

# Cliffe Woods Primary School

## Inspection report

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<b>Unique Reference Number</b>	118527
<b>Local Authority</b>	Medway
<b>Inspection number</b>	339233
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Madeleine Gerard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Carey
<b>Headteacher</b>	Mr T Watson
<b>Date of previous school inspection</b>	1 January 2007
<b>School address</b>	View Road Rochester Kent ME3 8UJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent over 11 hours looking at learning, visited 30 lessons, saw 15 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at work in pupils' books, reports from advisers working with the school, tracking data showing the pupils' most recent progress and the standards that they reach, the school's improvement plans and 151 responses to the questionnaire sent to parents and carers.

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

- how successfully the school is sustaining the improvements made in pupils' attainment
- how effectively the school identifies key priorities for further improvement
- whether the personal and social skills of the pupils are an area of particular strength.

## Information about the school

This is a larger than average primary school. The very large majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below the national average and most of these pupils have specific learning needs. The proportion of pupils learning English as an additional language is much lower than average and none is at an early stage of learning English. The school has achieved a number of nationally recognised awards, including Eco School Status, and the Healthy School Status. The Nursery which shares the school site was inspected separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Cliffe Woods Primary provides a good quality of education and serves its community well. The school has successfully built on the 'green shoots' that were identified at the time of the last inspection, and has been effective in securing improvements in many aspects of its work. Consequently, the school's capacity for sustained improvement is good.

Children get off to a good start in the Early Years Foundation Stage. Attainment at the end of Year 6 has risen steadily over recent years and is now above average. In 2009, provisional results in national tests for all pupils were the highest for the last five years in English, mathematics and science. The school has good whole-school systems to check the progress each pupil is making. This assessment information is analysed accurately and reviewed regularly so that additional support can be swiftly put in place for any pupils needing extra help. Rates of learning and progress are good overall because the quality of teaching has improved and is good. In a few classes, in Years 1 and 2 for example, pupils do not always learn and progress as swiftly as they should. This is because pupils spend too long listening to their teachers or assessment information is not used effectively enough to match work to their needs. In some older classes, the school's own tracking data and work in pupils' books show pupils are making extremely good progress but this is not consistently the case.

Pupils enjoy school and have positive attitudes to learning because the outstanding curriculum ensures that pupils have interesting work to do. One pupil said, reflecting the views of many, 'I like coming to school: it gets your brain working.' Pupils speak very positively about learning French and music. They are proud of their successes in sporting competitions against other local schools. In Year 5, pupils appreciate the day visit to Boulogne where they practise their spoken French. Pupils look forward enthusiastically to the Year 6 residential stay at an adventure centre on the Isle of Wight.

Through perceptive self-evaluation, the school has a good understanding of its strengths and has ensured that appropriate developments have resulted in improved provision and outcomes for pupils. Nevertheless, although monitoring of teaching is good, it does not always make sure that specific priorities for improvement are identified clearly enough and addressed swiftly to ensure that rates of learning and progress are even through the school.

### What does the school need to do to improve further?

- Ensure that teaching enables all pupils to learn and progress consistently well

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through the school, particularly in Years 1 and 2, by

- using information from assessments and marking to plan appropriately challenging tasks to meet all pupils' needs
- using monitoring of teaching to identify specific and measurable priorities for improvement.

**Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning and achieve well. For example, pupils in a mathematics lesson were observed learning and progressing well while calculating ratios and percentages using proportions of different coloured sweets. In an English lesson, pupils were rapidly developing skills in arguing persuasively because teaching made very clear what was required to be successful. Pupils were encouraged to check for themselves how well they were doing against these criteria. Well-led and well-managed support for pupils with specific learning needs ensures they learn well and make similarly good progress. Behaviour observed in lessons and around the school is good. Pupils feel safe and are confident that adults will help them should any problems occur. They have a good awareness of how to keep themselves fit and healthy, as the school's success in achieving Healthy School Status and the Activemark shows. Pupils are keen to take on responsibility, for example as playground friends, in the school council and as house captains. The Eco team eagerly turn off lights and ensure doors are shut so that energy is not wasted. Older pupils enjoy looking after the younger children at break-time. The school choir sings for local elderly residents. Fundraising, for example for a local homeless charity, develops pupils' awareness of those less fortunate than themselves. Pupils' good personal development, above average attendance and above average attainment in basic skills prepare them well for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most pupils can explain their targets. Pupils who need extra help are well supported by skilled additional adults so that they make good progress. Pupils enjoy discussing their learning in pairs and working in groups. For example, pupils in a mathematics lesson enjoyed challenging each other to guess which three-dimensional shape they were describing using key mathematical vocabulary. Pupils make swift gains in their learning, particularly when work in lessons is well matched to their needs and when planning ensures they take an active part in their learning. However, in a few lessons, teachers' explanations are too lengthy or pupils are expected to do fairly similar tasks despite the range of abilities in the class. As a result, in these classes, the pace of learning is not as consistently brisk.

The curriculum is underpinning improved rates of progress in basic skills and promoting pupils' creative, practical and personal talents. Cross-curricular themes are helping to capture pupils' interest in their work. For example, pupils enjoyed making truffles in mathematics and calculating the quantities of the ingredients required. Music and opportunities to take part in performances are a particular highlight. Pupils enjoyed contributing to the recent 'Xmas Factor' show and all pupils in Year 4 learn the violin and the recorder. There is a very wide range of extra-curricular clubs organised throughout the year, including dance, girls' football and arts and crafts. The very large majority of pupils attend at least one club. Good links with a wide variety of outside agencies and local primary and secondary schools promote pupils' well-being and learning well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

**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

Procedures to safeguard pupils' health, safety and welfare are good. The school tackles discrimination and promotes equality of opportunity well so that attainment and rates of learning and progress have increased for all groups of pupils. Marked enhancements in provision and outcomes for pupils show that leaders drive improvement and embed ambition well. Teaching and learning have been well led and managed so that the quality of teaching is good overall. There remain a few inconsistencies because monitoring of teaching does not always lead to ensuring that the necessary improvements are made swiftly. The good governing body plays a full part in challenging the school and is keen to support the school in developing the quality of provision further. The governing body and the senior leaders gather the views of parents and carers at the regular 'have your say sessions' and consult the views of pupils through questionnaires. The school has been particularly successful in securing funding to improve the quality of resources inside and in the school's extensive outside areas. Community cohesion is promoted well. Pupils have a good knowledge and understanding of their school and local communities as well as those who live in communities other than their own in the United Kingdom and around the world.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Attainment on entry is generally at the expected levels for their age. There are good induction arrangements to support children joining the school. These include visits made by staff to other local early years providers before children join the Reception class, and opportunities for children and their parents to visit the school before the start of the

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Reception Year. Together with well-established routines, these arrangements help children to settle quickly when they join the school. Children work well together in small groups, take turns and share equipment readily. They form positive relationships with staff and other children. Detailed records of continuous observations are kept. These are used well to plan the next steps in children's learning. Well-planned adult-led tasks ensure children make good gains in their literacy and numeracy skills. For example, children were observed working happily together in small groups practising letter sounds and handwriting. Through a role-play activity in a food shop led by an adult, children were making good progress in learning about money and counting. As a result of such activities, outcomes by the end of the Reception year are good. The use of the outdoor area is limited and this restricts opportunities for children to develop their skills further in all areas of learning outside.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming majority of parents and carers responding to the questionnaire are happy with their children's experience of school and judged the overall management and leadership of the school to be effective. The overwhelming majority are confident that their children enjoy school and that the teaching is good. The inspection findings confirm the views of the parents.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cliffe Woods 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	58	63	42	1	1	0	0
The school keeps my child safe	89	59	62	41	0	0	0	0
The school informs me about my child's progress	40	27	97	64	7	5	1	1
My child is making enough progress at this school	55	36	86	57	7	5	0	0
The teaching is good at this school	79	52	68	45	3	2	0	0
The school helps me to support my child's learning	56	37	82	54	9	6	0	0
The school helps my child to have a healthy lifestyle	53	35	87	58	10	7	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)	47	31	88	58	4	3	0	0
The school meets my child's particular needs	59	39	81	54	7	5	0	0
The school deals effectively with unacceptable behaviour	50	33	85	56	7	5	0	0
The school takes account of my suggestions and concerns	44	29	92	61	9	6	0	0
The school is led and managed effectively	79	52	70	46	2	1	0	0
Overall, I am happy with my child's experience at this school	81	54	65	43	5	3	0	0

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 January 2010

Dear Pupils

Inspection of Cliffe Woods Primary School, Rochester ME3 8UJ

Thank you for being so friendly and welcoming when we visited your school recently. We really enjoyed talking to you and listening to all that you had to say. We particularly enjoyed hearing you all singing 'Do the crazy hand-jive!' together in assembly. I am writing to tell you about the judgements we reached.

Cliffe Woods Primary is a good school. The best things about your school are:

- you make good progress and the standards that you reach are above average
- those of you who need extra help are well supported so that you make good progress
- the youngest children get off to a good start in the Reception class
- you like coming to school and your parents and carers told us they like the school too.
- your behaviour is good, you are keen to learn and you get along well with one another
- you have a good understanding of how to keep yourselves fit and healthy
- you take on responsibility enthusiastically
- you particularly enjoy the interesting work that the teachers plan for you to do
- you like the clubs and the outings and visits that the school organises very much
- the staff make regular checks on how well you are making progress
- the adults look after you well and make sure that you feel safe at school.

We left your school confident that it will continue to get even better. We would like the school to check the quality of teaching even more carefully and we have asked the school to ensure that teachers always use the information the school collects about your standards of work to plan work for you that is the right level of difficulty. You can help by letting your teachers know if the work is too easy or too difficult for you.

Finally, I would like to thank you again for your help and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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