

Clockhouse Primary School

Inspection report

Unique Reference Number	102291
Local Authority	Havering
Inspection number	323613
Inspection dates	11–12 February 2009
Reporting inspector	Clive Lewis

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	694
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Leaper
Headteacher	Mrs Hafise Nazif
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Clockhouse Lane Collier Row Romford RM5 3QR
Telephone number	01708 745972
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Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a larger than average three-form-entry primary school, recently formed from the amalgamation of infant and junior schools on the same site. The headteacher took up post in September 2007, on amalgamation. Pupils come from a variety of backgrounds. The proportion of pupils receiving free school meals is above the national average and the percentage of pupils with learning difficulties and/or disabilities is well above the national average. The main identified needs are moderate learning, speech and language and behavioural difficulties. The school provides for the Early Years Foundation Stage through Nursery and Reception classes. The school offers extended out of hours provision which is currently managed by the governing body. There is a privately run playgroup on site catering for children up to three years of age. This organisation was the subject of a separate inspection and the report will be available on the Ofsted website.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Clockhouse is a satisfactory primary school which is improving rapidly following its recent amalgamation. The school has an accurate view of its current strengths and weaknesses and is working hard to improve the satisfactory education it currently offers. It is too early as yet to evaluate fully the impact of all the changes that have been made. However, the headteacher's strong leadership and determination to improve standards throughout the newly amalgamated school has already resulted in improvements in the quality of teaching and learning, better long- and medium-term planning and the introduction of a whole-school assessment and tracking system. The great majority of parents are very supportive of the school; one writes, 'We are very pleased with the amalgamation and have only seen improvements', and another, 'The school has come on leaps and bounds'.

The good level of attendance demonstrates that the vast majority of pupils enjoy coming to school and have a positive attitude to their work. This is because the school is a caring and safe community that values and respects all individuals. In lessons, pupils are attentive, generally behave well and are keen to participate because relationships are good. They have a good awareness of how to stay healthy and feel safe and well cared for, although at playtimes a few pupils can be over-boisterous.

Children make good progress in the Early Years Foundation Stage and in Years 1 and 2. As a result, standards are broadly in line with national averages by the end of Year 2. Pupils make only satisfactory progress thereafter so that, by the end of Year 6, standards remain broadly in line with national averages, although the percentage of pupils achieving the higher levels is below national averages. Teaching and learning are satisfactory overall. Although many lessons are good, the quality varies between subjects and years. Teaching is more consistently good in the lower end of the school from the Early Years Foundation Stage to Year 2. Where teaching is only satisfactory, there are frequently missed opportunities for pupils to make choices and develop independence because teachers spend too much time talking. The curriculum is satisfactory overall and meets pupils' needs appropriately. Recent initiatives to introduce a more creative curriculum for some subjects such as geography, history and art are already having a positive impact and these lessons are proving particularly effective in motivating pupils.

Pupils are very well cared for. The school works well in partnership with others to promote pupils' well-being, and successfully to support those with learning difficulties and/or disabilities, which helps them make satisfactory gains in their learning. The newly introduced whole-school assessment and tracking system is beginning to provide the school with accurate information on which pupils need extra support. However, it is not yet used effectively by all teachers. The school promotes community cohesion satisfactorily. It has good links with local churches, the community and other schools. It realises that there is some way to go before pupils' understanding of the range and diversity of cultures in the United Kingdom and the wider world are as good as their understanding of the local community.

The headteacher, with the able support of the deputy headteacher and the local authority, has had a very positive impact on the new school in a very short time. The school has a good understanding of its strengths and weaknesses. The recent improvements demonstrate that it has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join the Nursery, their skills and knowledge are often much lower than is usually expected for their age. In particular, boys are often lacking the social and language skills that are usually expected. They generally lack self-confidence and need considerable help to ensure that they learn to be independent. As children move through the Nursery and Reception classes, they make good progress because teaching and learning are good overall. Although children make good progress, overall standards remain below average when they enter Year 1, with communication and language skills and mathematical development remaining below average.

The happy and caring relationships contribute much to children settling in quickly and developing the confidence needed to make good progress in all areas of learning. The partnership with parents and carers is strong and has been further strengthened by home visits. The pastoral care and welfare arrangements are effective and ensure that the children are safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, both inside and outside the classrooms. These activities are carefully organised, allowing children to work on things that they choose themselves as well as to take part in more formal group-work activities with adults. There is a good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way, which was evident when they performed the 'Clockhouse Puppet Show'. Children behave well and are enthusiastic in all that they do.

What the school should do to improve further

- Raise standards by ensuring that pupils, in particular more able pupils, do as well in Key Stage 2 as they do in the Early Years Foundation Stage and in Key Stage 1.
- Improve the quality and consistency of teaching so that it is good or better throughout the school.
- Ensure that data obtained from the new assessment and tracking systems is available to all staff and is used effectively to identify those pupils needing further support.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall and standards by the end of Year 6 are broadly in line with national averages. At the moment, however, pupils make inconsistent progress as they move through the school. Although pupils start Year 1 with lower skills than expected for their age, the good progress made in the Early Years Foundation Stage continues in Years 1 and 2. As a result, by the end of Key Stage 1, standards are broadly in line with the national average. Progress slows to satisfactory, however, in Years 3 to 6. As a result, by the time pupils leave the school at the end of Key Stage 2, standards remain broadly in line with national levels. The percentage of pupils attaining the higher levels is below average, particularly in writing. Pupils with learning difficulties and/or disabilities make satisfactory progress overall.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. They are confident, friendly, polite and helpful. In lessons pupils are well behaved and interested to learn. However, a minority of pupils at playtimes and lunchtimes can be over-enthusiastic. Relationships are good and pupils cooperate and collaborate well. Vulnerable pupils grow in confidence because of the good care and support they receive. Pupils display a good understanding of how to stay safe and healthy and can describe how they would make appropriate choices. They appreciate the good opportunities for sport during and outside lessons. They say that any incidents of poor behaviour or bullying are resolved but they would like to know that sanctions have been imposed. Attendance is improving as a result of the school's rigorous monitoring of attendance and punctuality and is now above average. The school council welcomes having a voice and has instigated a school magazine, although they look forward to seeing more results from their decisions. The pupils raise funds for a variety of different charities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Within this, it tends to be more consistently good lower down in the school from the Early Years Foundation Stage through to Year 2. Leaders check lessons carefully and also recognise the variation in quality. Inspectors agree with them that teachers sometimes spend too long on their lesson introductions which restricts the time available for pupils to work independently. Mostly, teachers' planning is thorough, although in the lessons themselves, there is some inconsistency in the challenges given to pupils. Pupils commented that 'Sometimes, we have to sit still for too long and we repeat things too often', and inspectors agree. There are some interesting activities provided to widen pupils' English skills, such as the links with music and art. In particular, the specialist teaching of drama is of high quality. Pupils' work is often carefully marked, but pupils do not have enough opportunities to go back over their work to improve and extend their skills.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and national strategies and guidelines are used appropriately. There is an appropriate focus on the core subjects of English, mathematics and science, and a determination to improve standards in these areas. The recent introduction of the International Primary curriculum (IPC) for some subjects has been a positive development. It has made the curriculum in these areas more exciting and this has had a positive effect on pupils' enjoyment. In these IPC lessons, good cross-curricular links are made and a range of teaching methods deployed, as a result of which pupils make good progress. However, there is insufficient challenge in some lessons for more able pupils and work is not always well matched to pupils' interests and abilities. Pupils take part enthusiastically in the good range of after-school clubs and activities.

Care, guidance and support

Grade: 3

There are good systems for safeguarding pupils, child protection, and health and safety. Pupils receive lots of praise and support for their emotional development and the positive relationships with staff ensure that any worries are swiftly identified and dealt with. Parents and carers are happy that their children settle into school quickly and feel safe and secure. They appreciate the well-organised and well-resourced before- and after-school clubs provided by the school. Pupils are valued and well known to staff. Vulnerable pupils are particularly well supported because the school makes very good use of links with parents, carers and external agencies. While pastoral care and support are good, there are inconsistencies in academic guidance. Pupils are aware of their targets but are not always clear about what they need to do to improve. In order to ensure that all pupils continue to make progress and are suitably challenged, the school has established a comprehensive assessment and tracking system but, as the school has so far collected only one term's data, it is too early to see real evidence of impact.

Leadership and management

Grade: 2

On taking up post, the headteacher rapidly introduced a series of initiatives designed to improve the consistency of pupils' progress across the whole school and improve the accuracy and quality of the new school's self-analysis. The headteacher, ably supported by the deputy headteacher and the governing body, has taken some difficult decisions. Of necessity, a great deal of time and effort were initially put into developing a cohesive and stable staff team and considerable progress has been made in this area. The headteacher has worked hard to raise expectations and develop a shared understanding of what needs to be improved. There is a developing sense of teamwork among the newly combined staff as each member becomes aware of their individual responsibility for pupils' achievement throughout the whole school. Rigorous action has been taken to develop and improve planning and assessment so that it is now consistent throughout the school. The recently introduced whole-school tracking and assessment system is playing an important role in helping the school to move forward and is already providing the school with secure, accurate data on individual pupils' progress in reading, writing and mathematics. The school has recently adopted a new management structure with clear lines of communication and responsibility designed to reflect the demands of a large primary school. Through training that is already under way, middle managers are gaining an increasing understanding of their roles and responsibilities and are beginning to carry out their roles effectively. The school actively embraces the community it serves and successfully reaches out to all families. The governing body and headteacher have a very clear understanding of the school's strengths and weaknesses. Governors are very supportive of the school and are effective in holding it to account. The school's finances are managed well and efficient use is made of resources.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

26 February 2009

Dear Pupils

Inspection of Clockhouse Primary School, Romford, RM5 3QR

Thank you very much for the warm welcome you gave us when we visited your school. My colleagues and I very much enjoyed our visit. It was good to talk to you, to note your good behaviour and to see how much you enjoy school. It was good to speak to your school council and learn about the school magazine they produce for you. You take very seriously the importance of eating healthily at school and taking physical exercise.

We found that your school is satisfactory. This means that, while it is doing all the things it should, it could do some things better which would help you achieve even more. The staff care for you well and help you develop good personal skills that you will be able to take with you into adulthood.

To help you make better progress, we have asked the school to do the following things.

- Help you to do better in English, mathematics and science in Years 3 to 6.
- Ensure that teachers make all lessons as interesting as the best lessons so that you make good or better progress in all lessons.
- Make sure that all teachers use the information they now have available about how well you are doing to plan their lessons.

We are confident that, with your help, the school will achieve this and will improve further.

Yours faithfully

Clive Lewis

Lead Inspector