

Cleves Primary School

Inspection report

Unique Reference Number	102760
Local Authority	Newham
Inspection number	335966
Inspection dates	8–9 December 2009
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	491
Appropriate authority	The governing body
Chair	Mrs Kim Silver
Headteacher	Mr Charlie Morris
Date of previous school inspection	4 October 2006
School address	Arragon Road East Ham London E6 1QP
Telephone number	020 8472 6298
Fax number	020 8472 9177
Email address	Charlie.morris@cleves.newham.sch.uk

Age group	3–11
Inspection dates	8–9 December 2009
Inspection number	335966

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, and held meetings with senior leaders, parents, governors, pupils and local authority officers. They observed the school's work and looked at pupils' work, assessment information, the school's action plans and other documentation related to the inspection. The outcomes of 61 parents' questionnaires were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards and progress in English and mathematics for all groups of pupils
- how well the curriculum meets pupils' personal as well as their academic needs
- the impact leaders and managers have on raising standards and achievement
- how well the school promotes community cohesion.

Information about the school

Cleves is a larger-than-average primary school where most pupils come from minority ethnic backgrounds. The proportion of pupils speak English as an additional language is higher than average. Most of these pupils are of Bangladeshi, Pakistani or African origin. The proportion of pupils who are entitled to free school meals is much higher than is usually found. The proportion of pupils who have special educational needs and/or disabilities is high. Most of these pupils have moderate learning difficulties. The school has 32 resourced places for pupils who need high levels of support because they have profound and multiple learning difficulties. The school has Early Years Foundation Stage provision in the Nursery and Reception classes. It has been awarded the Activemark and the London Olympics 2012 Get Set Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Since the previous inspection there has been some instability in leadership and management. A new headteacher started in September 2009 and has carried out a full audit of provision with consultants from the local authority. He has identified appropriate actions for improvement but it is too soon for them to have had sufficient impact. Attainment at both Key Stage 1 and Key Stage 2 is low and a significant proportion of pupils are not making enough progress in English, mathematics and science. Pupils who have special educational needs and/or disabilities receive good pastoral support but they do not achieve as well as they might because some learning activities are not well matched to their needs. Pupils behave well in and around the school but can become bored and restless when activities in lessons do not challenge them. They are friendly and polite and show respect towards each other. They value the opportunities afforded by learning alongside those pupils who have severe and complex needs as they provide a different perspective on life. Pupils make a positive contribution to the school and local community by taking part in events such as Junior SACRE (Standing Advisory Council for Religious Education) and London Citizens, where they encountered the police, local businesses and met the Mayor of London. Because the development of their basic skills and their attendance are unsatisfactory, pupils are not well prepared for their future economic well-being.

The quality of teaching is variable and this restricts the progress that pupils make. Teachers do not make enough use of assessment information, which means that lessons are often wrongly pitched in relation to pupils' needs. In some lessons teachers do not use time well, and resources such as worksheets do little to develop pupils' learning. In other lessons, particularly those in upper Key Stage 2, teachers plan lessons which challenge pupils and engage them in learning. Teachers mark pupils' work but marking is often superficial and does not show pupils what they have done well and what they need to learn next.

There is a strong focus on provision for literacy and numeracy, but the overall quality of the curriculum is unsatisfactory because there is little progression in skills, knowledge and understanding as pupils move through the school. This is particularly evident in mathematics. Pupils and parents appreciate the increasing range of after-school activities available. These include dance, choir, football and multisport, and promote

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils' good personal development. The school makes effective use of the local area to support the curriculum and is encouraging pupils to be involved with the Olympics movement, reflecting its commitment to physical fitness. A few pupils are persistently absent and overall attendance is below average but the school is working with parents to improve this. The school provides good quality care for pupils but other aspects of support and guidance are satisfactory.

The headteacher has, in a short time, identified issues that need to be addressed as a matter of urgency. He has quickly established good relationships with parents, pupils, staff and governors and has their trust and confidence. He is decisive and has a clear vision and high expectations for every child. Most pupils are not given enough opportunities to reach their personal or academic potential because staff do not make enough use of information to plan and provide activities to challenge and engage them. Since the previous inspection, senior leaders have not effectively monitored the work of the school in order to prioritise strategic objectives to improve the quality of provision. Their self-evaluation has lacked rigour and the strengths and weaknesses of the school have not been identified accurately. This, coupled with the fact that initiatives to tackle weaknesses are at a very early stage, means that the school has unsatisfactory capacity for improvement.

What does the school need to do to improve further?

- Improve the quality of learning and progress by using assessment information to plan lessons which meet the needs of all learners, including those who have special educational needs and/or disabilities and those who are more able.
- Develop the leadership skills of senior leaders and subject coordinators so that they have an accurate view of the strengths and weaknesses of the school and take greater responsibility for improving standards and progress.
- Ensure that all pupils have equal access to high quality provision to meet their personal and academic needs.
- Improve attendance by monitoring rates of absence more robustly and implementing a range of more effective strategies.

Outcomes for individuals and groups of pupils

4

Pupils enter school with skills below those expected for their age. They make unsatisfactory progress and by the end of Key Stage 1 their attainment in reading, writing and mathematics is significantly below average. At Key Stage 2, standards in mathematics are below average, and in English and science they are significantly below average. Progress in all three subjects has been inadequate for several years. Scrutiny of pupils' work shows that they are working well below levels usually expected and that many are not making enough progress in their lessons. Pupils who have special educational needs and/or disabilities do not make enough progress because activities are not well matched to their learning needs. Pupils who speak English as an additional language and those who are more able also make inadequate progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Pupils feel safe in school and they know that there is always someone to help. They are keen to adopt healthy lifestyles and enjoy taking part in a wide range of physical activities. Pupils take an active role within the school and the local community. They act as playground friends and peer mediators to solve minor issues at lunchtime. The school council is active and pupils take their role as councillors seriously. Attendance remains stubbornly low and is unsatisfactory. This, coupled with unsatisfactory progress, means that pupils are not sufficiently well prepared for their future. Pupils' spiritual, moral, social and cultural development is good. Pupils are reflective and show great care and compassion for those who have profound and complex needs.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching does not always meet the diverse learning needs of pupils and this means that they do not make enough progress. This is because teachers do not use assessment information well enough when planning their lessons. Often the introductions to lessons are too long and pupils lose focus. In some lessons the learning intentions are not clear and pupils do not understand what they are expected to do. Teachers' expectations of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

what pupils should do are often too low and this means that pupils are not working at the right level. Relationships between adults and pupils are good. In the best lessons, teachers question pupils well and maintain a brisk and purposeful pace which keeps pupils engaged in learning.

The curriculum meets statutory requirements but, because there is a lack of progression in skills, particularly in English and mathematics, it is unsatisfactory. Very often, tasks are pitched too low and pupils do not make adequate progress in developing their skills, knowledge and understanding. There are some opportunities for pupils to apply their skills of literacy, numeracy and information and communication technology to other subjects, but this is not yet embedded in practice. Pupils are learning French and a wide range of extra-curricular activities meets their needs and interests. For example, they enjoy film club and Spanish club and take part in team sports with neighbouring schools. Pupils with multiple and complex needs are fully integrated into the school and have access to support and resources to meet their needs. For example, the school has created a sensory room which provides opportunities for physical therapy and stimulating sensory experiences.

The school cares well for its pupils and has put into place resources and support staff to help meet the individual needs of those pupils with complex and profound difficulties. This provision helps them to work and play alongside mainstream pupils. The pastoral needs of pupils are taken seriously and parents have welcomed the recent improvements to site security. The school works effectively with external agencies such as speech and language therapists, physiotherapists and an occupational therapist who works with individual pupils. Adequate guidance is given to pupils but this is not always focused well enough to help them to make choices or to let them know how well they are doing.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The new headteacher has a clear vision for the school and has already developed an action plan based on accurate evaluation of its strengths and weaknesses. In the short time he has been at the school he has implemented new initiatives to improve provision and to raise standards and achievement, which he recognises are too low. It is too early to see the impact of these initiatives. Governance is inadequate as governors have not carried out their role effectively enough. However, they have recently restructured their

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

committees and are developing their skills in monitoring, supporting and challenging the school. Consequently, they are better placed to support the school in tackling its weaknesses.

The headteacher has made significant progress in engaging parents. They welcome the opportunity to be consulted and are now better informed about their child's progress. They are sent an informative newsletter and the headteacher is available at the beginning and the end of the school day to meet them. The school has access to a range of partnerships and has recently sought support from the local authority to help improve provision. The school is rightly proud of the inclusion of pupils with complex needs but a significant number of pupils, including those who are more able, do not have their needs met and so equality of opportunity is unsatisfactory. All adults working with pupils have been subject to statutory checks and child protection arrangements are secure. The school promotes community cohesion well. Staff engage well with the local community and have established links with a school in France, and there are further plans to engage with the wider community in conjunction with partner schools. The school does not provide value for money because the outcomes for pupils are unsatisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skill levels below those typical for their age. They make satisfactory progress although at the end of Reception their skills are still below average. Teaching is satisfactory, with a balance of teacher-led activities

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

and those which children choose for themselves. There is a satisfactory range of resources to support learning. Adults intervene appropriately to support children's learning. For example, in a road play area, adults directed traffic so that children remained on the road and did not bump into each other on their bicycles. Children are able to make choices and they cooperate and share well. They are respectful and tolerant of each other's differences and have well-developed social skills. Leaders and managers have identified areas for improvement and have plans to make the learning environment more stimulating.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The analysis of the parents' questionnaires indicates that, while most parents are broadly satisfied with the school, there are one or two significant areas of concern which the inspection evidence confirms. A significant minority of parents expressed concern that their children are not making sufficient progress, and a similar proportion had concerns about the quality of teaching and the school's efforts to help them support their children's learning. However, from the comments made by parents, it is apparent that they have confidence in the new headteacher and that he is already changing systems and procedures. They particularly value being consulted about changes such as the introduction of school uniform and being informed about their child's progress in lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cleves Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	64	21	34	1	2	0	0
The school keeps my child safe	33	54	28	46	0	0	0	0
The school informs me about my child's progress	26	43	29	48	2	3	3	5
My child is making enough progress at this school	25	41	26	43	6	10	4	7
The teaching is good at this school	17	28	34	56	10	16	0	0
The school helps me to support my child's learning	25	41	26	43	8	13	1	2
The school helps my child to have a healthy lifestyle	21	34	34	56	5	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	30	30	49	8	13	1	2
The school meets my child's particular needs	19	31	32	53	5	8	3	5
The school deals effectively with unacceptable behaviour	22	36	31	51	5	8	1	2
The school takes account of my suggestions and concerns	16	26	29	48	9	15	1	2
The school is led and managed effectively	22	36	32	53	2	3	3	5
Overall, I am happy with my child's experience at this school	28	46	23	38	5	8	5	8

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Pupils

Inspection of Cleves Primary School, East Ham, E6 1QP

Thank you for making my colleagues and me so welcome when we visited your school. We really enjoyed meeting you all and hearing what you had to say about your school. We noticed how well you all got on together and supported each other. We know that you like school and try to work hard in your lessons. However, we found that some of the work you are given is not hard enough for you and so you do not do as well you should. We have therefore judged that your school requires special measures. This means that it will be visited regularly by inspectors who will help the staff and check that things are improving. These are the things we have asked your school to do:

- assess your work more thoroughly so that teachers can plan work which is matched to your needs
- make sure that the school's leaders look really closely at what is happening in your lessons so they know what is working well and what could be better still
- make sure that all of you have access to everything you need so that your progress is at least good
- help you all to attend school as much as possible so that you do not miss too many lessons.

I know that you will do all you can to help the headteacher and all the staff to improve your school by attending regularly and doing your best in your work. I wish you all the best in the future.

Yours sincerely

Joy Considine

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.