

Inspection of a good school: Cromer Road Primary School

Cromer Road, New Barnet, Barnet, Hertfordshire EN5 5HT

Inspection dates:

22 and 23 November 2022

Outcome

Cromer Road Primary School continues to be a good school.

What is it like to attend this school?

Pupils love their school. This school is a happy place to be. Pupils said that school is fun and that they make lots of new friends here. Pupils are safe here. They like learning new things, going on outings and attending extra-curricular clubs, including sports.

The headteacher, supported by other senior leaders and the governing body, has maintained the school's quality of education. Leaders have high expectations for all pupils. The introduction of the school's core values (integrity, respect, resilience, curiosity and kindness) demonstrates this. Already, new learning programmes have boosted pupils' learning and achievements.

Pupils' learning behaviour and conduct around the school are calm and cooperative. When there are any breakdowns in friendships, issues with behaviour or rare instances of bullying, these are dealt with appropriately by staff.

Staff strive for pupils to be the best they can be. The school's nurturing environment enables most pupils, including those with special educational needs and/or disabilities (SEND), to flourish both academically and personally. A parent, typical of many, commented, 'Cromer Road is a supportive school.'

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

Leaders are determined for all pupils to achieve highly. They have thought carefully about what pupils need to learn in each subject across the curriculum. Pupils have opportunities to apply what they know and can do to work that matches their interests and reflects real-life situations. Through the curriculum, pupils, including those with SEND, broaden their knowledge and skills across a range of subjects.

Typically, pupils can recall their prior learning, knowledge and skills, but not all pupils can. In a few subjects, where the content is not broken down and delivered in small, clear steps, pupils find it difficult to remember their previous learning.

Leaders and staff place a key focus on encouraging pupils to become fluent readers. Leaders have introduced a new phonics and reading programme to enhance early reading. Leaders have made sure that the adoption of the new course has been smooth so that pupils have maintained and developed their reading skills. This includes children in Reception, where the teaching of phonics begins as soon as they join the school. Teachers check that pupils read books that match the phonics they know, enabling them to practise their letter sounds. Pupils develop a love of reading.

Generally, leaders and teachers check pupils' knowledge and skills across the curriculum. Leaders use assessment information to inform teaching, as well as identifying where extra help is needed for any pupils who may have fallen behind, including with reading. Staff know their pupils well. Bespoke support for pupils with SEND is tailored to meet their needs and interests.

Leaders make sure that the curriculum and other planned events make a major contribution to pupils' wider personal development. Leaders organise experiences to help pupils to understand the wider world, other cultures and world religions. The school's personal, social and health education (PSHE) curriculum emphasises the importance of being respectful of others, regardless of differences.

Low-level disruptions in class are rare. Working relationships between pupils and between adults and pupils are positive.

While many parents speak highly of the school, some said that they would like more frequent notices and information, particularly about their child's learning, in order to support their child's education.

Leaders, including the governing body, value the staff's work. Equally, staff appreciate the genuine care and support they receive from leaders for their well-being, workload and professional development. This underpins leaders' effective drive to affirm values and improve teaching further at this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare is paramount in this school. Leaders make sure that staff are suitably trained to identify any pupils who may need support.

Staff are vigilant and use an online system to record any concern, issue or incident, no matter how small. Leaders engage with external services so that pupils receive appropriate help and support.

The curriculum supports pupils to recognise dangers that they may face. Pupils are encouraged to keep themselves safe, for example when using the internet. They are taught not to share their personal information while online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not broken down the subject content sufficiently into chunks of knowledge. As a result, some pupils are unable to recall previously learned content. In these subjects, leaders should carry out further curriculum thinking to enable all pupils to build cumulative knowledge and develop their long-term memory.
- Some parents felt that leaders do not provide them with the information they need about their child's education. This limits them in understanding and supporting their child's learning. Leaders should review communication with parents to ensure that it is as effective as possible.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2012.

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.

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

Unique reference number	101272
Local authority	Barnet
Inspection number	10240386
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Rob Cozens
Headteacher	Dana O'Donnell
Website	www.cromerroad.com
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- The current headteacher was appointed in September 2022.
- Leaders do not make use of alternative provision for any pupils.
- The school runs a before- and after-school club.
- There is a holiday club on the school's site, which is not managed directly by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and the deputy headteacher. She met with leaders who are currently responsible for pupils with SEND.
- The inspector met with five representatives of the governing body, including the chair. She also met with representatives of the local authority.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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. The inspector also listened to several pupils read.
- The inspector also considered other subjects, including looking at the curriculum documentation for PSHE and computing.
- To inspect safeguarding, the inspector looked at a range of documentation, including the single central record of staff suitability checks. She met with the leaders responsible for safeguarding and spoke to staff to check how well they understand safeguarding procedures.
- The inspector also scrutinised a range of documentation, including the school's improvement plan, information on behaviour and pupil removals from the school roll.
- The inspector observed pupils' behaviour in lessons and around school. She also met with groups of pupils and spoke to pupils informally during break and lunchtimes.
- The inspector spoke with some parents at the end of the school day.
- The inspector considered responses to Ofsted's survey for parents, Ofsted Parent View, including free-text comments. She also considered responses to the online surveys for staff and pupils.
- The inspector spoke with a range of staff to discuss their experiences at the school.

Inspection team

Rosemarie Kennedy, lead inspector

Ofsted Inspector

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