

Inspection of a good school: Crownfield Junior School

White Hart Lane, Collier Row, Romford, Essex RM7 8JB

Inspection dates: 12 and 13 July 2023

Outcome

Crownfield Junior School continues to be a good school.

What is it like to attend this school?

Pupils at this school are kind, polite and hard-working. In lessons they listen to their teachers and to each other. Pupils are cooperative and respectful. They know that unkind language is not acceptable. Pupils feel very safe here. They like the opportunities that they have to talk about how they are feeling, and they know they can speak to different adults, including a school counsellor, if they have any worries.

Pupils study a carefully thought-out curriculum. Teachers make sure that pupils learn about interesting and current topics. For example, pupils enjoy debating the introduction of the London ultra-low emissions zone. The curriculum is enriched by a variety of visits to places of interest including Colchester Castle and the Natural History Museum. Pupils attend a wide range of clubs and activities that help them develop new interests. This includes several sporting activities as well as choir, art club and a popular recorder group.

Leaders and teachers know their pupils very well. Leaders are ambitious for all pupils, including those pupils with special educational needs and/or disabilities (SEND). As a result of this ambition, pupils achieve well. Parents and carers appreciate the access they have to teachers and leaders.

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

Leaders want pupils to develop a rich body of knowledge. They have put together a curriculum that is broad and balanced. Leaders have considered the order in which content is delivered so that pupils develop understanding of more-complex knowledge as the move through the school. For example, in computing, pupils study coding every year, using more sophisticated programs and learning new techniques each time. Similarly in mathematics, pupils revisit topics regularly and in increasing depth so that they are well prepared for the step up to the secondary school curriculum.

Reading is prioritised. Leaders promote a love of reading through a very well-resourced library, rewards and book fairs. Leaders think carefully about the books that pupils read in

class so that they read range of authors that reflect the modern world, as well as reading established texts. Leaders are swift to identify and support pupils who need additional help with their reading.

Pupils with SEND are quickly identified and are very well supported to study the same broad curriculum as their classmates. Teachers and leaders work together to identify strategies that best meet these pupils' needs. Leaders engage with outside agencies to provide additional support for pupils with more complex needs.

Teachers have good subject knowledge. They use a range of strategies to check that pupils have understood the content that is being taught. Teachers broadly follow the curriculum that is set out by leaders. Sometimes, however, they do not select tasks that help pupils to learn the content as intended. This leads to some pupils losing focus in lessons and developing gaps in their knowledge.

Leaders have high expectations of pupils' behaviour, but they are also mindful of the needs of different pupils. Pupils are encouraged to reflect on their own behaviour. Lessons are not disrupted by poor behaviour and social times are calm and safe.

Leaders promote pupils' wider development. There is a strong focus on supporting pupils' mental well-being. Leaders enrich the curriculum and broaden pupils' horizons through a range of clubs, activities and trips. Participation in these is high, and leaders ensure all pupils can access them. The programme for personal, social and health education ensures that pupils learn important life skills such as how to eat healthily and to look after their money. Some elements of the personal development curriculum such as healthy relationships are not revisited regularly in an age-appropriate way. Leaders are aware of this issue and are taking steps to address it.

Governors know the school well. They share leaders' ambition to maintain an inclusive and broad curriculum. Staff feel well supported by leaders. They have access to regular training and development, and report that leaders prioritise their well-being. Parents value leaders' and teachers' availability and regular communication.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is prioritised. An established and dedicated team is well placed to respond to any concerns raised. Leaders are aware of the local safeguarding issues, and they adapt the curriculum accordingly. There is a clear system for staff to report any concerns. Leaders are tenacious in securing support for the most vulnerable pupils.

Pupils feel safe. They know they can talk to trusted adults about any worries they may have. They can also share their concerns through the worry boxes in the school, which they know will be checked and issues taken seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes teachers do not select learning activities that best support pupils to progress through the curriculum as intended. This means that sometimes pupils lose focus in lessons and develop gaps in their knowledge. Leaders should ensure that teachers select activities that more consistently help pupils to learn the intended curriculum so that they know and understand more of the subject content.
- Some elements of the wider personal development programme have been through considerable change, and currently not all topics are revisited regularly as pupils get older. Leaders should ensure that their revised programme is carefully considered so that pupils are provided with important life skills and information about healthy relationships in a timely and age-appropriate way.

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 May 2014.

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	102294
Local authority	Havering
Inspection number	10293236
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair of governing body	Andrew Smith
Headteacher	Gillian Horne
Website	www.crownfieldjunior.co.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is one of two schools in a small federation, The Learning and Achieving Federation, and shares the same governing body with its partner school.
- The school does not use any alternative education providers.

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 his evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and computing. For each deep dive, he discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspector also visited a range of lessons in other subjects, including geography and music, and looked at pupils' work and curriculum information. The inspector listened to some pupils reading.
- The inspector held meetings with the headteacher, members of the senior leadership team, including those responsible for SEND, and with members of staff, as well as a range of pupils.

- The inspector looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- The inspector met with governors, including the chair of the governing body. He also spoke to a representative of the local authority.
- The inspector considered the survey responses from staff, pupils and parents. He also spoke with some parents.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

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