

# Inspection of Cleves School

Oatlands Avenue, Weybridge, Surrey KT13 9TS

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Inspection dates: 29 and 30 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Cleves School under section 5 of the Education Act 2005. However, Ofsted previously judged Cleves School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Respect, high aspirations, kindness, perseverance and inclusiveness are values that are deeply embedded at Cleves School. There is a culture of high expectation and very well-planned learning for all pupils, including for those with special educational needs and/or disabilities (SEND).

Pupils love this school and the opportunities that it provides for them. They ooze positivity when asked about their experiences and the impact made on their learning. One pupil said to the lead inspector: 'We are educated well here.' Another said: 'I really like it here.' Others who spoke to inspectors described how inclusive the school is and talked about everyone being treated equally.

Respectful behaviour is modelled by leaders and staff at every moment of the school day. Pupils treat each other, staff and visitors with the utmost respect. They look after each other. While pupils sometimes fall out, they say that peer mediators and staff are always there to help them resolve issues quickly.

An extensive range of clubs, trips, activities and experiences ensure that pupils thrive here. Music, art and sports all have a high profile in the school. Pupils are actively involved in leading clubs and organising events. Pupil leadership is at the very heart of the school.

## **What does the school do well and what does it need to do better?**

The headteacher and deputy headteacher set the tone of high aspiration and ambition at Cleves School. Together with trustees, they have worked hard to ensure that the vision for pupils to leave school inspired and equipped to face the challenges of a changing world is brought to life.

Leaders have crafted an ambitious curriculum that is made up of a broad range of subjects. They have given very careful thought to what it is that they want pupils to learn in each of the subjects. They have developed a logical sequence to how pupils learn the key concepts, knowledge and skills. This helps to ensure that what pupils learn progressively builds from Year 3 through to Year 6.

Teachers are highly knowledgeable about what they teach. They plan lessons carefully so that pupils have an opportunity to recall what they have learned previously. This means that important learning is lodged in pupils' long-term memories. As a result, pupils tackle new, more complex learning confidently. Teaching captures pupils' attention. Lessons are full of thought-provoking discussion and opportunities for individual, pair and group activities that encourage pupils to think deeply.

Staff regularly check pupils' learning and use this information to adapt teaching so that it meets the needs of individual pupils. This includes pupils with SEND who

receive subtle yet highly effective support so that they make similar progress to other pupils.

Reading is top priority and leaders have developed a well-thought-out strategy that provides regular opportunities for pupils to practise. Pupils enjoy visits to the welcoming library which has a wide range of books. Those pupils who need a bit more help with reading receive additional sessions that are lively and helpful. Some pupils also benefit from reading to Paddy, the school dog.

Excellent staff-pupil relationships help to make lessons a positive, calm and purposeful learning environment. Pupils are considerate and polite to each other. They make friends and are always happy to help others. They enjoy spending time together at break and lunchtimes, playing table tennis, chess, running about or talking to each other. A simple, effective behaviour system means that pupils know what adults expect of them. As a result, they are highly motivated to behave well and they do so consistently.

There is a strong focus on pupils' personal development. The school's facilities provide rich experiences. Pupils learn about many important topics and issues as they move through the school. This helps them to develop an understanding of themselves, their local community and the world in which they live. The importance leaders place on developing pupils as well-rounded citizens means that they think about others before themselves. They are keen to think about the difference they can make.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of vigilance that permeates the school. Staff undergo regular training, which helps to ensure that they are knowledgeable about how to keep pupils safe. They know pupils and their families very well and this means that they are alert to anything that may suggest a pupil could be in harm's way. Staff know what to do if they need to pass on a concern about a pupil. The designated safeguarding lead closely monitors all concerns recorded and works well with other partners to ensure timely support for those who need it.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136338
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10211799
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	720
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Susan Foster
<b>Headteacher</b>	Christopher Hodges
<b>Website</b>	<a href="http://www.cleves.co.uk">www.cleves.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Cleves School converted to become an academy school in February 2012. When its predecessor school, Cleves School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons in many other subjects that were taking place at the time of the inspection.

- Inspectors met with leaders, staff, pupils and those with responsibility for governance, including the chair of the board of trustees.
- Inspectors observed break and lunchtimes and the start and end of the school day.
- Inspectors scrutinised behaviour and bullying records.
- Inspectors scrutinised trustee meeting minutes and records of visits to the school made by trustees.
- Inspectors met with the special education needs coordinator to discuss the provision for pupils with SEND. They visited lessons to look at the support these pupils were receiving.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to Ofsted Parent View and comments made by those who responded.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school's website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with those who have responsibility for governance. They scrutinised a selection of child protection records.

## Inspection team

Shaun Jarvis, lead inspector	Her Majesty's Inspector
Gareth Morris	Ofsted Inspector
Jenny Ashley-Jones	Ofsted Inspector
Debbie Bennett	Ofsted Inspector

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