support all teachers in each subject. As a result, teachers are highly skilled. They prepare their lessons with expertise. They make sure that all pupils are successful, including those with SEND. In practical science lessons, resources are adapted so that all pupils, including those with complex needs, can take part. When sorting food into healthy and unhealthy groups, pupils can articulate their decisions scientifically.

All children begin their phonics lessons as soon as they join the school in the Nursery. Pupils who join in Reception catch up quickly. This is through daily phonics lessons and interventions if they need them. Leaders have made reading a priority. Extra support is in place for children who fell behind due to the COVID-19 national lockdowns. Consequently, those children are already catching up. In each class, children with complex needs join in with the daily phonics lessons. Teachers promote a love for reading across the school. They share books they have chosen carefully with the whole class. Pupils get excited when they talk about their favourite books and authors.

Pupils behave well in every lesson. They work well independently, as part of a pair or in a group. They waste no time in lessons. Even the youngest children in the Nursery move from one activity to the next sensibly. Children in the early years are taught the school rules and expectations, which are reinforced as they move up the school.

Leaders make sure that pupils have access to a broad range of experiences. Many clubs are on offer for pupils to develop their talents and interests, ranging from photography to sports and music. Regular trips, projects and whole school events give pupils the chance to develop their skills beyond the classroom. Older pupils are keen to talk about the democratic process through which they could be voted into the pupil parliament. As part of weekly debating sessions, they practise their speaking skills and democratic rights.

The school leadership team is strong. Leaders benefit from extra leadership capacity offered by the multi-academy trust. Senior and middle leaders benefit from meetings with leaders from other schools within the trust. Staff feel that leaders at all levels, including governors, really care about their well-being. They are listened to and are grateful of their annual well-being day. Leaders take their workload into consideration, making adjustments when necessary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders have created a culture of constant vigilance. Training for staff and governors is regular and up to date. All staff are clear about safeguarding processes. The team engages well with outside agencies in order to offer the best possible support to all

families. Leaders have systems in place to provide early help to families that need it. Staff know their families well. They are rigorous with their reporting and referral processes. Pupils feel happy and safe at the school. They learn about positive relationships through the curriculum. They know how to keep safe online and have at least one trusted adult they can talk to.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in November 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143882
<b>Local authority</b>	Newham
<b>Inspection number</b>	10199462
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Clive-Anthony Douglas
<b>Headteacher</b>	Nneoma Onyemachi
<b>Website</b>	<a href="http://www.cleves.boleyntrust.org">www.cleves.boleyntrust.org</a>
<b>Date of previous inspection</b>	10 November 2020, under section 8 of the Education Act 2005

## Information about this school

- Cleves Primary School converted to become an academy school in January 2017. When its predecessor school, Cleves Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school has a resource-based unit, for pupils with profound and multiple learning difficulties, and multi-sensory impairment.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector spoke to all school leaders, including the executive head teacher and the trust's chief executive officer. She met with the chair of the governing body and the chair of trustees. She also spoke to the school improvement partner.
- The inspector carried out deep dives in these subjects: early reading, geography and science. For each deep dive, the inspector met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector met with the staff responsible for safeguarding. She spoke to a range of staff and pupils about safeguarding procedures at the school.

### **Inspection team**

Aliki Constantopoulou, lead inspector

Her Majesty's Inspector

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