

Inspection of Cromer Junior School

Norwich Road, Cromer, Norfolk NR27 0EX

Inspection dates: 18 and 19 October 2023

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

The headteacher of this school is Wilhelm De Neve. This school is part of Synergy Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Louse Lee, and overseen by a board of trustees, chaired by Natasha Hutcheson.

What is it like to attend this school?

Pupils look forward to coming to school. They receive smiles and warmth from the adults, who look forward to teaching them. Pupils feel known, cared for and valued. This is because staff aim to help all pupils to realise their potential, even when there are barriers and challenges that might stand in the way.

Pupils enjoy their lessons. The new curriculum emphasises important knowledge and skills for pupils to learn. It gives pupils a deeper understanding and opens up more opportunities to be successful in life. Teachers have high expectations about what pupils should learn and be able to do by the time they leave. Behaviour is generally good in lessons. However, occasionally, some pupils are too lively when moving around the school.

Pupils appreciate the clubs for craft, music, sport and cooking. There are many memorable trips for pupils to attend. The new 'aspiration partners' project helps pupils to explore their own interests. Pupils take part in various fundraising activities. They take on a range of responsibilities such as being part of the school council or the eco-club. These help pupils develop their personal skills.

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

The school has recently adopted a new curriculum for subjects such as geography, writing and personal, social, health and economic education (PSHE). These changes were prompted after the publication of the school's most recent outcomes. Consequently, the curriculum now sets out, in detail, the knowledge, vocabulary and skills pupils will learn. Teachers use a wide range of resources to help pupils. The new curriculum has improved the way that pupils write and talk about what they have learned.

Teachers use effective questioning to check pupils' understanding. They teach new vocabulary and provide ample opportunities for pupils to practise reading. Pupils learn a wealth of knowledge. In history, for example, pupils can confidently talk about the past. In a few lessons, teachers are still getting to grips with teaching the new curriculum. This means that, occasionally, pupils do not learn the depth of knowledge that reflects leaders' ambitions.

Leaders are rightly proud of the support they provide for pupils with special educational needs and/or disabilities (SEND). The school accurately identifies the needs of pupils with SEND. Over time, pupils with SEND become more independent and confident. This includes pupils who attend the specialist resource base (SRB) for autism, and 'The Nest'. Pupils' timetables make the most of specialist support in the mainstream classes.

Pupils who need to catch up with reading are given effective help. Staff have expert knowledge about how to teach reading. The school has invested in a new library. A librarian supports pupils with their book choices. They provide extra support for

pupils who are new to English. Pupils develop a love of reading well before they become fluent readers. They know reading is important because of the way that adults value and celebrate it.

Lessons are calm. Pupils emulate the kindness shown to them by the adults. Staff give extra support to pupils who find getting into learning mode tricky. Pupils receive praise for working hard and making good choices. However, in some parts of the school, some pupils' behaviour is not as polite and respectful as it could be. This is because routines and expectations are not consistently upheld by all staff. Leaders carefully analyse pupils' attendance, particularly the attendance of the more vulnerable pupils. They work closely with parents to improve pupils' attendance.

The 'Beach School' provides opportunities for pupils to learn about and appreciate nature. Pupils also learn about different cultures and religions. For example, visitors use drama to teach pupils Bible stories in assembly. The school's new PSHE curriculum is strong. It equips pupils with age-appropriate knowledge about relationships, staying safe and keeping healthy.

All leaders, including members of the local governing body and trust, are united in their commitment to pupils' education. They value the opinions of staff and care about their workload and well-being. Parents appreciate the way that leaders and staff regularly communicate with them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff are still getting to grips with the implementation of the new curriculum. This means that, occasionally, pupils do not learn the depth of knowledge, in some lessons, that reflects leaders' ambitions. Leaders should ensure that staff have the necessary knowledge and skills to teach the new curriculum effectively.
- In some parts of the day and the school, some pupils' behaviour is not as polite and respectful as it could be. Leaders should strengthen routines and ensure that staff consistently uphold high expectations. This will help pupils form better habits of paying attention in class and sensibly moving around the school.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147247
Local authority	Norfolk
Inspection number	10287132
Type of school	Primary
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	Board of trustees
Chair of trust	Natasha Hutcheson
Headteacher	Whilhelm De Neve
Website	www.cromerjunior.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Synergy Multi-Academy Trust.
- The school runs an SRB. This caters for up to 10 pupils aged seven to 11 who have a diagnosis of autism.
- The school does not use the services of any alternative provision.
- Cromer Junior School converted to become an academy in July 2019. When its predecessor school was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, members of the school leadership team, the primary director, members of the local governing body, and trustees.
- Inspectors carried out deep dives in these subjects: early reading, English, history, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum, visited lessons and looks at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered 27 responses to Ofsted Parent View, including 16 free-text responses. The lead inspector also considered 40 responses to Ofsted's staff survey. There were no responses to the pupil survey.
- Inspectors spoke with pupil groups, met with parents at the school gates and met with teachers and support staff.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

Nicola Shadbolt

Ofsted Inspector

Clare Gammons

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023