



# Cleves Primary School

## Inspection Report

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**Unique Reference Number** 102760  
**Local Authority** Newham  
**Inspection number** 276768  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Glynis Bradley-Peat

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

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<b>Type of school</b>	Primary	<b>School address</b>	Arragon Road
<b>School category</b>	Community		East Ham
<b>Age range of pupils</b>	3–11		London E6 1QP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8472 6298
<b>Number on roll (school)</b>	470	<b>Fax number</b>	020 8472 9171
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Kim Silver
		<b>Headteacher</b>	Brigid Jackson-Dooley
<b>Date of previous school inspection</b>	25 September 2000		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than average and serves an area of high deprivation. The vast majority of pupils come from a variety of minority ethnic backgrounds. Over 75% of pupils have English as an additional language and many of these are at an early stage of learning the language. The proportion of pupils eligible for free school meals is much higher than usually found. The proportion of pupils identified with learning difficulties is above the national average and the percentage with a statement of educational need is high. The school has 32 resourced places for children who need high levels of support because they have profound and multiple learning difficulties. The proportion of pupils joining or leaving the school at other than the usual times is also high. Children start school with levels of attainment that are well below those expected for their age.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is an improving school and inspectors agree with the school's judgement that it provides a satisfactory standard of education for its pupils. The school is friendly and welcoming and its positive ethos is immediately apparent to any visitor. The school successfully places a high priority on pupils' personal development and ensures that they are well cared for. In this school, every child really does matter and their personal development and well-being are good. Consequently, pupils enjoy school and behave well. The school works very well with other agencies to promote the well-being of vulnerable pupils. The thirty two pupils with profound and multiple learning difficulties are popular amongst their classmates and are fully included in all that the school does. Pupils say, 'We are all friends.' Pupils contribute well to both the school and local community and preparation for the next stage of their education is satisfactory.

Children in the Foundation Stage make good progress because of consistently good teaching in both the nursery and reception classes. In Years 1 to 6, the teaching is satisfactory with some that is good. As a result of improving teaching, standards are rising. The most recent national test results show that Year 6 pupils now achieve average standards in English and above average standards in science. Although results in mathematics improved in 2006 the school realises that there is still more to do to raise standards further; there are too few opportunities for pupils to solve problems or to work on investigations. Achievement overall is satisfactory. The most effective teaching is in science and maximises the use of independent investigative work. Although teachers are beginning to make better use of information they receive, in some lessons the higher attaining pupils are insufficiently challenged. This is because teachers' expectations are not high enough and tasks are not planned which build upon what pupils already know.

A good curriculum provides pupils with a varied and interesting range of activities. Satisfactory leadership and management ensure that the school knows its own strengths and what needs to be improved further. In light of the better national test results this year and the commitment of the leadership team and governors, there is satisfactory capacity to continue improving. Governors are a real asset to the school. They provide good support and successfully hold the school to account. The school also receives high quality support from the local authority. School self-evaluation is becoming increasingly effective. The large majority of parents are fully involved in the life of the school and think well of it.

### What the school should do to improve further

- Improve pupils' problem solving and investigative skills in mathematics to raise standards.
- Ensure better use of assessment data so that planning and teaching meets the needs of higher attaining pupils.

## **Achievement and standards**

### **Grade: 3**

Children join the school with standards that are well below average. They make good progress in the Foundation Stage because of good provision. Progress between Years 1 and 6 is satisfactory although until very recently, standards were still below average in national tests. Standards in both Key Stage 1 and Key Stage 2 national tests have been in decline and significantly below average for the last five years. But in 2006, provisional results show marked improvements. Writing at Key Stage 1 improved significantly, reading also improved and attainment in Key Stage 2 English, science and mathematics all improved. In mathematics, the improvement was not as great, and standards are still below average. In English, average standards were reached, and in science they are now above average. These results include those pupils with profound and multiple learning difficulties. These particular pupils make good progress when measured against their individual learning plans. Pupils with less serious difficulties, and those for whom English is an additional language, make satisfactory progress. In spite of some good provision for gifted and talented pupils, too few of the more able pupils reach the higher levels in national tests.

## **Personal development and well-being**

### **Grade: 2**

This is a place where all pupils matter and all staff have a high commitment to meeting the needs of everyone. The pupils have a firm and well developed sense of justice and fair play. This is reflected in their keenness to support each other and raise money for those less fortunate than themselves. Spiritual, moral, social and cultural development is good. Pupils play safely and use equipment competently. They have a good knowledge of how to keep healthy. Pupils have important roles and responsibilities around the school and contribute well to creating an orderly community. They enjoy making decisions, and take the initiative in supporting their friends. Pupils are friendly and mix well: 'we make sure no one is left out' stated one child. Behaviour and relationships are good. There are now fewer exclusions and improved attendance since the previous inspection. The school has a positive approach to the development of pupils' basic skills but could improve mathematical skills so that it equips them better for later life and learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and are improving. Steps taken to improve the quality of teaching have resulted in an upturn in national test results in both Years 2 and Year 6. Despite this improving picture, there are still some inconsistencies. In some lessons there are good features. For example, teachers successfully promote and

develop investigative skills in science. In Year 4, pupils showed their ability to work together as a team whilst carrying out fair tests to find out the best materials to make a raincoat with. However, teachers are not always setting high enough expectations of what pupils can achieve. Sometimes higher attaining pupils are insufficiently challenged because teachers are not fully aware of the levels pupils are already working at. The school is working successfully to improve teaching further and have received highly effective support from the local authority.

Teaching assistants support learning well, particularly for those with profound and multiple learning difficulties.

## **Curriculum and other activities**

### **Grade: 2**

The school is not complacent about its curriculum, and is in the process of making it more flexible and creative. At the moment, it covers all the subjects that it should. In addition, the curriculum includes French, starting in Year 3. Planning for the curriculum is organised in teams, each covering two year groups. Although this encourages good balance and progression, assessment data are not yet used thoroughly enough to ensure that the needs of all groups of pupils are fully met. Many worthwhile educational visits are undertaken, to museums, concerts and places of environmental interest. Residential trips have been much appreciated and children with disabilities also attended. The curriculum is enriched by a range of activities during out-of-school hours, including music and sports, and through access to a nearby youth club. Information and communication technology (ICT) work is enriched by links with West Ham FC. Joint activities with parents are a particular feature of this school, including a laptop club where adults and children can learn together.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. Pupils are well cared for in a safe environment where everyone is fully included. The teaching assistants provide outstanding care and support for pupils with physical disabilities, including those with profound and multiple learning difficulties. Support for pupils and parents for whom English is an additional language is good. There are good procedures for child protection and when appointing staff there are appropriate checks. Good liaison with outside agencies helps to keep the staff up to date on health and safety matters. The pupils spoke enthusiastically about their individual achievements and the way in which the school celebrates their successes. They are proud of their certificates and this raises their self-esteem, pride and confidence as learners. Staff assess conscientiously the pupils' academic and social progress but not all teachers make sufficient use of the information when planning lessons.

## **Leadership and management**

### **Grade: 3**

The impact of leadership and management has been focused more on the care and support given to pupils and their personal development than it has been on academic achievement in recent years. The headteacher and her senior team have clear ideas about where they want the school to go and know its strengths and weaknesses. The quality of teaching and learning is monitored thoroughly, and involves leaders at all levels and external advisers. The fact that this has not, until recently, led to higher achievement is because of inconsistency in the quality of the leadership at some levels; in particular, the failure to appoint a mathematics co-ordinator. It is also because information about pupils' progress is not used effectively by teachers. They are not clear about the levels pupils are working at which results in low expectations of what pupils are capable of. Resources, including ICT, and the various support staff are deployed effectively to meet the needs of most pupils, and particularly those with learning difficulties and disabilities. The governing body knows the school and supports it well and, with the local authority, have been ready to challenge underachievement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met groups of pupils and we were very interested in what you had to say. You told us about what you liked and enjoyed and why. You told us how much you enjoy the trips and visits. Lots of you showed us your exercise books and were proud of your work.

We saw that you behave well in class and around the school and enjoy your lessons. We saw how much you care about the children in your school who have disabilities and how you are kind and friendly towards them.

Your headteacher cares for all of you very much and along with her team of managers she aims to help all of you do the very best that you can.

We think Cleves is a satisfactory school. This means it does some things well, but others need to be better. We want the school to help you do even better work in mathematics. You can play your part in this by making sure that you always do your best. Also, we have asked the school to check carefully and regularly on how you are doing so that all of you always have work which makes you think hard.

We hope you continue to enjoy your time at Cleves.

Yours sincerely

Glynis Bradley-PeatLead inspector