

Inspection of a good school: Great Clacton Church of England Junior School

Craigfield, Great Clacton, Clacton-on-Sea, Essex CO15 4HR

Inspection dates:

2 and 3 March 2023

Outcome

Great Clacton Church of England Junior School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Great Clacton Junior School. They are safe, happy and successful. They benefit from opportunities. As the school's motto says, 'let your light shine'.

Pupils have chances to widen their experiences, such as by going on a residential trip to Cornwall or a boat trip to Birch Hall. Pupils can become community ambassadors and raise money for local charities. Their knowledge of issues affecting their safety, such as the use of social media, is increased by well-chosen visitors. Pupils trust adults to support them with any issues they have. They learn how to keep themselves safe in different ways, such as when they go online or are on the roads.

A feature of the school is how friendly pupils are to each other and to adults. They treat each other with respect and behave well in and out of lessons. Pupils see the differences that pupils have as a strength of the school. Bullying is very rare. If it happens, leaders act swiftly to ensure that it does not happen again.

Pupils enjoy well-planned and engaging lessons that develop their knowledge across the curriculum, particularly in English and mathematics.

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

Leaders are determined for all pupils to succeed. They have evaluated recent results and, where needed, are adapting the curriculum and how it is delivered so that pupils achieve highly.

Leaders have planned the curriculum to provide a clear, logical structure for learning. This enables pupils to learn the knowledge they need to be able to securely learn more. Pupils

deepen their understanding when leaders connect different topics. For example, the nature of conflict is considered across English, religious education, art and history lessons.

Teachers often plan well-considered activities and use consistent approaches that show pupils how to break down tasks. As a result, pupils work confidently and enthusiastically.

Leaders understand that knowledge and a love of reading are essential to pupils' success. Staff and pupils came to school in pyjamas on World Book Day to celebrate the importance of bedtime stories. A range of books and texts are well chosen to engage readers. Pupils are given clear guidance to choose books that are matched to their ability. Leaders use assessment to identify and support those who find reading difficult. As a result, pupils become increasingly confident and fluent readers.

On occasion, the curriculum is not yet consistently ambitious. For example, pupils learn a range of practical skills in art. However, the curriculum content does not cover the history of art in enough depth. In some subjects, assessment does not fully identify gaps in pupils' knowledge. This means that pupils' knowledge is not always secure in all curriculum areas.

Teachers use well-thought-out and consistent approaches that focus on preventing inappropriate behaviour. Leaders have developed the ability of staff to manage more challenging pupils through well-planned training. Staff work with pupils to explore issues and resolve these so that pupils are able to focus on their learning.

Leaders are effective in how they identify and support pupils with special educational needs and/or disabilities (SEND). Leaders train staff well to make adaptations to their teaching so that pupils with SEND can access the same curriculum as others. As a result, pupils with SEND are well supported in lessons and engage enthusiastically.

Pupils are well prepared for life in modern Britain. Leaders ensure that the curriculum teaches pupils about different cultures and faiths in addition to the Christian values that are highly important to the school. Leaders make sure that all pupils take part in trips and visits to broaden their knowledge of the world around them. Clubs, breaktime and lunchtime spaces provide chances for pupils to develop their interests, such as the 'Mechanics and Maintenance' group. A structured personal, social and health education curriculum teaches pupils about different lifestyles and families, including how to manage relationships. As a result, pupils are increasingly resilient, tolerant and confident.

Trust leaders closely monitor how well the school is performing. They carry out focused reviews of leaders' work, which informs them of the actions being taken and the difference they make. The trust provides useful training for staff. Members of the local school board look closely at how the school is doing and carry out regular visits to monitor the quality of education.

Staff feel valued and say that leaders support them with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders identify pupils who are at risk quickly and work with local services to ensure that they are safe. Issues in the local community and school are identified and monitored effectively. Where needed, leaders put in place follow-up activities that increase staff and pupils' knowledge of issues such as appropriate online behaviour.

Members of the safeguarding team know the needs of pupils and families and provide them with support. Staff are aware of how to keep pupils safe in school, and pupils know how to get help if they need it.

Leaders ensure that staff suitability checks are carried out.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not been ambitious enough in ensuring that the quality of curriculum planning and assessment is fully developed. Leaders should ensure that all areas of the curriculum are as ambitious as the strongest to ensure pupils achieve well throughout the curriculum.

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 first ungraded inspection since we judged the school to be good in 8–9 November 2016.

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	140367
Local authority	Essex
Inspection number	10240794
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	285
Appropriate authority	Board of trustees
Chair of trust	Emma Wigmore
Headteacher	Karen Jones
Website	www.greatclactoncofejunior.com
Date of previous inspection	8 and 9 November 2016, under section 5 of the Education Act 2005

Information about this school

- Great Clacton Church of England Junior School is a member of the Diocese of Chelmsford Vine School Trust.
- The school operates before- and after-school provision.
- The executive headteacher leads three local primary schools.

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 school leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the executive headteacher, senior leaders, subject leaders, and the special educational needs and disabilities coordinator.
- Deep dives were carried out in three subjects: early reading, mathematics and art. For each deep dive, the inspector met 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. He visited the library and heard pupils read.

- The chief executive officer of the trust and members of the local school board met with the inspector.
- The inspector observed pupils' behaviour in lessons and at other times around school. He met with groups of pupils. The inspector considered responses to Ofsted's parent, pupil and staff questionnaires.
- The inspector met with leaders and reviewed school documents relating to safeguarding, behaviour and attendance. Documents relating to the school's strategic planning were also sampled.
- The inspector held a series of meetings with leaders and pupils to discuss the school's safeguarding arrangements. He scrutinised a range of records relating to safeguarding, behaviour and attendance.
- The views of staff, pupils, parents and carers were considered through discussions during the inspection and through the Ofsted online surveys.

Inspection team

Steve Woodley, lead inspector

His Majesty's Inspector

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