

# Cleves School

## Inspection report

---

<b>Unique Reference Number</b>	125039
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293174
<b>Inspection date</b>	16 July 2007
<b>Reporting inspector</b>	Marianne Harris

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	611
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Nicholson
<b>Headteacher</b>	Mrs S Croft
<b>Date of previous school inspection</b>	3 February 2003
<b>School address</b>	Oatlands Avenue Weybridge KT13 9TS
<b>Telephone number</b>	01932 224300
<b>Fax number</b>	01932 269796

---

<b>Age group</b>	7–11
<b>Inspection date</b>	16 July 2007
<b>Inspection number</b>	293174

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a very large junior school located in a socially advantaged area. Most of the pupils have a White British background, with very few pupils who are learning English as an additional language. The proportion of pupils who have learning difficulties and disabilities is broadly average, including those who have a statement of special educational needs. The school holds many awards including the Basic Skills Award, Investors in People, Activemark Gold, Artsmark Gold, Football Charter Standard, Healthy Schools Award and Working with Parents Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

One parent wrote 'This is a very exceptional school. I am not sure the parents and children really know how lucky they are.'

In this excellent school pupils make outstanding progress both academically and personally. Standards are very high and all pupils, whatever their ability, achieve extremely well from their starting points. More than half of the pupils reach the higher levels in English, mathematics and science tests and standards overall are exceptionally high.

Since the last inspection there has been a review of the already excellent curriculum to make it more lively, vibrant and based on what pupils want to learn. The senior leadership team have focussed on the core skills that pupils need in order to be effective learners and enjoy coming to school. This has been very successful in involving pupils in their own learning and promoting the key skills of, for example, independence, co-operation, thoughtfulness and responsibility. Pupils know that their views are listened to and that they have a voice in the school. Consequently their personal development is excellent. They have a very well developed understanding of how to keep healthy and stay safe. They take major roles and responsibilities within the school and are very enthusiastic about learning.

Teaching and learning are outstanding. Pupils are fully involved in lessons and are very enthusiastic because they know that they have a say in what they are learning. They also know that the school provides excellent care, guidance and support for them. Their academic progress is tracked very effectively so that any who are falling behind can quickly catch up. They talk enthusiastically about the key skills, such as creativity and cooperation, they are learning, and they agree with the headteacher that the progress they make in these skills needs to be assessed as part of the comprehensive system the school currently has in place.

The success of the go-ahead senior leadership team is due to the visionary leadership of the headteacher. In her drive to improve the school even more she has produced cutting-edge education for the pupils. Based on developing the potential of each child through a very broad curriculum and outstanding extra opportunities, she has succeeded in creating pupils who are self-motivated, eager to learn and become very good citizens. Governance is excellent. Governors support the school very well but are not afraid to ask probing questions about any initiative the headteacher wants to introduce. They actively work with the pupils in order to help create a unique school that seeks to become even better by broadening the experiences that pupils have and involving them fully in the life of the school. As a result the school's evaluation of its work is accurate and there is excellent capacity to improve further.

### What the school should do to improve further

- Track the progress made in the key skills.

## Achievement and standards

### Grade: 1

When pupils join the school their attainment is above average. By the time they leave school at the end of Year 6 standards in English, mathematics and science are exceptionally high and more than half the pupils reach the higher levels in national tests. Current standards remain very high and this has been the trend over many years. Not only are standards very high in the subjects that are tested, but pupils also reach very high standards in other subjects, including

information and communication technology, music and performing arts. Pupils' achievement is excellent. Those with learning difficulties and disabilities receive outstanding support so that they achieve as well as they can and most pupils reach the nationally expected standards.

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

### **Grade: 1**

Pupils' personal development and well-being are exceptional. There are groups of pupils throughout the school who have responsibility for making sure that, as one child put it, 'The pupils have a voice'. The school council take responsibility for day-to-day decisions and seek the views of their peers at every opportunity. Mentors make sure that all pupils have friends to play with and those new to the school can settle quickly. Peer mediators take responsibility for sorting out any minor disagreements in the playground and for making sure that only serious cases are taken to the teachers. Most outstanding are the associate governors. These are pupils who are elected for two years and work alongside the governing body. They attend governors meetings and have asked some searching questions about the budget. Behaviour throughout the school is exemplary and pupils say that 'problems are sorted out quickly by peer mediators or teachers'. Pupils really enjoy coming to school because they are involved in planning work and making important decisions, consequently attendance is well above that usually seen. Pupils have a very good understanding about keeping healthy and staying fit because the school plans activities that promote these. The recent Year 6 project on making a 'Smoothie' to sell gave the pupils a very good opportunity to experience the world of work and they talk enthusiastically about what they learnt from the activity. Most importantly, they said that they learnt to work together and be committed to the project. All aspects of pupils' spiritual, moral, social and cultural are excellent and appreciate how their children grow and flourish.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are excellent. Planning is of a very high quality and pupils are often involved in deciding what it is they want to learn. The purpose of each lesson is clearly displayed and referred to during activities. All pupils are fully involved because teachers use the interactive whiteboards very effectively, for example, to show short video clips that enrich learning, or to explore ideas the pupils may have by recording their thoughts for all to see. Pupils report that all lessons are interesting and based on what they want to learn. Learning support assistants work very well in class to support pupils with learning difficulties and disabilities to make sure that they make as much progress as possible.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides a dynamic and exciting curriculum for all pupils. This has recently been reviewed in the light of a pupil survey where pupils said that they learnt best when they were exploring themes and finding out for themselves. As a result the staff decided to look at the skills that pupils need, such as independent research, in order to be effective learners and planned the curriculum around these. Pupils speak very enthusiastically about learning and are very involved in planning the curriculum and activities they want to pursue. There are residential trips for all year groups, and many more are planned. Many special theme weeks have been

organised, for example, pupils in Year 3 have had a 'sculptor in residence' and have created some very unique benches for one quiet area in the playground. There has been much work of an International Dimension, working with Chinese schools and hoping to organise a school visit to the country. Pupils comment on the very wide range of sporting opportunities both in and out of lessons. Every year group has a selection of sporting teams that competes in the local area and abroad. The choirs sing on many occasions, including in Italy where they sang with a local choir and performed in churches. There is a huge range of visitors into the school, including the local police that support the excellent programme for personal, social and health education so that pupils know the issues they will face as they grow up.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for all pupils. 'Pastoral support is excellent', commented one parent, as there is a dedicated member of staff who makes sure that there is always someone the pupils can go to if they have a problem. Pupil mentors, elected in Year 5, ensure that pupils new to the school, particularly in Year 3, are looked after and have an older child they can go to if they feel a little lost. Academic guidance is excellent. All pupils know their targets and how to improve their work. They are very involved in reviewing these and know exactly what they are aiming for. Child protection procedures are robust and every precaution is taken to protect pupils both on site and when working away from the school.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school were summed up accurately by one parent who wrote, 'The headteacher is marvellous, with a very supportive team, extremely dedicated and enthusiastic.' The headteacher has organised the senior leaders into very effective teams who work together extremely well to make sure that all pupils make excellent progress. Governors are very supportive of the school and are very keen that it continues to improve and build on its many successes. There has been excellent improvement since the last inspection. Standards have remained very high and there have been many changes to the curriculum, making it even more lively and relevant. The teaching of key skills is innovative and successful. The school now wants to track the progress pupils make in these skills in order to fully evaluate the success of this initiative.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## Annex A

## Inspection judgements

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

### 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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.



## Annex A

**Leadership and management**

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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

3 September 2007

Dear Children

Inspection of Cleves School, Weybridge, KT13 9TS

Thank you for welcoming me into your excellent school recently and for spending so much time telling me all about your work. I really enjoyed my time at Cleves and am now writing to let you know what I found out.

There were many things that really impressed me. The way you take responsibility in the school and know that teachers listen to your views is outstanding. You spoke so confidently about staying healthy and keeping safe and I know that Year 6 worked very hard on their 'Smoothie' making to show that they understood about healthy eating. Sir Alan Sugar had better watch out, as some of you will be after his job soon. The number of visits and residential trips you have is far more than is normally seen. I looked at many exciting pictures of you in France, Italy and other places in this country. You all seemed to be enjoying yourselves and joining in enthusiastically.

I know that you all work hard because you make fantastic progress in your lessons. You are very good at reading, writing, mathematics and science. I also saw some very good information and communication technology skills being used, making films and presentations that probably deserve an Oscar!

When I spoke to some of you, you explained very clearly about the core skills that run through all of your lessons. You talked about how much progress you make and about the targets you have. I have spoken to your headteacher and she said that it was now time to assess how much progress you make in these key skills so that you know how successful you have been. I am sure that you will be involved in this and I know that you will think very carefully and give your honest opinion on how well you think you have done.

Once again, thank you for being so friendly, polite and extremely well behaved. I wish you good luck in the future and hope that I will be invited back soon to see you all again.

Marianne Harris

Lead inspector