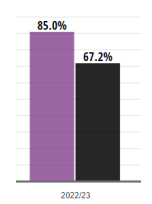
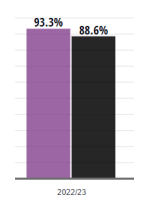
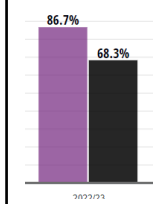
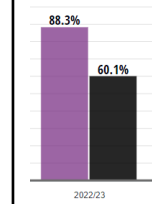
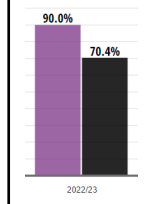
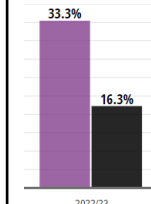
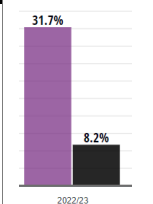
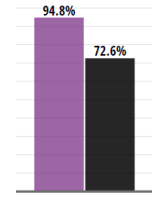
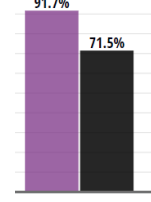
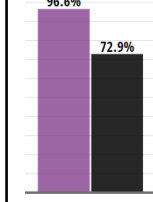
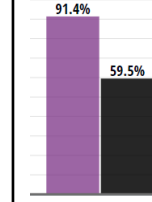
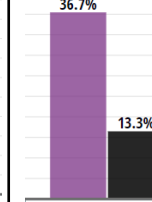


SCHOOL CONTEXT

Cleves Primary School is an outstanding school located in East Ham in the London Borough of Newham, an area of considerable socio-economic disadvantage. Newham remains within the worse 10% in the country, ranking 12th of 317 local authority districts. At the heart of Cleves is the belief that access to an outstanding education is a fundamental right for every child who enters our school building. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school.

Cleves is a 2-form entry with 450 pupils on roll. The school belongs to The Boleyn multi-academy trust which prides itself on an explicit commitment to improving social mobility for all children. Cleves has a resourced provision for 24 children with Profound and Multiple Learning Difficulties and Multi-Sensory Impairment. 17% of our pupils have special educational needs, 6% of the school have an EHCP however this number is expected to rise this academic year. 27% are pupil premium and 24% qualify for Free School Meals. Our Pupil Premium allocation is currently £177, 510.

The school’s mantra - A Brighter Future – expresses our approach to education at Cleves. The school is proud of its curriculum which is broad, balanced and inclusive of all pupils. Our outcomes reflect excellent progress from EYFS to KS2. Taking their different starting points into account, the proportion of pupils making and exceeding expected progress compares exceptionally well with national figures.

School / National Data Comparative						
GLD	Phonics	KS1 Reading	KS1 Writing	KS1 Maths	KS1 GDS Maths	KS1 GDS Writing
						
KS2 Reading	KS2 Writing	KS2 Maths	KS2 RWM	KS2 GDS Writing		
						

QUALITY OF EDUCATION

Self-evaluation grade: Outstanding (1)

The quality of education at Cleves is exceptional. A dynamic, committed and cohesive staff team work to ensure that teaching meets the needs of children as individuals. The staff have a firm understanding of the curriculum intent and what it means for their day to day practice. Although many of our children start school with skills which are well below the age-related expectations, the vast majority meet or exceed national expectations in English and Mathematics by the end of KS2. The majority of children do not speak English at home.

Pupils with SEND achieve exceptionally well through the use of adaptive teaching approaches and pedagogical toolkits. A state-of-the-art sensory room and sensory PE provide opportunities for targeted sensory support and enables pupils to regulate their emotions ready for learning. Pre-formal and semi-formal curriculums allow children with complex needs to make significant progress from their starting points.

Knowledge and skills are built upon year on year and teachers are clear on expectations for each subject through the rigorous drive of both subject and curriculum leads. Progression of skills are carefully planned and provide pupils with the tools required to succeed. All Curriculums are sequenced in a logical, systematic and progressively manner. Our curriculum is a spiral model driven by components and composite goals that enable the children to reach mastery. The curriculum is implemented through a rigorous pedagogical approach – the teaching timeline.

Cleves' bespoke curriculum celebrates diversity and inclusivity and there is a systematic monitoring process in place which ensures cumulative knowledge. It also engenders high levels of ambition and aspiration. Developing oracy is a focus across all year groups and rich conversation is prioritised in lessons and throughout the school day. Teaching Assistants are deployed effectively, supporting pupils' learning through a combination of individual and small group interventions alongside time spent supporting children in class.

Pupils respond enthusiastically to feedback, including oral feedback, written feedback and during one-to-one dialogue with adults. In the moment marking means that misconceptions are addressed immediately. Editing and embellishment is well mapped into learning journeys and pupils clearly demonstrate growth in confidence and understanding of their learning.

Assessment is purposeful and helps to produce clear next steps.

LEADERSHIP AND MANAGEMENT

Self-evaluation grade: Outstanding (1)

All leaders at Cleves have a relentless pursuit in embedding ambition and driving improvement. The Senior Leadership team have high aspirations and a clear focus on pupils' attainment and achievements. Thoughtfulness, reflection and ambition is a driving factor for all leaders within the school.

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and content knowledge consistently build and develop over time. This translates into improvements in the teaching of the curriculum.

Governance is effective and strong. Having a Trustee representative means that the school has a voice in the decision-making process held at Trust level. This also means that the values and vision of the Trust are highlighted in all meetings. Training for governors is regular and effective with governors being linked to a particular area/subject within the school. Regular school visits undertaken by the governors create opportunities for challenge to the leadership team. The Chair of Governors has regular contact and dialogue with stakeholders around the school.

Middle leadership is developed through SLT mentoring so as to ensure sustainable leadership at all levels.

BEHAVIOUR AND ATTITUDES

Self-evaluation grade: Outstanding (1)

An extremely high standard of behaviour and attitudes is expected at Cleves. This is not limited to pupils' learning but also towards their peers, staff and the wider community. Due to the high levels of socio-economic disadvantage in this borough, many of our families live in over-crowded properties or social housing. Many of our parents are not employed and a large proportion do not speak English. Social, emotional and mental health needs are high and for this reason, our systems of safeguarding, inclusion and pastoral care are rigorous, robust and systematic.

Cleves' atmosphere is calm and purposeful with pupils focused on their learning. Disruption to lessons is rare, conduct is respectful and uniform is smart. Positive behaviour is celebrated through Behaviour Ambassador assemblies whilst pupil achievement is celebrated in both phase and whole school assemblies on a weekly basis. Children who display all the 5Cs (courtesy, consideration, cooperation, care and commitment) are recognised by their teachers as school role-models in a Child of the Term assembly.

Given that punctuality or attendance is usually a symptom of unmet need, Cleves makes it a priority to respond to these concerns rapidly. The safeguarding team is led by the Headteacher and the Assistant Head of Inclusion. Weekly meetings are attended by the DSLs, Attendance Officer and Learning Mentor. The school also benefits from a counsellor and Mental Health Champion. Comprehensive safeguard training for all staff is refreshed at various points within the year and leaders, teachers and pupils create an environment where bullying, child-on-child abuse, sexual harassment, abuse, violence and discrimination are not tolerated.

Pupils display outstanding regard for safety and the wellbeing of others as evidenced in a zero level of exclusions. Our comprehensive PSHE curriculum is carefully planned and pupil voice is firmly embedded in the ethos of our school.

PERSONAL DEVELOPMENT

Self-evaluation grade: Outstanding (1)

Providing children with character education is a critical aspect of the work we do at Cleves. We want to provide our children with an education that will prepare them for a life beyond the local community. We harness every opportunity to enrich the experiences of pupils attending Cleves. A multitude of rich learning experiences that extend beyond the classroom ensures that every child has the same opportunities as some of their more privileged peers.

Some examples of how we achieve this:

Participation in the Commonwealth Choir	Half termly musical performances
Educational Visits	Instrumental performances
A range of clubs	Global Science workshops
WOW Week	Cultural Evenings
Parliament Educational Visit	Wellbeing Fetes
Confidence & Resilience workshops	Life Skill sessions
Pembrokeshire Residential – Farms for City Children	PE Session delivered by West Ham Development Coach
Stubbers	Specialist Mandarin Lessons
Partnership with Brick Lane Music Hall	Art workshops
Eco Warriors	

Lunchtime and after school clubs are vital to harnessing existing talent, developing new skills and supporting with pupils' wellbeing. Having a class teacher lead on the strategic elements of enrichment means that we can effectively monitor the quality and impact of what is being offered. Pupil Voice forms a large part of this quality assessment.

The quality of SMSC is high and underpins everything that the school does to instil a love of learning, confidence and creativity. Our bespoke curriculum allows for SMSC to form a key dimension in all our lessons.

In Year 5 and 6, pupils have the opportunity to be prefects. This role requires the pupils to speak publicly and act as ambassadors around the school. Pupils also have a School Council and School Parliament – both roles include wide-ranging involvement in school life and school services. Our Eco-Warriors lead on environmental matters and our Peer Mentors work alongside the Learning Mentor during lunchtimes to support and empower children.

An important contribution to the pupils' personal development comes through strong family and community engagement. A range of Coffee Mornings engage families beyond the academic life of Cleves.

EARLY YEARS

The quality of the EYFS curriculum is exceptional. The curriculum provides no limits or barriers to the children's achievements and the high ambition it embodies is shared by all staff. This is demonstrated in lessons where the children are deeply engaged and sustain high levels of concentration. The curriculum prioritises vocabulary acquisition and reading for pleasure at its heart. It combines the interests of pupils alongside the regular teaching of English, Maths and synthetic phonics. Cleves' approach to the teaching of early reading and phonics is systematic and effective. Children in EYFS are highly motivated and keen to learn. They are inquisitive and develop a good understanding of how to keep themselves safe.

Nursery admissions are quick to highlight children and families that may require extra support or early intervention so that all children make progress from their individual starting point. Leaders provide high quality, bespoke CPD for staff in the Early Years to ensure all staff are aware of updates/changes and deliver a rich curriculum offer. Evidence Me is used to support assessment and encourage parental engagement. There are high levels of parental engagement, particularly through our Stay and Read sessions.

OVERALL EFFECTIVENESS

Self-evaluation grade: Outstanding (1)