



Cleveland Junior School

Inspection Report

Unique Reference Number 102798
LEA Redbridge LEA
Inspection number 276773
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Robert Lovett

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

Type of school	Junior	School address	Cleveland Road
School category	Community		Ilford
Age range of pupils	7 to 11		IG1 1EW
Gender of pupils	Mixed	Telephone number	020 8478 3601
Number on roll	507	Fax number	020 8478 2882
Appropriate authority	The governing body	Chair of governors	Mr Alan Rodney
Date of previous inspection	27 March 2000	Headteacher	Mrs Patricia Anne Ward

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a larger than average school. It opened in 1896 to serve what is now an established residential area close to the busy centre of Ilford. Most pupils come from the surrounding wards which are more economically disadvantaged than most. The percentage of pupils known to be eligible for free school meals is more than twice the national average. A very high proportion of pupils are from minority ethnic groups and many speak a first language other than English, mainly Urdu, Panjabi and Somali. There is a high level of pupil mobility, with a higher than average number of pupils joining the school in Years 5 and 6.

The proportion of pupils identified as having learning difficulties is about average as is the proportion with a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school.

The leadership and management of the school are outstanding. The headteacher is very well supported by the deputy headteacher and other members of the senior management team. They know the school's strengths and weaknesses well and, if anything, have been modest about their achievements. They are well placed to continue the good progress since the last inspection. Subject co-ordinators provide very good leadership and have drawn up effective plans to continue to raise standards.

Provision for pupils' personal development and well being, care, guidance and support and the curriculum is outstanding.

Because teaching and learning are good, pupils make good progress. While standards are satisfactory overall, standards in English could be higher. In addition, not all pupils are clear about their learning targets or what they need to do to improve their work. Those who speak a first language other than English are well supported and make particularly good progress.

Governors play an important role in the life of the school and now know its strengths and weaknesses well. They help ensure the school provides good value for money.

What the school should do to improve further

In order to raise standards further the school should;

- * Work with pupils to set more precise individual learning targets
- * Continue the good work which has begun in improving pupils' writing, speaking and listening
- * Continue to work with parents to improve attendance

Achievement and standards

Grade: 2

Pupils enter the school with attainment which is well below average. While attainment rose in 2005, the results of national tests indicate that by the end of Year 6 standards were below average. Inspectors found that standards are rising and are now satisfactory overall. However, the school has recognised the need to raise attainment in writing, speaking and listening and this is reflected in rising standards in Years 3, 4 and 5 although standards in English in Year 6 remain below average. Those pupils who have been in the school longest achieve the highest standards. Pupils make very good progress and, for many, progress is outstanding, indicating that pupils do very well in their time at the school. Overall, the achievement of both boys and girls is significantly above average and no groups of pupils achieve significantly less well than others. Those pupils joining the school from abroad, many of whom have limited English, do particularly well. This is because the school is quick to recognise how they need to be

helped in their learning and provides them with very effective support. Pupils with learning difficulties and disabilities make very good progress because their individual needs are well planned for. The setting of challenging individual targets for pupils is at an early stage of development and has not yet had time to show significant impact.

Personal development and well-being

Grade: 1

The spiritual, moral, social and cultural development of the pupils is outstanding. Pupils know that they are valued and respected and extend this respect and appreciation to the people around them. A strong moral code is consistently applied and explained, so that pupils have a very clear understanding of right and wrong. This is reflected in their very good behaviour. Circle time, when groups of pupils meet together, is well used to enable pupils to explore their feelings and develop awareness of themselves as individuals.

Pupils are polite and courteous. Racial harmony is excellent and all the different religions and cultures represented in the school are valued and celebrated. The school council has a strong voice in the running of the school and has, for example, helped to develop the 'golden rules' for behaviour and to mediate in minor disputes between pupils. They take the additional responsibility of managing their budget very seriously.

Pupils have a good understanding of how exercise and diet affect their health. Their very good progress in relationship building, teamwork and good progress in acquiring basic literacy, numeracy and life skills prepares them very well for their future economic well being. This is strengthened further by their enjoyment of learning, positive attitudes and very good work ethic.

Despite the very good efforts of the school attendance is below average. This is because a minority of pupils make extended visits abroad. These absences can have a negative effect on the progress of absentees.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and some is outstanding. Outstanding teaching is characterised by learning which is well planned to meet the needs of all learners so that pupils are appropriately challenged. In these lessons questions are very well used to help pupils understand what they are learning and to ensure teachers know how successful they have been. High quality teaching is to be found across all year groups. In less effective lessons expectations regarding behaviour are lower, pupils are less clear about why they are doing things and have insufficient opportunities to discuss their work. Interactive whiteboards are used well to enliven teaching. One pupil remarked 'I really like seeing things on the whiteboard; it makes things more fun and interesting'. While computers are available in all classrooms they are not consistently used to support learning across the curriculum. There is very good

teamwork between class teachers, support teachers and teaching assistants. Relationships amongst pupils and between pupils and adults are very good. In many lessons there is a real sense of fun and of the joy of learning.

Pupils' work is very well displayed in classrooms and other areas of the school to celebrate success and exemplify high standards. These displays are regularly changed and well cared for, indicating that pupils take pride in their work and that of others.

Marking is regular, detailed and encouraging. It could be further improved by telling pupils how well they are doing against their targets and more consistently telling them what they need to do to improve further.

Curriculum and other activities

Grade: 1

The school places the pupils' needs at the heart of its planning and provides an outstanding curriculum. The diversity of cultures, languages and experiences within the school are celebrated alongside extremely well-focussed provision to help pupils learn English and integrate into British life. Additional, well-trained teachers and support staff work closely with teachers to ensure that pupils' needs are well met across the curriculum. The curriculum is regularly reviewed as a result of an analysis of pupils' developing needs in English, mathematics and science. Pupils with learning difficulties are catered for very well and subject planning provides for pupils of all abilities.

There are very good links between subjects, which helps make learning relevant. There is outstanding provision for pupils' personal, social and health education. The school has recently been awarded National Healthy School status. There is very good provision for physical education, music and art. A very good range of extra curricular activities, visits and visitors enhance the curriculum. For example, a group of gifted and talented pupils have written an introduction to *The Magic Flute* for performance at a local theatre and the school choir are singing at the Royal Albert Hall.

Care, guidance and support

Grade: 1

The school provides a calm and orderly working environment where children feel safe, secure and valued. Child protection and health and safety arrangements are very good and all adults working in the school are fully aware of them. Pupils feel safe and confident in approaching adults for help and advice. Additional external support is provided for pupils with specific emotional and personal needs.

There are excellent systems to track the academic development of all groups of pupils. These enable teachers to establish pupils' needs and provide exemplary support and guidance. There are outstanding systems for supporting pupils new to the school enabling them to swiftly settle into school life. Pupils care for and support each other very well. For example, pupils who speak little English are paired with an English speaking 'friend' who speaks the same language.

Leadership and management

Grade: 1

The headteacher and deputy provide outstanding and inspirational leadership. They are well respected by parents and all who work in the school and have created an excellent ethos. All senior leaders are excellent role models and together with staff share a clear commitment to improvement in all aspects of the school's work. The complex needs of many of the pupils are seen as challenges rather than barriers to learning. There is an outstanding commitment to the professional development of staff that is reflected in a willingness to improve their teaching even further. There has been good improvement since the last inspection and there is a strong capacity to make further improvements.

Management is very good. Self evaluation is accurate and effective. Good systems to monitor and evaluate the quality of teaching and learning are well established. They focus upon key priorities in the good school development plan. Parents, governors, pupils and all staff are involved in drawing up the plan. Governors play an active and effective part in monitoring the work of the school and hold the senior leaders to account. They have very good oversight of the budget and link spending well to educational priorities.

In most respects, data from national and school based tests and assessments is used well to develop teaching and learning and raise standards. The focus on the development of speaking, listening and writing, for example, is beginning to have a good effect on standards.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for welcoming us to your school. We were very interested in hearing your views, they were really helpful in ensuring we got to know your school better.

Yours is an outstanding school and you and your teachers are rightly proud of what you have achieved. You told us you enjoy learning and feel safe and secure, but that if you need help or advice there are people in the school you trust and can turn to. You also told us you generally get on well with each other and with the adults in the school. What we saw when we were in the school confirms this. Everyone in the school works hard to make it a better place and you care for and support one another exceptionally well. Yours is a real community and each of you is valued for what you can do. We also think you are very polite and behave very well in lessons and around the school. We found that teaching is good and because of this, and because you listen well and work hard, you make good progress. We agree that the school offers you lots of extra clubs and activities and it was great to see so many of you at football and art club, practising for the choir and attending 'booster' lessons to help you in your work.

So that your school can continue to improve we have made some recommendations;* We have asked your teachers to work with each of you to set learning targets so that you know what you need to do to improve your work* You can work with your teachers to improve your writing and your speaking and listening so that you can do better. Good luck with your work for the rest of the year, I know you will work hard to make your school even better!

Yours sincerely

Robert Lovett

Her Majesty's Inspector