



Cleeve Primary School

Inspection Report

Unique Reference Number 117898
LEA Kingston-upon-Hull
Inspection number 280180
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mrs Heather Evans

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

Type of school	Primary	School address	Wawne Road
School category	Community		Bransholme
Age range of pupils	3 to 11		Hull, HU7 4JH
Gender of pupils	Mixed	Telephone number	01482 825279
Number on roll	442	Fax number	01482 305642
Appropriate authority	The governing body	Chair of governors	Mrs Sheila Cox
Date of previous inspection	1 March 2000	Headteacher	Mr Stephen Graham

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Introduction

The inspection was carried out by three additional inspectors

Description of the school

This larger than average primary school in a very deprived area of Hull is much bigger than at the time of the previous inspection as a result of a school closure programme in the local authority. Half of the pupils are entitled to free school meals. One third of the pupils have learning difficulties and/or disabilities. Both these proportions are above the national average. Almost all of the pupils are white British and none speaks a language other than English. On entry to the nursery, pupils' attainment is well below that usually found for children of the same age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspection evidence supports the view of the staff and governors that this is a good school with a number of outstanding features. By the end of Year 2, standards are close to the expected level nationally and, from their low starting points, children progress well. By the end of Year 6, pupils' attainment is broadly average and increasing numbers attain at a higher level than that expected for their age. Pupils are a credit to the school and achieve better than might be expected in both academic and personal development. There are many strengths in the curriculum including mathematics, science, information and communication technology (ICT) and sport. Achievement in English is satisfactory overall. The strategies to improve pupils' skills in speaking and listening, writing and reading are working well. Good teaching promotes purposeful and enjoyable learning. The quality of provision in the new Foundation Stage unit is good, but because the youngest children have only one term full-time in reception, too few achieve the expected learning goals. The school works outstandingly well with the local community and with outside agencies. The provision of care by the teachers and the support staff for all pupils, including those with gifts or talents, and those with learning difficulties and/or disabilities, is outstanding. Parents, pupils and the local community hold the school in very high regard. All the issues identified previously have been addressed and the school provides good value for money. Leadership and management are good, as is the school's capacity to improve.

not applicable

What the school should do to improve further

In order to raise standards the school should:

- Work to improve standards in English across the school.

Achievement and standards

Grade: 2

Standards and achievement are good overall. From their low level of attainment on entry, pupils make good progress. By the end of Year 2, most attain overall standards are below the national average because a third of the children have learning difficulties and/or disabilities. At the end of Year 6, the 2004 national test results were lower than usual because of the large influx of pupils joining the school following the town's school closure programme. In the 2005 broadly average results, pupils achieved very well and exceeded the school's targets. The school has identified writing in English as an area in need of improvement. A programme of intensive group teaching and additional support is working well. Pupils' progress is tracked carefully and precise targets are set for individuals within each year group. The indications are that standards in writing are on course to rise in this year's tests.

Standards and achievement have improved considerably since the previous inspection because teaching is good, and expectations for success and the challenge for higher attainment throughout the school are consistently high.

Pupils with learning difficulties and/or disabilities make as much progress as their peers because of targeted support. Higher achieving pupils have been identified and are well catered for. More pupils are now on course to reach the higher levels in mathematics and science in Year 6. In line with the national picture, girls regularly outperform boys at Year 2, but there is little gender difference in standards by the end of Year 6.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Children enjoy coming to school. They have very good attitudes to learning and think the varied range of activities provided are interesting and fun. Attendance, much improved since the last inspection, is now satisfactory. This is having a positive impact on children's achievement, although a small number of children are still absent for unnecessarily long periods of time. Children are polite and friendly with adults, work and play well together. Their behaviour is exemplary. The school council gives children a voice in decision making; they know their views are valued and they are particularly proud of the improvements made to the outdoor environment. Children willingly take on responsibilities, such as playground mediators. Older children help younger ones to choose and serve their lunches. Children know about safe and healthy life choices. The healthy lunchtime menus and numerous physical activities contribute well to this. Children's spiritual, moral, social and cultural development is good. They have many opportunities to learn about their own and other cultures and they show a good awareness of the community outside school. They perform for local residents and raise funds for charity. Children are developing personal and academic skills that will be valuable to them in adult life and at work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers show a good understanding of the needs of the children and the subjects they teach. Children are organised carefully into groups that are based on their previous learning, and the thoughtfully-planned work for these groups helps to make the teaching effective. Mathematics, science and ICT are taught particularly well. In English, opportunities for writing are limited, reducing motivation and progress for some children. Work in lessons is extended well through a well thought out programme for homework, with a thoughtfully planned system of rewards. Teachers use the information gathered from assessment outstandingly well.

The school is very strongly committed to improving the learning skills of children with learning difficulties and/or disabilities. Teaching for these children is innovative, well

structured and uses assessment effectively. Records show clear evidence of their good, and sometimes outstanding, progress. Groups are taught well in the school's learning support unit. They develop personal skills, such as making choices that lead to much improved behaviour and good progress.

Recent improvements in arrangements for teaching children in the Foundation Stage are improving children's learning. Children born in the spring and summer have reduced opportunities for learning, however, because of their later admission to full-time school in the reception class.

Curriculum and other activities

Grade: 2

Curriculum provision is good. The school is successfully adapting national guidelines to develop the more creative aspects of the curriculum and to link subjects together. This makes learning more exciting and meaningful for all the children and is helping to raise standards. Children use their literacy, numeracy and ICT skills well in other subjects, but the school recognises the need to extend opportunities for sustained writing throughout the school. The Foundation Stage curriculum provision is good despite the delays in developing the outside area. Provision for children's personal development and citizenship is good. It successfully enhances their self-esteem and their awareness of keeping safe and healthy. The children really enjoy the outstanding range of after-school clubs, visits and visitors that effectively enrich their experiences and their enjoyment of school.

Care, guidance and support

Grade: 1

The very caring ethos, safe environment and very good relationships throughout the school reflect the outstanding care, guidance and support given to all children. The partnership of teachers, support staff, parents and outside agencies ensures that the children's well-being contributes to their good achievement and personal development. Children say they feel safe and secure and know who to turn to with any worries or concerns. Child protection procedures and all other risk assessments are securely in place. Outstanding assessment arrangements ensure that teachers have a very detailed view of children's academic progress, which is meticulously tracked. Children feel well supported in their work, know what levels they are working at and clearly know their individual targets for mathematics and English. The care and support given to children with learning, behavioural or emotional difficulties are also outstanding so that they work to the best of their capabilities.

Leadership and management

Grade: 2

Leadership and management of the school are good with some outstanding features. The headteacher is highly committed to the school and the local community. He has a clear vision of how he wants the school to develop and he has been very successful

in getting others to share that vision. He has an accurate knowledge of the school's strengths and where the areas for development are. He is resolved to bring about improvements, with a sensible view of the necessary pace of change. An intensive programme of monitoring and support has brought about a considerable rise in standards. As a direct result of the headteacher's outstanding leadership, aspirations have been raised throughout the school, which has gained a number of awards for succeeding in challenging circumstances.

There is a good level of distributed leadership. Together the deputy headteacher and the assistant headteacher, who moved from the closing school, have established a very effective partnership with the headteacher. The core subject leaders manage their subjects very effectively. They have a good knowledge of standards throughout the school and have well conceived plans for improving them. The school council plays an important role in the life of the school and members have good experiences of decision making and the exercise of responsibility.

The governing body is strong and effective and is very aware of the need to hold the school to account. They are in full support of what the senior managers are seeking to achieve. The school has a very good capacity to improve.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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?	2	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?	2	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	2	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	2	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

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Mr Stephen Graham

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2 March 2006

Dear Children at Cleeve School

Thank you for your help when we inspected your school. Please let everybody know how much we enjoyed sharing your work. Cleeve feels like a family school where you are learning and working together very well.

There are many good things going on in your school, particularly the following:

you work and learn in a happy place and it is good to see that you get on well with one another. Your understanding about caring for the environment is good. You behave well in lessons and in the grounds where the 'funky furniture' shows how good you are at choosing things to brighten up the playground

your work in mathematics, science sport, music and ICT is good. Your writing is getting better and this is helping you in other subjects

your teachers work hard. They care for you extremely well and plan interesting lessons and activities. They help you to learn well

the places you visit and the many visitors to the school, such as the ice hockey players, all help to give you a better understanding of the wider world

you are doing better in your tests each year because most of you come to school every day except when you are ill. Those who stay away too often spoil the scores for everyone.

There are no important things wrong with your school but a few things could be better. We know that Mr Graham and the other staff and governors have already started to plan new work in English to help you all to achieve better.

You are working hard to reach your personal targets but you need to make even more effort with your work in English. You need to listen carefully, speak clearly and do your very best to get better at reading and writing so that you can make standards in English and other subjects as good as they are in mathematics and science.

Thank you

Heather Evans and all of the inspection team