

Cleeve Primary School

Inspection report

Unique Reference Number	117898
Local Authority	Kingston-upon-Hull
Inspection number	326710
Inspection dates	7–8 July 2009
Reporting inspector	Terry McDermott

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)	414
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 Marc Barker
Headteacher	Mrs Jane Sutcliffe
Date of previous school inspection	28 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wawne Road Bransholme Hull HU7 4JH
Telephone number	01482 825279
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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 much larger than average school serves Bransholme, an area of significant social and economic disadvantage to the north of Hull. The Early Years Foundation Stage provision consists of Nursery and Reception classes. The proportion of pupils eligible for free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is above average. More pupils than is usual enter or leave the school other than at the normal times of entry. A significant number of pupils are in local authority care. Almost all pupils are of White British heritage. A very small number of pupils do not speak English as their first language. The school is recognised by the Department for Children, Schools and Families (DCSF) as operating under challenging circumstances. The school holds the National Healthy Schools Award and the National ICT Mark. A new headteacher was appointed in January 2009.

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 a satisfactory and improving school. The school provides very good pastoral care for all pupils. This is especially so for the high numbers who have learning difficulties and/or disabilities. The very close links it relentlessly maintains and extends with families in helping them to support their children are excellent. High quality care and support are reflected in pupils' excellent behaviour and their very good attitudes to learning.

Pupils' achievement is satisfactory overall. Children enter the Early Years Foundation Stage with skills well below those normally expected for their age. By the time they reached the end of Year 2 in 2008, standards were below average. On the evidence of inspection, they have improved in 2009. By the end of Year 6 pupils have made satisfactory progress to reach below average standards. Pupils make uneven progress, better in science than in mathematics and better in mathematics than in English. Achievement is good for the large proportion of pupils with learning difficulties and/or disabilities and other social issues. Some higher ability pupils do not achieve as well as they could because some teaching lacks the necessary challenge.

Pupils' personal development and well-being are good. This is founded on their good spiritual, moral, social and cultural development, which is brought about by the strong focus the school places on mutual respect and tolerance. Behaviour is excellent, pupils are polite, and unfailingly show consideration to others. They enjoy being in school, where they say they feel safe and happy. They understand the principles of staying healthy. They leave Year 6 ready for the next stage of their education, recognising their responsibilities to the community and well prepared socially to meet the challenges that lie ahead.

The quality of teaching and learning is satisfactory. The better lessons proceed at pace and challenge all pupils to work independently. Pupils engage enthusiastically in tasks which demand that they think things through for themselves. This quickly increases their understanding, and learning is rapid. In some other lessons, learning slows when teachers' expectations of their pupils are too low. Pupils politely listen to long explanations made to the whole class, and opportunities to press on, particularly for the most able, are missed.

The curriculum is good. Recent changes have had an immediate effect in making the curriculum more interesting and challenging. Pupils really appreciate the opportunity to use skills learned in one subject across a range of other subjects through different themes. Because this innovation is only recent it has not yet had time to show its full impact on the standards pupils reach. A good programme of personal, social, health and citizenship education gives strong support to pupils' personal development. This has a very positive influence on pupils' consistently excellent behaviour in class.

Responsibilities for safeguarding are taken very seriously, and the school meets current government requirements. The personal support pupils receive is very good. Pupils and their parents have high regard for the school, trust the staff, and say they only have to ask for help and it is there. Academic guidance is improving. The school's assessment system gathers accurate information about how well pupils are progressing academically. This information is not yet used consistently enough by all teachers to plan work which meets the needs of all pupils.

The very experienced and knowledgeable headteacher has quickly gained an accurate picture of what the school does well and what it needs to do to get better. As a result, the school has good capacity to improve. The headteacher has added new vigour to the school's already excellent work within the local community, and she has clearly defined the responsibilities of

other leaders. However, the relatively new leadership team do not yet take an active enough role in monitoring the quality of learning that goes on in lessons.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Most children enter the Nursery with skills that are well below those typical for their age, particularly in communication, language and literacy skills and personal development. Others enter school during the Reception Year with extremely low language and communication skills. Progress is satisfactory. By the end of Reception children are still operating at a lower than average level. The introduction of a systematic approach to the daily teaching of letters and sounds is having a positive impact on standards in reading and writing. Overall, teaching is satisfactory, with good features. Where it is good teachers and adults encourage children's spoken language, and stories and rhymes are used as a focus to develop literacy skills. Planned learning activities, for example a 'Baby Clinic' enable children to dress up in role, engage children well and give first-hand experiences for children to talk, read and write about. Children have the opportunity to choose from a range of interesting activities both indoors and out. This promotes their personal development well but occasionally the lack of consistency in planning such activities leads to missed opportunities to challenge the learning of all children. Recent enhancement has improved the learning environment. Children relate well to each other and relationships with adults are a particular strength. Behaviour is good. Children are safe and secure and welfare requirements are met. Parents are welcomed daily and are positive about the provision their children receive. Leadership and management are satisfactory. Leadership is aware of the need to provide a sharper focus to the assessment of children's progress and to provide a better balance of adult led and child initiated learning activities.

What the school should do to improve further

- Raise standards and improve achievement across the school, particularly for higher attaining pupils and in English.
- Ensure that work set in lessons meets the learning needs of all pupils much more closely.
- Ensure that subject leaders check more rigorously on the quality of learning of all pupils in lessons.

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 enter the school with standards well below those normally expected. There are small variations from year-to-year. At the end of Year 2 in 2008, pupils' standards in reading, writing and mathematics were well below average. Teacher's assessments at the end of Year 2 in 2009, show that standards in these subject are beginning to rise, though they are still lower than average. Standards reached in the national tests at the end of Year 6 in 2008 were well below average in English, below average in mathematics and broadly average in science. Given their very low starting points, this represents satisfactory progress. The early signs are that in the national tests in 2009, pupils will achieve broadly similar results to last year. Scrutiny of pupils' work shows that standards in English are rising. Inspection evidence shows that achievement

is satisfactory overall. The large proportion of pupils with learning difficulties and/or disabilities, make good progress because they are so well supported.

Personal development and well-being

Grade: 2

Pupils' behaviour is excellent. There have been no exclusions in the last year. Pupils are very polite, well mannered and sociable, and always ready to lend a helping hand. They take great pride in being members of the school community, and report that they feel safe and valued. The vast majority have a good understanding of why it is important to lead a healthy lifestyle and take full advantage of the many physical activities on offer. Their understanding of what constitutes a healthy diet is reinforced by learning in art, design and technology and science, and is reflected in the Healthy School's Award they have achieved. Assemblies, visits and visitors to school enrich pupils' experiences and promote good spiritual, moral, social and cultural development. The pupils develop a good understanding of other faiths and cultures through investigations in history, geography, art and religious studies. Members of the school council and peer mediators take their work seriously, and other pupils work hard and take every opportunity to raise funds for others less fortunate than themselves in different parts of the United Kingdom and the world. Attendance is broadly average and improving; punctuality is good. Pupils are trustworthy, confident and work well cooperatively in small groups. They confidently make good use of their good information and communication technology (ICT) skills. Though standards overall remain below average at the end of Year 6, the good development of a wide range of social and interpersonal skills indicates that pupils are appropriately prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

There are examples of good and occasionally outstanding learning in lessons, but this is not consistent across the school. Not all pupils are sufficiently challenged. All lessons are characterised by good relationships between pupils and adults, by pupils' good attitudes to learning, and by the effective deployment of specialist support staff, who are particularly effective in helping pupils with learning difficulties and/or disabilities to make consistently good progress. The best lessons have a clear focus on learning. Pupils undertake practical learning activities designed to reflect their different abilities. Short, sharp tasks ensure that the pace of work is kept high. Pupils enjoy working independently, and readily take the opportunities presented to think for themselves. In these lessons progress is good. In other lessons, activities are not planned well enough to meet the learning needs of individual pupils. Teachers explain in great detail, to the whole class, what all pupils are going to do. Many pupils, particularly the higher attainers, sit waiting patiently to begin. These lessons lack pace and challenge, and learning inevitably slows. Marking is regular and encouraging but does not always point out what pupils need to do next to improve their work.

Curriculum and other activities

Grade: 2

The school is bright and stimulating with motivating displays of pupils' work. There are good links developing between subjects and this is encouraging pupils to develop and extend their

skills. Skills in ICT are well used, for instance by helping learning in science. A wide range of visits and visitors extend pupils' understanding of the wider world. This is seen in the extensive creative work based on cultures other than their own, such as Native American and Indian art work and music from Africa. Pupils have many opportunities to compare and contrast different environments and cultures. Their cultural experiences are further developed by learning French. Close partnerships with local colleges, schools and societies enriches pupils' learning. The school provides a very good range of well attended extra-curricular clubs including music, art and many other creative and physical activities.

Care, guidance and support

Grade: 2

Every step is taken by the school to ensure the safety of pupils, the assessing of all risks and that child protection and safeguarding arrangements meet statutory requirements. Very good provision has been made to meet the needs of the vulnerable pupils, who make up such a large proportion of the school's population, through the work of the learning support unit (the Space) and community and family support base (the Hub). 'The school goes above and beyond the call of duty to help children and families,' is a consistent theme of parental responses. Innovative practices such as the establishment of pre-school activities in the 'Little Sunshine' club, demonstrate how the school works to improve the skills of children before they enter the nursery. Excellent links are in place with a very wide range of specialist professionals and other providers to support vulnerable children and those with learning difficulties and/or disabilities. These have been demonstrated to lead to improvements in behaviour, attendance, confidence and achievement. Academic guidance is good. The school tracks pupils' progress accurately. This information is evaluated well so that teachers can identify the next steps for learning and review pupils' targets. However, it is not always used well by teachers to plan work to meet the needs of all pupils in lessons, especially those who are most capable.

Leadership and management

Grade: 3

The new headteacher has moved quickly to improve academic performance. Recent changes made to the curriculum have had an immediate effect, and pupils say they like the more practical aspects of learning. After a significant turnover of staff, members of the new leadership team are getting to grips with their responsibilities. They have yet to become fully effective in their monitoring and evaluation roles. Most staff have quickly adapted to a new way of working, and though some remain a little unsure, there is a positive and vibrant team spirit in the school. This ensures that the school runs smoothly from day-to-day. Provision for promoting community cohesion is excellent. The school is seen by parents and pupils alike as a welcoming oasis of calmness, and is helping to raise aspirations and ambitions within the community it serves. It is raising pupils' awareness of their wider responsibilities through its charity fundraising in the United Kingdom and abroad. The stimulating curriculum ensures that pupils learn about many cultures and other than their own. The school plans for and evaluates the impact of its contribution to community cohesion. The school focuses well on ensuring that all forms of inequality are addressed, and that diversity is recognised and celebrated. Governance is satisfactory. The governing body is relatively inexperienced and many members are just getting to grips with their roles. Nevertheless, they are enthusiastic, are prepared to ask challenging

questions, and have a clear commitment to helping the school to raise standards and to move forward.

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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	Yes
How well does the school work in partnership with others to promote learners' well being?	1
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	2

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	3
The behaviour of learners	1
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

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?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

9 July 2009

Dear Pupils

Inspection of Cleeve Primary School, Kingston-upon-Hull, HU7 4JH

Thank you very much for making us so welcome when we inspected your school recently. We were very impressed with your excellent behaviour, your good attitudes to learning, and your happy faces. We enjoyed talking to you about your school, and you made it very clear to us how much enjoy being there.

We found that Cleeve is a satisfactory and improving school with some very good features. These are:

- the very good pastoral care and support it provides, which ensures not only that you are safe, but also that you can get whatever help you need very quickly
- the excellent partnerships which the school and all the staff have built with the community of Bransholme, with your parents or carers, and with a very wide range of other adults and organisations who give the school additional help.

We also found that the school could do some things better, so I want the school to:

- make sure that you learn things more quickly across the school, particularly those of you who find work quite easy, but also in English for everybody
- make sure that work you are given in lessons really stretches all of you to learn as much as you possibly can
- ensure that more adults check closely how much you are learning in lessons.

You can help your school to keep on getting better by continuing to come to school regularly, and by staying the happy and well behaved young people you already are.

Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead inspector, on behalf of the inspection team