

Cliff Park Junior School

Orde Avenue, Gorleston, Great Yarmouth, Norfolk NR31 6SZ

Inspection dates

18–19 October 2016

| Overall effectiveness | Requires improvement |
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| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Requires improvement |
| Outcomes for pupils | Requires improvement |
| Overall effectiveness at previous inspection | Requires Improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not ensured that their checks on teaching and on the support provided have had sufficient impact on improving teaching and pupils' progress in their learning.
- The quality of teaching is not consistently good across the school. In some classes, assessment is not used well enough to ensure that teaching is matched to pupils' needs. As a result, some pupils do not make as much progress as they should.
- Leaders, including governors and trustees, have not checked closely enough that teaching is accelerating learning over time so that standards improve more rapidly.
- Teachers are not consistent in their expectations of pupils and in their implementation of the school's behaviour systems. As a result, sometimes pupils' attitudes to learning are not as good as they should be, particularly where teaching does not meet pupils' needs.

The school has the following strengths

- A broad and exciting curriculum is provided for pupils. This is enhanced by enrichment activities, clubs and visits. Consequently pupils like coming to school and enjoy a wide range of learning experiences.
- Pupils' spiritual, moral, social and cultural development are promoted well. Pupils demonstrate positive attitudes towards people from different backgrounds, faiths and cultures.
- Adults care for pupils and have good relationships with them. Pupils are kept safe in school and know that there is always an adult to turn to if they have worries.
- Pupils who have special educational needs are supported well in school. They make good progress from their starting points because provision is carefully planned and evaluated.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - expectations of all staff in all classes are set out more clearly
 - all staff are held fully to account for the progress that pupils make
 - leaders reinforce key messages through regular monitoring of learning and teaching
 - leaders intervene rapidly to ensure that teaching is accelerating pupils' progress over time so that standards rise.
- Improve teaching and learning so that pupils make consistently good progress from their starting points by ensuring that:
 - teachers use assessment more accurately to plan lessons which are pitched appropriately for all pupils' needs
 - no time is wasted in lessons
 - feedback provided by teachers is used by pupils more regularly to improve subsequent work.
- Improve pupils' behaviour and attitudes to learning by ensuring that:
 - teachers set high expectations of pupils' behaviour, and the standard of work that they require pupils to attain
 - teachers implement the school's behaviour systems consistently
 - teachers provide opportunities for pupils to take responsibility for their own learning.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, there have been several staffing changes at the school. Despite difficulties in recruitment, leaders were successful in appointing four new teachers, who joined the school in September 2016. These staff changes have proved challenging for leaders, who acknowledge that they have not yet been successful in ensuring that teaching is securely good across the school.
- Leaders have developed a structured programme to check the quality of teaching and learning. They have provided support for teachers, including opportunities to watch colleagues and share good practice. This has helped some teachers to improve aspects of their practice. However, leaders' monitoring and support has not ensured that all teaching is good in all year groups. For example, leaders have provided training on how to improve teachers' use of assessment. However, this training has not been used effectively by all teachers. Consequently, some lessons still do not match pupils' needs.
- Leaders know what they want to achieve and are ambitious for pupils and the school. However, they have not set out clearly enough their expectations of all teachers or harnessed their full support of the vision for improvement. Some staff who responded to the Ofsted online questionnaire did not feel that senior leaders are sufficiently visible around the school and so are not able to reinforce on a daily basis what is expected of staff and pupils.
- Leaders check pupils' progress, for example by looking at samples of pupils' books in classes. However, they have not challenged teachers sufficiently to ensure that some pupils make better progress to enable them to reach expected standards.
- Leaders ensure that funding is used appropriately. Sports funding has improved pupils' enthusiasm for and participation in sports activities. Disadvantaged pupils are provided with support through the use of pupil premium funding. This has enabled them to make expected progress from their starting points. However, not enough has been done to ensure that these pupils make faster progress so that they reach the standard of other pupils nationally.
- Leaders provide parents with a range of information and hold regular meetings, for example to discuss aspects of learning such as reading, and more specific meetings such as for parents of pupils who have special educational needs. Parents are invited to assemblies to share and celebrate some of the work that pupils have been doing. Some parents with whom inspectors met during the inspection spoke highly of the school, commenting on the support the school had provided for their child. However, other parents, including some who responded to the Ofsted online questionnaire, were less positive about aspects of the school. For example, some parents said that they did not feel that they receive sufficient information about the progress their child is making.
- Leaders have ensured that the curriculum is broad and engaging. Pupils enjoy their learning, and talked to inspectors enthusiastically about science lessons or topic work where they study different periods of history and learn about different countries. The curriculum is enhanced by a range of opportunities. These include school drama performances, clubs such as choir and netball, and visits, including residential visits for

all pupils from Year 4 upwards. As a result, pupils enjoy their learning and are keen to come to school.

- Middle leaders are helping the school to improve further. For example, subject leadership of mathematics and special educational needs is strong. As a result of last year's Year 6 outcomes in mathematics, a range of strategies have been put in place which are already demonstrating that pupils' understanding of mathematics is improving across the school. Clear systems are in place for ensuring that the needs of pupils who have special educational needs and/or disabilities are well met. The subject leader carefully tracks the impact of any additional support and regularly visits classes to see how pupils are being helped by class teachers.
- Pupil's spiritual, moral, social and cultural understanding is developed well. This enables them to develop positive attitudes towards others. Leaders regularly talk with pupils about values, including British values, which ensures that pupils learn tolerance and respect, as well as learning about democracy and justice.

Governance of the school

- The school is part of a trust which also holds responsibility for the infant school. Trustees recognise that they were not as effective in their first year because they were dealing with difficult staffing issues. This has impeded the development of consistency and shared practices between the two schools, which was the purpose of establishing the trust. Trustees recognise that they need to accelerate the process of enabling staff in the two schools to work as partners, sharing responsibility for pupils and the progress pupils make from the start of school through to the end of Year 6.
- The structure of governance has been altered and amended recently, with the governing bodies of the two schools federating. Governors and trustees have clearly defined roles and responsibilities. Governors meet with leaders regularly to discuss aspects of the school and discuss pupils' outcomes. However, there has been insufficient focus by both governors and trustees on how pupil progress can be accelerated to raise standards more rapidly.

Safeguarding

- The arrangements for safeguarding are effective.
- Keeping pupils safe is at the core of the work of the school. All adults take safeguarding very seriously. Staff training is carried out very regularly and governors check that the school carries out all necessary checks on staff and that safeguarding arrangements meet all statutory requirements. All staff are very aware of the signs that may indicate concerns; they are vigilant in acting promptly if anything is identified that may indicate a child is not safe. Designated leaders for safeguarding maintain meticulous records of concerns, actions taken and follow-up. Links with other professionals are maintained well. Where action has not been taken as leaders feel it should be, they follow up rigorously and repeatedly. As a result, nothing is missed and pupils are kept safe in school.

Quality of teaching, learning and assessment

Requires improvement

- The high expectations held by teachers in some classes, particularly in Year 6, are not consistent across the school. In some classes, teachers expect too little of pupils when

they are capable of producing better work. Consequently, some pupils do not make as much progress as they should.

- Some lessons are not pitched appropriately for pupils' differing abilities. Leaders provide time for teachers to meet and plan together so that there is a consistent approach across classes in the same year group. However, sometimes teachers do not modify their plans sufficiently to take account of the needs of pupils in their own class. As a result, work is sometimes too easy, particularly for the most able pupils.
- In some classes, time for learning is not maximised. For example, sometimes teachers spend too long introducing tasks when pupils are ready to begin work, or do not set pupils clear timescales for completing work. Pupils are sometimes too slow to begin their tasks. As a result, pupils do not achieve as much as they could.
- In some classes, teachers check pupils' knowledge and understanding carefully prior to teaching and during lessons. For example, in Year 6 teachers ask skilful questions in lessons to probe pupils' mathematical understanding. However, not all teachers use assessment information sufficiently to ensure that lessons quickly move learning on.
- Teachers in some classes do not consistently ensure that pupils listen carefully and respond to directions promptly. For example, sometimes pupils carry on talking when the teacher is providing information and so these and other pupils do not know what they need to do, which slows their learning.
- Additional adults provide good support for pupils because they intervene well, asking questions and revisiting key learning points made by the teacher. Pupils respect teaching assistants and recognise the valuable role that they play in helping them to learn.
- Some teachers provide pupils with valuable feedback in line with the school's policy. This helps them to improve their subsequent work. For example, some teachers provide new contexts for pupils to explore mathematical concepts when marking pupils' work. Pupils then are given time to try out the challenges given. However, in some classes and subjects, teachers' comments are less useful and do not help pupils to deepen or extend their learning.
- Teachers provide good opportunities for pupils to extend their writing skills in other subjects, such as history and design and technology. For example, during the inspection, pupils had designed their own chocolate bar and were learning about persuasive writing by writing slogans and adverts for their bar. These opportunities enable pupils to regularly practise and apply their writing in different contexts.
- Reading is promoted well across the school and pupils enjoy reading for pleasure. The library is very well stocked and used by pupils who are keen to find books by their favourite author or about specific topics. One pupil during the inspection rushed to select a particular book, telling an inspector 'My teacher said there was one copy left and I've got it because we are learning about Galileo in science!'
- The most able readers are well catered for; texts are provided which challenge and extend their skills and which maintain their enthusiasm for reading. Teachers read quality texts to pupils which help them to extend their vocabulary. The least able readers are also supported well to make progress in reading.
- Homework is used effectively to extend pupils' learning. Pupils are given creative tasks

such as to make models relating to different periods of history. Pupils use these opportunities well, carrying out research to help them learn more. They are enthusiastic about their home learning and proud to bring the finished results back to school to be put on display.

- Teachers use resources well to support learning, particularly in mathematics. For example, pupils in Year 4 were provided with number cards and counting materials to enable them to develop their visual representation of numbers. The good use of practical resources in mathematics is ensuring that pupils' understanding of mathematical concepts is deepened.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement because pupils do not demonstrate consistently positive attitudes to learning across the school.
- Where teaching is good, pupils are keen to learn. However, where teaching is less than good, pupils sometimes lose interest and lack motivation for learning. Teachers do not consistently harness pupils' enthusiasm sufficiently and use this to ensure that they work as well as they are able to.
- Pupils spoken to during the inspection were articulate and confident. They were able to talk about many aspects of the school that they enjoy. They enjoy taking on responsibilities, for example as 'supporters' who help at lunchtimes.
- Additional opportunities are provided for pupils to take responsibility, for example through circle groups where pupils talk about how to improve the school. In some classes, pupils are given opportunities to take responsibility for extending their own learning. For example, pupils sometimes select the challenge which is appropriate for them. However, in some classes, pupils are not supported in developing independence. They rely too heavily on adults to help them, or to remind them to focus on tasks.
- Pupils say that school is a safe place and that there is always someone to help them when they need it. They understand what bullying is, and say that it is rare in school. They know what to do to keep themselves safe, including when using the internet and other technologies, because they learn about this in lessons.
- Pupils have good opportunities to develop their spiritual, moral, social and cultural understanding. They learn about different faiths and cultures and through this develop respectful attitudes towards others. Pupils are given opportunities to take part in musical and drama performances, and to learn about different artists and artistic styles. They develop their social skills in lessons by working in pairs and groups, and through participating in sporting competitions with other schools.

Behaviour

- The behaviour of pupils requires improvement. In some classes, pupils behave well. They listen to adults and respond to direction quickly and with enthusiasm. However, where teaching is not well matched to pupils' needs, pupils lose interest and do not behave as well as they are able to.

- Where teachers use the school's behaviour system well, pupils respond accordingly. However, teachers are not fully consistent in their use of the school's rewards and sanctions. As a result, sometimes pupils do not listen when they should or respond promptly to adults' directions.
- Teachers and leaders have not created a culture in all classes where pupils behave sensibly because that is what is expected at Cliff Park, rather than because an adult is there to tell them to behave.
- The majority of pupils behave well at playtimes and lunchtimes. They cooperate with each other and treat each other with respect. They know the school's rules and consequences for misbehaviour.
- Pupils who have specific difficulties with their behaviour are managed well. Clear plans and strategies are put in place which enable these pupils to work in lessons without causing disruption to others' learning.
- Attendance at the school is good because leaders are rigorous in following up absences and because pupils enjoy school. Good support is provided for families where attendance is an issue so that attendance improves quickly.

Outcomes for pupils

Requires improvement

- Pupils' outcomes at the end of Year 6 improved in 2015, particularly in writing and mathematics, so that they were in line with standards achieved nationally. In 2016, the proportion of pupils who met the expected standard in writing was above that found nationally. However, the Year 6 national test results for reading and mathematics in 2016 were below those nationally.
- The progress in English and mathematics of pupils currently in the school is variable. In Year 6 pupils are making good progress because teaching in these classes is strong. In other classes, where teaching is not consistently good, pupils are not making as much progress as they could. In some classes, the most able pupils in particular are not being challenged sufficiently to make more rapid progress.
- Disadvantaged pupils make similar progress to others in the school. However, funding provided for disadvantaged pupils is not targeted well enough to ensure that these pupils make accelerated progress to enable them to reach the standard expected of them in each year group.
- Pupils' progress in other subjects varies. Improvements made to the curriculum for science has ensured that teaching in this subject has improved and pupils' progress has also improved. However, in some subjects, such as history and geography, opportunities to develop subject-specific skills and knowledge are limited and so pupils make less progress.
- Pupils currently in the school are making better progress in writing in all year groups because opportunities for writing have been developed well. Teachers provide opportunities for extended writing tasks more regularly, including writing in different subjects. As a result, pupils develop stamina in writing and the ability to write in different styles and contexts.
- Pupils who have special educational needs and/or disabilities make good progress in

school. This is because provision for these pupils is planned carefully and regularly evaluated. Additional adults support individual pupils well and resources are provided to enable them to develop independence in their learning. Leaders work effectively with outside agencies, seeking support and advice for particular pupils' needs and using this to improve provision further.

School details

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| Unique reference number | 139400 |
| Local authority | Norfolk |
| Inspection number | 10022974 |

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

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| Type of school | Junior |
| School category | Academy sponsor-led |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 329 |
| Appropriate authority | The governing body |
| Chair | Jackie Cutchey |
| Executive Headteacher | Sue Mitchell |
| Telephone number | 01493 663612 |
| Website | www.cliffparkjuniors.co.uk |
| Email address | office@cliffparkjunior.east.school |
| Date of previous inspection | 11–12 February 2015 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is larger than the average size compared to schools nationally.
- The majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is lower than that found nationally.
- The proportion of pupils who are disadvantaged and known to be eligible for free school meals is average.
- The proportion of pupils who have special educational needs who are supported by the school is below average. The proportion of pupils who have special educational needs

and/or disabilities supported by a statement or education, health and care plan is broadly average.

Information about this inspection

- Inspectors observed lessons in all year groups, playtimes and lunchtimes. Some observations were carried out jointly with senior leaders.
- Inspectors looked at pupils' books, school assessment information, leaders' evaluation of teaching and learning and a range of school documents.
- Inspectors met with a selection of parents in the playground and with some pupils from Years 5 and 6.
- Inspectors heard a small number of pupils read from Years 3 and 6. Inspectors spoke with a representative from the local authority, with the chair of the governing body and with members of the academy's trust.
- Policies and procedures for the safeguarding of pupils were examined, including mandatory checks made during the recruitment of new staff and arrangements for e-safety (keeping children safe online when using electronic media).
- The views of 15 parents who responded to Ofsted's online questionnaire, Parent View, were taken into account. The views of 23 members of staff who responded to Ofsted's online questionnaire for staff were also taken into account.

Inspection team

| | |
|-----------------------------|-------------------------|
| Maria Curry, lead inspector | Her Majesty's Inspector |
| Cindy Impey | Her Majesty's Inspector |
| Nick Templeton | Ofsted Inspector |

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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