



**OFFICE FOR STANDARDS  
IN EDUCATION**

**INSPECTION REPORT**

**CLEVES SCHOOL**

Weybridge

LEA area: Surrey

Unique reference number: 125039

Headteacher: Mrs Sue Croft

Reporting inspector: Mr Selwyn Ward  
9271

Dates of inspection: 3 – 4 February 2003

Inspection number: 248644

Short inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 -11
Gender of pupils:	Mixed
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Website:	<a href="http://www.cleves.surrey.sch.uk">www.cleves.surrey.sch.uk</a>
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Stanley Alexander
Date of previous inspection:	9 – 12 March 1998

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

With 606 pupils, Cleves is a very large Foundation status junior school for boys and girls aged 7 – 11 years. Almost all of the pupils are white and of United Kingdom heritage, with just a small number of children coming from Asian or mixed-race families. Although there are a small number of children whose mother tongue is not English, none are at an early stage of learning the language. The number of pupils with special educational needs has generally been below average, although the number with statements of special educational need is average. There are a small number of children with physical disabilities but most special needs relate to moderate learning difficulties. Overall, pupils' attainment on entry to the school is well above average. The proportion of pupils known to be eligible for free school meals is very low, and the children are generally from socially very advantaged homes.

### **HOW GOOD THE SCHOOL IS**

Cleves is an excellent school. It is exceptionally well led and managed, so that children benefit from an unusually broad curriculum that enables them to attain consistently high standards and achieve well in the arts and sports as well as in the core subjects of English, mathematics and science. The teaching is consistently very good, there are first class arrangements for pupils' care and welfare, and the school's outstanding provision for children's personal development results in behaviour, relationships and attitudes to learning that are exemplary. Cleves School provides excellent value for money.

#### **What the school does well**

- Standards are consistently high and pupils of all abilities achieve well.
- The teaching is very good.
- Children benefit from an excellent range of learning opportunities.
- There is excellent provision for pupils' personal development and, as a result, pupils' behaviour, relationships and attitudes to learning are exemplary.
- Children are exceedingly well looked after.
- The school is exceptionally well led and managed.

#### **What could be improved**

The inspection identified no significant issues for improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Cleves was last inspected in March 1998. High standards reported in that inspection have been maintained and further improved on. The issues identified have been successfully tackled, so that pupils of all abilities achieve well. The school now has many areas of its work that are judged as excellent, and there has been huge improvement in the facilities and resources for performing arts and information technology. The school has been successful in attracting a host of national and local awards for various aspects of its work, including that on the arts, sport, citizenship, the environment, health promotion and the teaching of literacy and numeracy skills, as well as Investors In People. Cleves has also formed a consortium with local infant and secondary schools to make a joint bid for Performing Arts

status and to establish a Networked Learning Community for training. There has been very good improvement since the last inspection.



## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	A	B
mathematics	A	A	A	B
science	A	A	A	A

**Key**

very high (top 5% of schools) A\*

well above average A

above average B

average C

below average D

well below average E

very low (bottom 5% of school) E\*

Pupils' attainment is well above average when they join the school and they make good progress throughout their time at Cleves, so that pupils of all abilities achieve well. Test results since the last inspection have been consistently high in all three core subjects, and have improved in line with the national trend. The school has set ambitious targets for the number of pupils to reach the nationally expected level in English and mathematics, and last year almost half attained the higher level in these subjects, with two thirds attaining the higher level in science. Boys and girls both do well. This compares favourably with the national picture, where boys do not generally do as well as girls in English.

The standard of work seen in the inspection was well above average throughout the school. As this was a Short Inspection, inspectors did not have the opportunity to make a judgement about standards in every subject, but standards were high in all of the work seen. Inspectors found good achievement for boys and girls of *all* abilities in *all* subjects, which represents remarkable success overall for the school and for its pupils. The numerous awards and trophies sported by the school and its pupils are further evidence of the high standards being attained in a raft of subjects, including physical education, music and the arts.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely enthusiastic learners. They work with sustained concentration, and many are inspired to do extra work at home.
Behaviour, in and out of classrooms	Behaviour, both in lessons and around the school, is exemplary, and contributes to the good progress that pupils make. There have been no exclusions over the past year.
Personal development and relationships	Relationships throughout the school are excellent, both among pupils and between pupils and adults. Children help each other and work very well together. They develop confidence and strong independent learning skills, and respond exceptionally well to the many opportunities they are given to take responsibility in the school. Boys and girls of different abilities and from different backgrounds get on very well together and are all included in the full range of school activities.
Attendance	Attendance is very good. This contributes to the good progress pupils make.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Lessons seen overall	very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was good or better in all but one lesson seen. It was very good or excellent in seven out of ten lessons. No lessons were less than satisfactory. Lessons are very well planned and work is well matched to pupils' abilities so that there is good, challenging work for all, and all pupils learn very well. Teachers have consistently high expectations, both of work and of pupils' attitudes and behaviour. Lessons are brisk, so that time is used very effectively and pupils get a lot of work done. Classwork is supplemented well with homework, with many pupils fired with enthusiasm to the extent that they voluntarily do additional work at home. Relationships are excellent, which results in children being eager to please. Teachers know the pupils well and make very effective use of assessment information to ensure that pupils make the best progress in their learning.

Questioning is used very well to recap prior learning, test understanding and to enable pupils to share what they have learnt. Teachers generally have good knowledge of the subjects they are teaching, although pupils' keen sense of enquiry just occasionally leaves the teacher temporarily stumped. Excellent use is made of teachers' individual specialisms, resulting in work seen by inspectors of particularly high standards in French, dance and music. A notable strength of teaching is the links developed between different subjects. Teachers make effective use of information technology as an aid to learning, and literacy and numeracy are taught very well, both in English and mathematics as well as through other subjects. Marking is of a generally very high quality, giving practical guidance to pupils on what they need to do to do better, and often inviting pupils to respond in writing.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from an excellent curriculum that is much broader than that generally on offer in other schools. All National Curriculum subjects are taught but, in addition, all pupils are formally taught French, as well as an unusually broad personal development course which covers relationships, drugs awareness and citizenship. Particularly effective use is made of links between subjects, including literacy, numeracy and information technology. This very broad curriculum is further enhanced through a series of themed weeks and activity days that have variously focused on mathematics, design technology, history, religious education and art. The performing arts and sports are given particular prominence, and pupils of all abilities, not just the gifted and talented, have many opportunities to compete and to take part in performances. The range of clubs and extracurricular activities on offer is extensive, although a number of these are privately run. There are residential trips arranged for every year group.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported. They are able to participate in the full range of school activities and they make good progress.
Provision for pupils learning English as an additional language	Although there are some children whose mother tongue is not English, none are at an early stage of learning the language and they do not need any special provision. They make similarly good progress as the other pupils in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is excellent and this contributes to the excellent relationships, behaviour and attitudes of the children. There are numerous opportunities throughout the school for reflective work, for taking responsibility and for developing an understanding of the duties and obligations of citizenship. Music and the arts are prominent in all aspects of school life, including, for example, assemblies where instrumental bands perform. Children benefit from the opportunity to learn about cultures from around the world, both in ordinary lessons and

	through the school's themed activity days.
How well the school cares for its pupils	There are first-rate arrangements for the care and welfare of pupils, and for keeping track of their academic and personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the dynamic leadership of the headteacher, who works in close and effective partnership with the other members of the management team. This excellent leadership provides very clear direction in a school where, despite already consistently high standards, there is a powerful drive for continuous development and improvement. The headteacher has been particularly successful in developing effective partnerships with other institutions in order to extend the range of learning opportunities and resources available to pupils. The school's ethos is one in which all are made to feel confident, and where social, cultural and personal development are valued alongside that of academic success. The school is exceptionally well managed. Staff work together extremely effectively as a team, and teachers with responsibility for managing subjects and other activities within the school do a very effective job.
How well the governors fulfil their responsibilities	Governors are very supportive and committed to the school and do a very good job. They have a very clear understanding of the many strengths of the school and have helped to drive forward the improvements, particularly in accommodation and resources, from which pupils have benefited.
The school's evaluation of its performance	Constant analysis, evaluation, consultation and comparison over what the school does and how it might be improved, has been an important factor in the school's success in striving to continue to make the quality of education for pupils even better. Parents and pupils are regularly consulted over new initiatives, and these are carefully evaluated and adapted to ensure they are most effective. In this way, the school makes excellent use of the principles of "best value".
The strategic use of resources	Spending is closely linked to a strategic plan that projects ahead a full five years. Grant funds are used extremely effectively, and the school has been admirably successful in bringing in substantial additional funds for special projects and developments. These have involved successful privately financed schemes to add new buildings, and an imaginative scheme using weekend lettings income to fund the loan charges on the performing arts auditorium.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children make good progress.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The children are well behaved.</li> <li>• The school helps them to become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• The school is caring and supportive.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not feel they are kept well enough informed about how well their children are doing.</li> <li>• The lunch hall is inadequate for the number of children.</li> <li>• Some parents feel that "average" children are not catered for as well as more able and lower attaining children.</li> </ul>

The number of questionnaires returned by parents was quite high, with close to half the parents responding. Parents' views were very favourable, and inspectors agree with all of the positive views expressed. Inspectors agree that although the school has generally very good buildings, the lunch hall is rather small as it has necessitated the organising of lunch into six rather hurried 10-minute sittings. Some parents wanted more information on how well their children were doing and several parents told the registered inspector that they particularly wanted more feedback on homework. The school has already responded to this request by sending parents further information on the use of homework and the Cleves marking policy. Inspectors judged school reports to be of good quality. Inspectors judged that the school provides exceptionally well for pupils of all abilities and all make good progress.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

## Standards are consistently high and pupils of all abilities achieve well

*"I cannot speak highly enough of the high standards set by Cleves."*

*- parent comment on the questionnaire*

1. Cleves School has a very advantaged intake in that its pupils, in the main, come from relatively well-off homes and join the school with generally well above average attainment. The consistently very good teaching enables children to continue to make good progress throughout their time at Cleves. Pupils of all abilities, including the many very able pupils and those with special educational needs, all achieve well in terms of how well they did in their infant schools. Boys and girls both do well. This compares favourably with the national picture, where boys do not generally do as well as girls in English.
2. Results from the national *Standard Assessment Tests* (SATs) taken at the end of Year 6 have been consistently high in all three of the *core subjects* of English, mathematics and science, and results have continued to improve in line with the national trend. This means that the school's test results have been at least among the top 25 per cent of all schools nationally every year and in all three *core subjects*. Even when compared with results of schools with a similarly socio-economically advantaged intake, as indicated by the very low proportion of children known to be eligible for free school meals, children's test results at Cleves are above average in English and mathematics, well above average in science, and well above average (still in the top 25 per cent) overall.
3. All schools are required to set targets for the number of pupils reaching the nationally expected level in English and mathematics in the year ahead. Cleves' targets have been ambitious. Significantly, a particularly high proportion of pupils attain the *National Curriculum* level above that expected nationally. Last year, almost half the pupils in Year 6 attained the higher level in English and mathematics, with two thirds attaining the higher level in science.
4. The standard of work seen in the inspection was consistently well above average throughout the school. As this was a *Short Inspection*, inspectors did not have the opportunity to make detailed judgements about standards in every subject, but standards were high in all of the work seen. The overwhelming majority of parents (92 per cent of those returning their questionnaires) are confident that their children make good progress. A few expressed the view that "average" children are not catered for as well as lower or higher attaining pupils, and a couple of parents thought that more able or lower attaining children were not supported as much as the others. Inspectors found good achievement for boys and girls of *all* abilities in *all* subjects, which represents remarkable success overall for the school and for its pupils. Music and dance seen in a Year 4 class assembly, for example, was of a high standard, with more than a third of the class performing together on glockenspiels and xylophones at a level above that normally heard from instrumentalists drawn from across a whole school. Standards heard in oral French in a lesson in Year 5 were above those commonly found among secondary students in Year 8.
5. The numerous awards and trophies sported by the school and its pupils are further evidence of the high standards being attained in a raft of subjects, including physical education, music and the arts. Inspectors judged the maintenance and improvement on the high standards seen in the last inspection to be very good.

## The teaching is very good

*"What is particularly noticeable is that every child is nurtured to produce a top-class performance. Cleves is an inclusive school and it means it!"*

*- parent comment on the questionnaire*

6. Inspectors saw one full or part lesson taught by every teacher in the school, and, in judging teaching, inspectors sought evidence that pupils were learning and making progress. Of the 23 lessons seen, none were less than satisfactory. Just one lesson was satisfactory, with all of the others good or better. Teaching was very good or excellent in seven out of ten lessons. This represents a very high proportion of very good teaching, as a result of which pupils learn very well in lessons and attain consistently high standards across a very broad range of subjects.
7. Lessons are very well planned and work is well matched to pupils' abilities so that there is good, challenging work for all. This is the case in both the mixed ability classes, in which most subjects are taught, and the ability sets that classes are organised into for mathematics. In the mathematics lessons seen in Year 6, for example, all of the sets were working on visualising three-dimensional shapes from two-dimensional representations, but the work was skilfully targeted to pupils' different levels of understanding, with lower attaining children focusing principally on the distinguishing characteristics of different shapes and the most able predicting exactly which way up an arrow drawn on a *hexomino net* would be facing when the net was folded to make a cube.
8. Teachers throughout the school have consistently high expectations, both of pupils' work, and of pupils' attitudes and behaviour. Because pupils know exactly what is expected of them, no time is wasted, pupils work without fuss and they get a lot done. In almost all cases, pupils are keen to rise to the challenges set by their teacher and so they learn, often at a cracking pace. In an excellent dance lesson in Year 4, for example, pupils learnt and developed their skills as much in the demanding introductory "warm-up" session as often seen in an entire lesson.
9. Questioning is used very well to recap prior learning, test understanding and to enable pupils to share what they have learnt. For example, in an excellent Year 3 English lesson, the teacher used a question and answer session at the start of the lesson very effectively to encourage the pupils to explain what they had learnt the day before and to check that they understood the vocabulary being used in discussing *instructional texts*. Pupils learnt very well in this lesson because the teacher made very effective use of humour which helped reinforce some of the points that the teacher was seeking to get across. Lower attaining pupils who might have found some of the language used quite demanding, readily remembered that *instructions* were "rude" "*because they tell you what to do without saying please*". Similarly, work the class went on to do about *adverbs* was made memorable by the clarity of the teacher's explanation and the wide range of varied activities, including, memorably for the children, using drama and movement with pupils acting out the effect of applying an adverb to a verb.
10. Classwork is supplemented well with homework, with many pupils fired with enthusiasm to the extent that they voluntarily do additional work at home. For example, a number of pupils in Year 6 had been inspired by the story *The Lion, The Witch & The Wardrobe* to make at home and bring in to school their own well-designed and constructed models of the wardrobe – some appropriately fitted out with "fur coats" on hangers. The excellent relationships that teachers have with their pupils also results in children being eager to please and means that *all* take part. In lessons, when teachers ask questions or seek volunteers, there is always a flurry of raised hands.
11. Very effective use is made of assessment information, including marking and test results, to keep track of how well children are doing and ensure that all are achieving their full potential. Because the school

places a strong emphasis on pupils' personal development as well as their performance in academic tests, this goes beyond mere tracking of progress against literacy and numeracy targets – with the school now taking the initiative in trialling a new system for monitoring more broadly pupils' attitudes, behaviour and learning. Marking is of a generally very high quality, giving practical guidance to pupils on what they need to do to improve, and often inviting children to respond in writing so that the teacher and pupil enter into a genuine dialogue about their work. In this way, pupils have a very good idea of how well they are doing and gain the maturity to take some responsibility for their own learning.

12. Excellent use is made of teachers' individual specialisms, resulting in work seen by inspectors of a particularly high standard in French, dance and music. Pupils often benefit from being taught by a skilled subject specialist, but class teachers also generally have good knowledge of the subjects they are teaching. Just occasionally, however, pupils' keen sense of enquiry leaves the teacher temporarily stumped. In a lively Year 5 history lesson, for example, pupils looking at Henry VIII as part of their topic work on the Tudors, asked some detailed questions about Henry's mother and about the historical context of the later Spanish Armada that went somewhat beyond the teacher's immediate plan for the lesson!
13. A notable strength of teaching in the school is the very effective way in which links are made between learning across several subjects. Effective use is made of information and communication technology as an aid to learning in other subjects, as well as as a discrete subject in its own right. In religious education lessons seen in Year 4, teachers drew on work done in geography and music, as well as on literacy work done in English on *persuasive texts*, when considering the moral issues relating to "fair trade" with people in developing countries. In history displays showing the dates of accession of the Tudor monarchs, teachers take the opportunity to add mathematical posers of varying challenge, such as "*what percentage of the total Tudor reign did Henry VIII rule?*"
14. There has been very good improvement in teaching since the last inspection, and now twice as much teaching is very good as was found five years ago. The key issue to ensure more consistently good teaching has been very effectively tackled, so that all children now achieve well. Mental mathematics, previously identified as a relatively weak area in mathematics lessons, is now a strong feature of numeracy teaching. Parents expressed exceptionally favourable views about the quality of teaching in the school, with 96 per cent describing teaching as good, and some taking the trouble to write the word *excellent* on the questionnaire. Almost all parents described the school as having high expectations of the pupils. Inspectors agree. Some parents said at the pre-inspection meeting that they would like more feedback on homework. The school immediately responded to this by writing to parents clarifying expectations of homework and explaining Cleves' policy and arrangements for homework and for marking. Inspectors considered the use of homework and communications with parents to be good.

## Children benefit from an excellent range of learning opportunities

*"The breadth of musical activities and standards achieved by children at Christmas productions and end-of-year recitals is impressively high; sometimes astonishing for a non-specialist school."*

*- parent comment on the questionnaire*

15. Cleves offers an exceptionally broad range of learning opportunities for its pupils. Boys and girls of all abilities are all catered for extremely well. Children with special educational needs are well supported and they make similar progress to that of other pupils. There are no children learning English other than as

their mother tongue who are at an early stage of learning the language, and those who are learning English as an additional language attain similarly high standards and achieve as well as other pupils. The school caters for a relatively high proportion of more able pupils. They benefit from a stimulating curriculum and learning environment that offers them lots of opportunities to develop their skills, gifts and talents.

16. In addition to the full range of *National Curriculum* subjects and religious education, the school offers every pupil the opportunity to learn French through a structured timetable of teaching that begins with twenty-minute weekly lessons in Year 3, rising progressively to an hour of specialist teaching each week in Year 6. This compares very favourably with the tokenistic way in which modern foreign languages are introduced in many primary schools, where often French on the timetable means little more in practice than responding to the morning register with a *bonjour*. As a result of the systematic teaching, pupils attain remarkably high standards of oral French. Significantly, parents confirm that the school, in line with its stated aims, encourages pupils to develop transferable learning skills, so that on moving to secondary school at the end of Year 6, rather than repeating work they have already done in French and getting bored, many pupils choose to use the language skills they have learnt at Cleves to start a different modern foreign language.
17. The school has successfully adopted the *National Literacy and Numeracy Strategies* for teaching English and mathematics, and this has contributed to the maintenance of high standards in these and other subjects. Cleves has actively developed very productive links with numerous other institutions and outside organisations to enhance the learning opportunities for pupils. At the time of the inspection, the school was in the process of seeking performing arts specialist status, in conjunction with local secondary and infant schools to provide a co-ordinated 3-18 performing arts curriculum. It has already, earned a strong reputation in the locality for the quality and range of music, dance and drama on offer. A number of teachers have relevant expertise in these areas, and use is made of some specialist teaching. A very high proportion of pupils are involved in musical activities in the school, either as singers in the choirs or by learning and performing on musical instruments. Around one in five of the pupils in the school learn to play and perform on steel pans, and the range of instrumental tuition available from peripatetic music teachers is extensive; so much so, in fact, that the total teaching time of these visiting music specialists is more than the equivalent of two full-time teachers. Physical education is given similar prominence in the curriculum, and the school has won *Activemark Gold* sports awards for its provision. The many trophies on display in the school lobby confirm both the range of activities on offer as well as the high standards attained. Children compete successfully, for example, in golf as well as the more usual primary sports of football, netball and gymnastics.
18. Excellent use is made of links between subjects to boost learning in both. Several examples were seen even in the inspectors' short visit to the school, with drama used to boost learning in literacy, numeracy being brought into history, and literacy, geography and music brought in to religious education. Information and communication technology is widely used across other subjects, for example for research, word processing and design. The school has identified the successful use of drama within literacy as a possible explanation for boys at Cleves doing as well in English as girls – which is unusual in comparison with the picture found nationally. In its strategic planning, the school has identified this as an area that can be developed to still further extend opportunities for learning within an already crowded school day. Building on the use made in school of learning objectives for lessons which spell out to pupils what it is they are expected to learn, Cleves is planning to pilot the use of “dual learning objectives” for older pupils, setting, for example, explicit literacy or numeracy learning objectives as well as a subject-based learning objective in each lesson.
19. Pupils benefit from considerable further enhancement of the curriculum through the offer of an unusually extensive range of out-of-school clubs covering performing arts, sports and other activities, including, for example, Spanish. These offer a further extension of the curriculum to all pupils, and particularly help those who are gifted and talented to develop their potential. There is high take-up of places, with a high proportion of pupils joining at least one of these, mostly after-school, clubs. Some of these clubs are provided directly by the school, although many are privately run and fee-paying. Recognising that this direct and indirect provision forms an important part of pupils' experience at Cleves, the school has recently given a member of staff overall responsibility of co-ordinating these activities and overseeing the



quality of provision. In their questionnaire responses, 97 per cent of parents indicated that they were satisfied with the range of extracurricular activities on offer. This is an unusually high proportion.

20. The range of school trips is much broader than commonly on offer in primary schools. From Year 3 to Year 6, children in every year group are offered at least one residential trip a year. Last year there were five residential trips, including a residential visit to France, and there are another seven residential trips planned for the current year. The day-to-day curriculum is further enlivened through specialist themed weeks, which have included Book Weeks, a Mathematics Week and a Design Technology Week. Just before the inspection, pupils had had an Art Week in which every class had focused on the work of a modern British abstract painter. Themed days have also extended pupils' experiences by giving a sharp focus on a particular topic. Children have, for example, taken part in a Judaism Day, an Islam Day and a Tudor Day.
21. Personal, social and health education is given a high priority in the school. This begins with an extremely well-planned programme of induction for pupils still at infant schools who will be joining Cleves at the start of Year 3. Teaching covers all aspects, including sex education and relationships, and drugs awareness. Following the tragic abduction and murder last year of a former pupil, then at secondary school, Cleves has further developed its personal safety and citizenship programme, which has linked increased preparation for the risks, dangers, rights and responsibilities of life outside school, with fundraising activities for child safety charities.
22. There has been very good improvement in the curriculum since the last inspection. Extracurricular provision, described in the last report as "*outstanding*", has been further improved.

## **There is excellent provision for pupils' personal development and, as a result, pupils' behaviour, relationships and attitudes to learning are exemplary**

*"The school teaches children to work hard and take a pride in themselves, their school and community. They also find time to make it fun."*

*- parent comment on the questionnaire*

23. Cleves has maintained the excellent provision for pupils' spiritual, moral, social and cultural development described in the last inspection. This confirms parents' views, where 96 per cent indicated in their questionnaire responses that the school helped their children to become mature and responsible.
24. Opportunities for reflection in pupils' performance in dance and music contribute to children's achievement, as they comment thoughtfully and constructively on the work they do, as was seen in the Year 4 class assembly when pupils spoke sensitively to the large audience of children, teachers and parents about how they felt when preparing for and performing their dance. Pupils' writing in many subjects involves a high degree of spiritual awareness, with, for example, pupils having written thoughtful accounts of the Battle of Bosworth Field from the perspective of Yorkist or Lancastrian protagonists. Examples such as this of writing that encourages children to see the world through others' eyes contribute to the excellent relationships seen all through the school, where all children treat each other with politeness and respect.

25. Moral and ethical issues are tackled through personal, social and health education, as well as through subjects such as geography and religious education. Pupils are encouraged, in discussion in religious education of trading arrangements with the Third World, to consider the moral implications of the trading cycle and to consider how they could make a difference to improve the lives of those less well off than themselves. A number of pupils act as environment monitors, involved in practical activities to look after the school environment. Children from each class come together with teachers, governors and parents to form a School Council which represents all parts of the school community and which considers issues such as school rules. The excellent provision for pupils' moral development contributes to the exemplary behaviour seen from pupils both in lessons and around the school. In turn, pupils' very high standard of behaviour and exceedingly positive attitude to learning contribute to their high attainment across a broad range of subjects.
26. The many residential trips and the numerous opportunities to work collaboratively in lessons and in sporting and performing arts activities outside lessons contribute to pupils' social development. The school turns out young people who are confident and mature. They get on exceptionally well with one another and respond to adults with polite self-assurance which reflects the justifiable pride they have in their school and in their achievement. The school deliberately regroups classes each year to extend the social mix. Pupils are trusted and given many opportunities to take responsibility. These are carefully planned and increase as children progress through the school. In Year 6, pupils have the opportunity to become mentors, looking after Year 3 children joining Cleves and acting as ambassadors for the school, for example in showing parents and visitors around. Both the school and the children take the mentor role very seriously. It forms an integral part of the carefully planned arrangements for the induction of new pupils and, before taking on their responsibilities in Year 6, those chosen to become mentors are given formal training for their role during their Summer term in Year 5, including a half-day under the tutelage of the local Community Police Officer.
27. The rich curriculum, with its strong emphasis on performing arts, includes countless opportunities for pupils to learn about their own and other cultures. The themed weeks and theme days give children in all year groups the chance to learn in some depth about an aspect of culture; other faiths in the case of the Judaism & Islam Days, the work of an artist in the case of the Art Week. In looking at Western culture, the school draws on an unusually wide range of experiences. In Art Week, for example, Year 5 pupils researched the work of the Cornish artist Terry Frost, then painted and computer-generated designs emulating his style. Children in Year 3 looked at the work of Gillian Ayres, Year 4 studied Howard Hodgkin, and pupils in Year 6 investigated the abstract art of John Hoyland. These go some way beyond the "usual suspects" found in most schools. A very high proportion of pupils are involved in music-making activities either as singers or instrumentalists, and many take part in local community arts events. The school is using information and communication technology to develop email links with schools overseas and in other parts of Britain, including, for example, a link with a similarly named school in the London Borough of Newham, and it has plans to extend this to develop video-conferencing links. Coupled with the work done through personal, social and health education on citizenship, Cleves prepares pupils very well both for the next stage of their education and for life in multicultural Britain.

## Children are exceedingly well looked after

*"Life at Cleves is great because everyone is kind and you never have to worry about anything."*

*- Year 3 child*

28. Arrangements for the care and welfare of pupils were described as very good in the last inspection. They were particularly praised by a number of parents who wrote notes on their questionnaires about the high standard of care. Although, being a Short Inspection, inspectors only had the opportunity to look at limited aspects of these care arrangements, the care and support seen were excellent. A notable feature is

the extent to which older pupils take responsibility for helping younger ones, particularly in their first few months in school. This contributes to the caring ethos of the school and to the personal development of all of the children.

29. The deputy head, who is also the co-ordinator for special educational needs, is the designated member of staff with responsibility for child protection. She is very knowledgeable, both about her areas of responsibility and about the needs of individual children within the school. This results in very close and effective monitoring of pupils with special educational needs and any children going through a difficult period, such as where family circumstances are disrupted. Because pupils' personal development and learning is so carefully monitored, support for children with needs is timely and very well tailored, and, as a result, all pupils make good progress.
30. Staff are kept well informed of child protection and relevant safety policies and procedures. All are encouraged to earn basic first aid qualifications, and the first aid seen administered during the inspection was of a high standard. There are effective systems in place to protect pupils from accessing unsuitable material when using the internet. Pastoral meetings are held at least twice a term. At these, staff share any emerging concerns about individual pupils and report on the progress that children are making. From observing one of these meetings, it was clear to inspectors that teachers' knowledge of pupils' needs were exhaustive, including excellent knowledge of how the children had done in their infant years. There is very effective liaison with outside agencies to ensure the best possible support is targeted where it is needed. The school also employs a welfare assistant to support with welfare issues, including administering medicines where appropriate consent has been given, and she is one of the main points of contact in the school; speaking to her is one of the three options offered on the school's automated switchboard. This is indicative of the importance given to this aspect of the school's provision. The welfare assistant is also responsible for dealing with attendance issues. These are pursued very effectively, as evidenced by the absence rates which are well below average, despite some parents taking children out of school for holidays in term time. The excellent provision for pupils' care and welfare play an important role in ensuring that all pupils are able to benefit fully from the learning opportunities available.
31. A considerable amount of information is collected on how well each pupil is doing, both in subjects – particularly English and mathematics – and in their personal development. This information is used extremely effectively in planning teaching and learning, setting individual learning targets for pupils and in ensuring that pupils make good progress. For example, the school's analysis of pupils' test results last year showed that they did relatively less well in problem-solving than in other aspects of mathematics. As a response to this finding, the school adjusted the focus of its booster classes to raise attainment in this area. The improvement since the last inspection in the use of assessment information is very good.

## **The school is exceptionally well led and managed**

*"Cleves is the best school in Surrey!"*

*- parent comment on the questionnaire*

32. The school benefits from the dynamic leadership of the headteacher, who works in close and effective partnership with the other members of the management team. This excellent leadership provides very clear educational direction in a school where, despite already consistently high standards and the winning of many plaudits from parents and outside bodies, there is not a hint of complacency but instead a powerful drive for continuous development and improvement. The school's ethos is one in which all are made to feel confident, and where social, cultural and personal development are valued alongside that of academic success.

33. The headteacher has been particularly successful in developing effective partnerships with other institutions in order to extend the range of learning opportunities and resources available to pupils, with plans to further extend the already excellent curriculum provision through imaginative schemes, such as the performing arts status bid that has been put together in conjunction with local secondary and infant schools. Grant funds, for example for special educational needs, are used very effectively and for the appropriate purpose. The school does not have access to the additional sources of funding open to inner city schools, but the headteacher has been both innovative and commendably entrepreneurial in developing with colleagues schemes to bring additional resources to the school for the benefit of its pupils. For example, the school has used mostly loan finance to build a splendid 300-seat auditorium for assemblies and performing arts, the interest for which is entirely funded through weekend lettings income. Several parents were critical of the school's lunchtime facilities, with 600 pupils having to eat lunches in six rather hurried 10-minute sittings. Inspectors agree that the dining hall is rather cramped for the number of pupils but note that the school has plans for construction of additional hall space which may help to alleviate the problem.
34. Strategic planning projects ahead a full five years, and governors are very closely involved in monitoring the school's progress and in helping to drive improvements forward. For example, a governor with financial expertise is playing a key part in putting together plans to utilise some spare land to build subsidised housing for new teachers, as a means of tackling fears of potential recruitment and retention problems in an area where house prices are very high. Governors have a very clear understanding of the many strengths of Cleves School, are very supportive and do a very good job.
35. The management of the school is excellent. Staff work together extremely effectively as a team, and teachers with responsibility for managing subjects and other activities within the school do a very effective job. Constant analysis, evaluation, consultation and comparison over what the school does and how it might be improved, has been an important factor in the school's success in striving to continue to make the quality of education for pupils even better. Teaching and learning are closely monitored, with all teachers seen teaching at least once a term by the headteacher or other members of the senior management team. Constructive feedback is given, and this has contributed to the improvement seen in teaching since the last inspection. Parents and pupils are regularly consulted over new initiatives, and these are carefully evaluated and adapted to ensure they are most effective. In this way, the school makes excellent use of the principles of "*best value*".
36. Parents support the school and their children's education very well. Although the school describes the *Parent Teachers' Association* as "*struggling*", it still manages to raise around £20,000 every year! Parents also contribute to school funds using the *Gift Aid* scheme, which enables the school to benefit from reclaimed tax. Parents have an extremely positive view of the school. They appreciate that their children benefit from excellent educational provision, and, in their questionnaire responses, 97 per cent described the school as well led and managed. As with many other aspects of the school, several parents wrote the word *excellent* by the question on leadership and management. Inspectors agree. Although judged as very good in the last inspection, there has been very good further improvement in both the leadership and the management of the school over the last five years. Cleves is an excellent school and it is exceptionally well led and managed.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	6	1	0	0	0
Percentage	13	57	26	4	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points. Percentages may not sum to 100 because of rounding.*

### *Information about the school's pupils*

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	606
Number of full-time pupils known to be eligible for free school meals	11

*FTE means full-time equivalent.*

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	75

English as an additional language	No of pupils
Number of pupils learning English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

Authorised absence	%	Unauthorised absence	%
School data	4.3	School data	0.1

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year (2001-02).*

***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	79	69	148

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	73	73	79
	Girls	59	57	65
	Total	132	130	144
Percentage of pupils at NC level 4 or above	School	89 (93)	88 (88)	97 (99)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	70	73	74
	Girls	56	54	59
	Total	126	127	133
Percentage of pupils at NC level 4 or above	School	85 (89)	86 (86)	90 (97)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

***Exclusions in the last year***

No of pupils on roll	Number of fixed period exclusions	No. of permanent exclusions
575	0	0
0	0	0
13	0	0
0	0	0
0	0	0
0	0	0
11	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0

*The table refers to pupils of compulsory school age only.*

***Teachers and classes*****Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	23.5
Number of pupils per qualified teacher	25:1
Average class size	30

**Education support staff: Y3 – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	412

***Financial information***

Financial year	2001-02
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	£
Total income	1,149,832
Total expenditure	1,181,364
Expenditure per pupil	1,947
Balance brought forward from previous year	39,442
Balance carried forward to next year	7,912

***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
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Number of teachers appointed to the school during the last two years	7
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	606
Number of questionnaires returned	286

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	4	0	0
My child is making good progress in school.	41	51	6	1	1
Behaviour in the school is good.	54	45	0	0	0
My child gets the right amount of work to do at home.	28	56	13	2	1
The teaching is good.	54	42	2	0	2
I am kept well informed about how my child is getting on.	28	50	18	2	2
I would feel comfortable about approaching the school with questions or a problem.	48	41	10	1	0
The school expects my child to work hard and achieve his or her best.	59	40	1	0	0
The school works closely with parents.	29	52	14	1	3
The school is well led and managed.	69	28	2	0	1
The school is helping my child become mature and responsible.	56	40	2	0	2
The school provides an interesting range of activities outside lessons.	60	37	2	0	0

*(Numbers may not sum to 100 due to rounding)*

### **Other issues raised by parents**

Some parents would like to more feedback on homework.

A few say that “average” children are not catered for as well as lower and higher attaining pupils.

Many emphasise the caring and supportive ethos of the school.

A number of parents complain that the lunch hall is inadequate to cater for 600 pupils in an hour.