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Mr Morris
The Headteacher
Cleves Primary School
Arragon Road
East Ham
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E6 1QP

Dear Mr Morris

Special measures: monitoring inspection of Cleves Primary School

Following my visit with Wendy Simmons, Additional Inspector, to your school on 25–26 May 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in December 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of Governors and the Director of Children's Services for Newham.

Yours sincerely

Anne Wellham
Her Majesty's Inspector



Special measures: monitoring of Cleves Primary School

Report from the first monitoring inspection on 25–26 May 2010

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior staff and middle leaders, four representatives from the governing body and the local authority School Improvement Officer. Eleven lessons were observed, two of them as joint observations with senior staff.

Context

Since the previous inspection a senior management team has been created in addition to the pre-existing Senior Leadership Team and a new staff structure has been agreed for September 2010. The governing body has been restructured. Improvements have been made to the school environment and a school uniform has been introduced.

Pupils' achievement and the extent to which they enjoy their learning

Attainment across the school remains low, particularly in Years 2 and 4. The school has started to address the legacy of underachievement, particularly that of Year 6, through targeted and intensive intervention. Current Year 6 pupils are reaching higher levels and the attainment of children in the Early Years Foundation Stage is beginning to improve. Reception children are acquiring better language and communication skills as a result of improvements to the learning environment and a greater focus on teaching phonics.

The school has worked hard to increase the accuracy and quality of assessment information. Teachers now have an accurate knowledge of indicators of attainment levels at each Key Stage and systems to assess pupils' attainment are becoming more rigorous. However, procedures to analyse pupils' progress are at an early stage of development and there is not a clear, shared understanding of the achievement of different groups of pupils across the school. The introduction of pupil progress meetings has allowed staff to understand what is required and how they are accountable for pupils' learning. The quality of learning remains inadequate overall because most teachers need support to use assessment information effectively to plan lessons that meet the needs of all learners. Few lessons use differentiation well enough to allow all groups of pupils, particularly those with special educational needs and/or disabilities, those who speak English as an additional language and gifted and talented pupils, to make sufficient progress.

Progress since the last inspection on the areas for improvement:



- 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 – inadequate.

Other relevant pupil outcomes

Attendance has improved considerably and was above average for the latter half of the spring term. An increased emphasis on promoting good attendance by publishing records in the newsletter and introducing rewards and certificates has been effective. More rigorous monitoring and tracking has halved the percentage of pupils with persistent absence, which is now close to the national average. Closer links have been established with parents with improved family liaison work to increase awareness of the detrimental effect of taking time out of school for extended holidays.

Progress since the last inspection on the areas for improvement:

- Improve attendance by monitoring rates of absence more robustly and implementing a range of more effective strategies – satisfactory

The effectiveness of provision

The headteacher is taking firm action to eradicate unsatisfactory teaching through a rigorous programme of lesson observations, support from local authority consultants, and collaboration with staff from other schools. Pupils generally are keen to learn and apply themselves to the tasks they are set. Across the school pupils, especially those in Year 6, are developing a clearer understanding of what they need to do to improve their work as a result of more precise and detailed marking. Teachers' expectations are higher in most classes and pupils have a greater awareness of the success criteria within lessons.

Despite these improvements, less effective teaching continues to occur because work is not planned well enough to meet the needs of all pupils and the support of additional adults does not always make a sufficient contribution to the quality of learning. High levels of additional adults are deployed in lessons, but many are unable to support learning effectively because they do not receive detailed guidance or they lack the expertise to do so. Staff roles are more clearly defined and most are aware of their colleague's responsibilities but the focus of support has typically been on care rather than improving learning. The school acknowledges the need to improve the accountability and effectiveness of staff who support pupils with particular special needs. Although the learning environment has improved across the school, learning in the classroom is often disrupted by high levels of noise from adjoining open-plan classrooms.



Pupils with complex and profound difficulties receive high-quality care and support. Recent training from the local authority in using target sheets to track and record their progress is introducing a suitable focus on assessing learning.

Progress since the last inspection on the areas for improvement:

- Ensure that all pupils have equal access to high-quality provision to meet their personal and academic needs – inadequate.

The effectiveness of leadership and management

The headteacher was new to the school at the time of the last inspection. He has a very accurate understanding of the school's strengths and weaknesses and is driving forward improvement. Progress has been made under his leadership as he has quickly established a strong sense of purpose and his expectations and values are made explicit to staff, parents and pupils. However, the current staffing structure is unnecessarily complex and limits the capacity of leaders at all levels to take responsibility and improve standards and progress. Although senior leaders acknowledge that the school has to improve, and that their focus must be on the quality of learning, they require ongoing support to develop their strategic skills in order to effectively monitor and evaluate provision. An extended senior management team of core subject coordinators and curriculum support teachers has been set up to develop the skills and responsibilities of middle leaders. Core subject coordinators are making a strong contribution to raising attainment in Year 6. Currently the whole-school responsibilities of the curriculum support teachers are underdeveloped. The school has recognised that the present structure needs to be rationalised and streamlined in order to make progress on the areas for improvement and a new staff structure will be introduced in September 2010.

There have been many new appointments to the restructured governing body. Training and support from the local authority are helping governors to develop skills and confidence to carry out their role. They are now better placed to provide support and to hold the school to account, although it is too soon to measure their impact.

Progress since the last inspection on the areas for improvement:

- 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 – inadequate.

External support

The local authority has provided satisfactory support for the school. Literacy and Early Years Foundation Stage consultants are working well with staff, particularly in helping teachers to plan work and in developing the learning environment. The work



of the School Improvement Partner has had a positive impact and the local authority action plan meets requirements.

