

INSPECTION REPORT

CROMER JUNIOR SCHOOL

Cromer

LEA area: Norfolk

Unique reference number: 120802

Headteacher: Mr S. Godson

Lead inspector: Mrs A. Pangbourne

Dates of inspection: 22nd - 24th January 2005

Inspection number: 266697

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Community
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 235

School address: Norwich Road
Cromer
Norfolk
Postcode: NR27 0EX

Telephone number: 01263 512155
Fax number: 01263 512155

Appropriate authority: The governing body
Name of chair of governors: Mr J Simpson

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

Cromer Junior School draws most of its pupils from the town and the surrounding villages, but some pupils, mainly those attending the Learning Support Class (LSC), come from further afield. The LSC has places for 12 pupils and these pupils are integrated into mainstream classes in the afternoons. The socio-economic circumstances of most pupils are very unfavourable. Attainment on entry is below average overall, although it covers the full range of attainment. At the time of the inspection, there were 235 pupils on roll. Most pupils are white-British and there were very few pupils who speak English as an additional language. There were 49 pupils with special educational needs (SEN), ranging from moderate learning difficulties to significant behavioural difficulties. Eleven pupils had a Statement of SEN, which is an above average proportion. Ten of these pupils attend the LSC. The number of pupils joining or leaving the school other than at the usual times is above average. The school works in partnership with the Infant and High Schools on the same campus and pupils in Years 5 and 6 are taught French, swimming, art and music by High School staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	Science Art and design Design and technology
9391	Norma Ball	Lay inspector	
23009	Anne Hogbin	Team inspector	Mathematics Information and communication technology
23300	Lily Evans	Team inspector	Special educational needs including the Learning Support Class English Geography History Music Religious education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school and it gives good value for money. Most pupils enter the school with standards that are below average overall, although most pupils in the Learning Support Class (LSC) have significantly less well developed skills. By the time pupils leave, standards are broadly average overall. This represents good achievement for all pupils. The quality of teaching is good. The school is well led and managed and the headteacher provides very good leadership.

The school's main strengths and weaknesses are:

- Pupils achieve well overall because each pupil is valued by all staff, who give them very good support and encouragement.
- Standards are below average and achievement is unsatisfactory in information and communication technology (ICT) because a lack of resources has meant that there has been insufficient emphasis on the subject.
- Standards are above average in art and design because there is a strong emphasis on the development of skills.
- Pupils' moral and social development is very good and, as a result, they show very good attitudes to their work and behave very well.
- Links with the community and other schools are very good and the 'Cromer Learning Campus' has a positive impact on the school's work.
- Provision for pupils with special educational needs (SEN) is good overall, but recent staff absence has limited the effectiveness of the LSC, where provision is satisfactory.
- There is no scheme of work for personal, social and health education (PSHE) so teachers do not know what pupils have already covered.

Improvement since the last inspection six years ago is good. The school is more effective now. There has been a period of significant instability in staffing and there have been several headteachers in a short time and many staff changes. Standards fell very sharply and are now rising in English, mathematics and science. There is much more good and very good teaching and considerable improvement in behaviour and in all aspects of the school's provision. All the key issues have been successfully addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	D	C
Mathematics	C	C	D	C
Science	C	E	D	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals. The comparative data for pupils who attained similarly at the end of Year 2 is not included here because a significant number of pupils have joined or left the school since Year 2.

Achievement is **good** overall. The table above is based on 'average points'. The National Curriculum level reached by each pupil is allotted a given number of points and these are averaged to give the above grades. The 2004 grade Ds for all schools above are misleading because the number of pupils in the LSC varies from year to year, and, although these pupils do well according to their prior attainment, the small number of points they receive can make a significant difference to the scores. This year, standards in Year 6 are broadly average in speaking and listening, reading, mathematics, religious education (RE), and music. They are just below average in writing and science. They are below average in ICT and above average in art and design.

Pupils' personal qualities are **very good** overall. Their attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is good overall. Attendance is unsatisfactory and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good**. In the best lessons, very interesting methods motivate the pupils to work hard and do their best. Teachers manage their pupils very well and, as a result, pupils work very well independently and collaboratively. Satisfactory assessment procedures mean that tasks meet the needs of all pupils, including higher attainers and those with SEN. Pupils know what they have to do to improve and are keen to meet their individual targets.

The curriculum is satisfactory and it is well enriched by a wide range of visits and visitors. The use of ICT is underdeveloped and teachers do not always know what pupils have already covered in PSHE because there is no written guidance to help them. The school provides very well for pupils' pastoral needs and gives very good support as adults know their pupils very well. Links with parents are good and those with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**.

The headteacher provides very good leadership. He has successfully overcome the many challenges he faced on his appointment, such as raising standards, improving behaviour and establishing a senior management team, including the recently appointed deputy headteacher, who share his vision for the success of the school. The pace of change has been adversely affected by the staffing changes and long term absences in the LSC. Several subject leaders are new but have a good understanding of what needs to be done in their subjects. They fulfil their roles well. The governors are committed to the school and fulfil their roles satisfactorily. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school. They particularly like the way that their children are expected to work hard, the good teaching and the way that teachers are fair to them. They think that the school is well led and managed and that their children like school. The inspection team agrees with them. A small number felt that there was not enough

homework and that more information could be provided about how their children are getting on. Some thought that bullying was an issue. However, the inspection team does not agree with them as the homework and information provided is similar to that found in most schools. There was no evidence to suggest that bullying takes place.

Pupils like everything about their school. They enjoy being there, like their teachers and the clubs provided. They enjoy their 'Healthy Break' times. The inspection team agrees with them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards and achievement and improve provision for ICT;
- develop a scheme of work for PSHE;
- and continue to rigorously monitor and promote regular attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall. There is no significant difference in achievement between boys and girls. Standards are average in reading, speaking and listening, mathematics, RE and music in Year 6. They are a little below average in writing and science. They are below average in ICT.

Main strengths and weaknesses

- Achievement in ICT is unsatisfactory because pupils have had limited opportunities to develop their skills.
- Standards are above average in art and design and pupils achieve well because there is a strong emphasis on the development of skills.
- Pupils with SEN achieve well.

Commentary

1. Most pupils enter the school with below average levels of attainment, and particularly in mathematics. They achieve well due to the good quality of the teaching and the way that the ethos of the school encourages them to try their best. By the time they leave, standards overall are broadly average.

The table shown in this commentary gives average points for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point below the national, their pupils are, typically, a term behind. In this school, pupils from the LSC are included in the points and this can affect the scores.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.3 (26.4)	26.9 (26.8)
Mathematics	26.4 (26.6)	27.0 (26.8)
Science	27.9 (27.3)	28.6 (28.6)

There were 65 pupils in the year group. Figures in brackets are for the previous year

2. The 2004 results for Year 6 were below average in English, mathematics and science but pupils did as well as those in similar schools. Standards have been slowly rising over the last two years, although overall standards can vary according to the number of LSC pupils in the year group. This year, standards in Year 6 are higher in English and mathematics and achievement is better because the overall quality of teaching has improved as new staff have joined the school and this is impacting positively on standards. There has also been a strong focus on addressing areas of weakness, such as writing and the application of mathematical concepts. Now that the staffing situation is becoming more stable the impact of improved teaching and commitment to improvement is taking effect. Standards in science are similar to last year but more

pupils are likely to reach the higher Level 5. There is also a high proportion of LSC pupils in Year 6 with language difficulties and this depresses the results in writing and science.

3. In addition to the good quality of the teaching, several initiatives to raise standards are also having a positive effect. Pupils in Year 3 are taught in small classes to give them a good start and as much individual attention as possible and Year 6 pupils are also taught in smaller groups for English and mathematics. Inspection evidence shows that this is successful. Pupils are very keen to do well and take pride in reaching their targets, referring to them in lessons to see what else they need to do. The 'Cromer Learning Campus' is having a positive impact on standards in art and design for the older pupils, although standards are above average in all year groups because of the emphasis on the development of skills.
4. The school has experienced a period of difficulty with ICT. The computer suite was small and unsuitable and the hardware was unreliable. This has adversely affected standards and achievement. Few pupils have access to computers at home. However, a new suite was almost complete at the time of the inspection and new hardware was ready to be installed. Raising standards is an identified priority for the school.
5. Pupils with SEN achieve well because they have good support in lessons, individually and in small groups. Thorough monitoring and tracking of progress means that these pupils are swiftly identified and extra support is given to help them. The smaller classes in Year 3 and smaller groups in Year 6 contribute positively to their achievement.

The Learning Support Class

6. Pupils in the LSC achieve well in a secure learning environment where they receive much support and encouragement to enable them to learn. They make good progress towards social and behavioural targets and there are appropriate systems to encourage them and build self-esteem.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and their behaviour is very good. The spiritual and cultural development of pupils is good and moral and social development is very good. Attendance is unsatisfactory overall but most pupils arrive at school punctually.

Main strengths and weaknesses

- Pupils behave very well in lessons and around the school.
- Pupils like school and want to do well.
- Pupils respond very well to the school's supportive ethos and develop very good social and moral values.
- Very good relationships are a strong feature.
- Levels of attendance are not high enough.

Commentary

7. Pupils like school and are keen to join in their lessons and do the best work that they can. Parents are pleased that their children want to come to school and are encouraged to become mature and responsible young people. In the majority of

lessons pupils work well, listen attentively and enjoy their learning. Almost all pupils work well in groups and on their own. Their ideas and contributions in classes are respected and, because of this, they join in class discussions well. Very good relationships between pupils and between staff and pupils help to create a good learning atmosphere in classes and this encourages pupils to achieve well. Older ones willingly accept a range of responsibilities, which they carry out efficiently and enthusiastically. For example, some Year 6 pupils regularly support younger ones in lunch time activities and act as buddies to Year 3 pupils.

- Behaviour has improved since the last inspection. Pupils behave very well in class, in assembly, the dining hall and around the school. The number of fixed term exclusions was high last year but this is a reflection of how carefully the behaviour code is applied. All pupils understand the behaviour code and it is having a very positive impact on how well they behave. There are a few pupils whose behaviour can be challenging at times but they are very well supported and great care is taken to ensure that the learning opportunities of others in the class are not disrupted. Some parents expressed concern about poor behaviour, but the inspection team found that bullying and oppressive behaviour is not a feature of the school. Pupils know that they must report any bad behaviour and are confident that matters are dealt with quickly and fairly.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	233	10	0
White – any other White background	1	0	0
Mixed – any other mixed background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

- Overall attendance is unsatisfactory and falls below the national median. Each year there are a number of pupils who move away unexpectedly without providing details of their new school. They remain on the school roll for some time and this distorts the attendance statistics. Unauthorised absence is high because the school has taken a strict approach when no reason is given by parents for their children’s absence. Attendance is monitored well and good steps are taken to follow up absences and persuade parents that regular and prompt attendance at school is important. Most pupils arrive at school on time but late arrival is also strictly recorded as unauthorised absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	1.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- Pupils understand that what they do affects other people and show respect to each other and to all adults. They understand the difference between right and wrong very well. They show a caring attitude towards each other and know they are part of a

community in which they are valued. Pupils are very energetic in their support of a range of charities and respond very sympathetically to national and international charity appeals. During the inspection, pupils were continuing to raise money and participate in the 'Shoebox appeal' for the victims of the tsunami disaster in Asia. The good ethos of the school helps to promote good spiritual development and good opportunities are taken in assemblies to reflect and think about important dimensions to life and the world around. Pupils take a lively interest in what is happening in their local area, participating in choral speaking events and studying local sites of interest. There are very few pupils from other ethnic minority groups. The school has some planned opportunities for pupils to gain experience of other traditions, faiths and cultures through art and design, music, history and a programme of visitors to the school. However, the multi-cultural awareness of pupils is less well developed than that of their own culture.

The Learning Support Class

11. Pupils in the LSC often present with challenging behaviour, but the level of support, and the encouragement and incentives for doing well help them settle down to good behaviour. In mainstream classes they have good support and work well most of the time. When, occasionally, a pupil is not taking part in a lesson or causing a problem to others, a short period of withdrawal enables the pupils to reflect, talk about their problem or do alternative work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils to make good gains in their learning. The satisfactory curriculum is enriched well by a wide range of visits and visitors. Pupils are very well cared for and they receive very good support. Links with parents are good. There are very good links with the community and other schools.

Teaching and learning

Teaching and learning are good throughout the school. Assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- The way that teachers use interesting methods to motivate the pupils is very good.
- Teachers manage pupils very well and pupils have a very good capacity to work independently and collaboratively.
- Pupils have a good understanding of how they can improve their work, although the quality of marking is inconsistent.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (17%)	19 (45%)	14 (33%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Many examples were seen during the inspection where teachers kept the pupils' attention in exciting ways. For example, in an excellent English lesson for pupils in Year 6, they could hardly wait to see what was coming next on the presentation to help them write an effective story opening. Excellent modelling of writing on the whiteboard helped pupils to edit and improve their own work. A tight timescale of 17 minutes encouraged them to settle to writing their own individual openings very quickly and industriously. In a good science lesson for pupils in Year 5, they worked very well in pairs to measure their pulse rates, balancing a straw in a collar of 'blutak' on their wrists to see the movement.
13. Small classes in Year 3 and small groups in Year 6 mean that there is sufficient adult support. As a result, all pupils including those with SEN and higher attainers are well supported. Pupils with SEN learn well because they are well supported by trained teaching assistants. Occasionally in lessons teaching assistants are less active than they could be, either because they have not been briefed or see no reason to intervene. Although many pupils in the LSC have significant behavioural difficulties, when they were integrated into their classes in the afternoons they were often difficult to identify because their behaviour was so well managed. Teachers rarely have to spend time managing misbehaviour and this contributes positively to the standards attained.
14. The school has worked hard to address the weaknesses in assessment identified in the previous inspection. Comprehensive records are kept on what pupils know and these are being improved to monitor the development of skills to give teachers more information about what their pupils can do. Monitoring and tracking of progress ensures that pupils are quickly identified if they are unlikely to reach their targets and are given extra support. All pupils have their own individual targets in English, mathematics and science and they refer to these in lessons. These are set regularly from the results of tests, assessed pieces of work and on-going assessments and they are regularly reviewed. This contributes positively to standards and achievement. Pupils are involved in the setting of these targets and strive to meet them. This gives them a good understanding of their own learning, although in some classes the quality of marking is inconsistent and does not help pupils to improve as much as it could.

The Learning Support Class

15. Pupils are taught together in the mornings and join their classes for lessons in the afternoons. Due to long-term absence, teaching in the LSC has been allocated to supply staff, who work effectively with the pupils, but information about them is not in an easily available form and there has been some lack of continuity in learning. Teaching observed was good overall. When pupils are fully motivated they work with great enthusiasm and produce good work. Planning tends to lack some challenge for the higher attainers in writing and numeracy skills. In a very successful lesson, pupils became very interested in discussion about how numbers are used in the environment. Teaching assistants support well in writing tasks and work effectively with readers. In mathematics, working with small groups, they do not always give as much support as they might do.

The curriculum

The curriculum is satisfactory. The school provides good opportunities for pupils to widen their experiences through extra-curricular activities. The accommodation and resources provided for pupils are good overall.

Main strengths and weaknesses

- Curricular improvement has led to good achievement.
- Accommodation and resources for ICT are unsatisfactory.
- The 'Cromer Learning Campus' is beneficial to curricular development.
- There are good opportunities to take part in the arts and sports.
- There is good provision for pupils with SEN.
- Visits and visitors play an important role in extending classroom learning and contribute positively to achievement.

Commentary

16. Since the previous inspection, the National Numeracy and Literacy Strategies and programmes of study for all curricular areas based on national guidance have been implemented. Development plans show that linking ICT and mathematics to all curricular areas and making more opportunities for problem solving in mathematics and science are school priorities. The curriculum is fully inclusive to all pupils and so they achieve well and have very positive attitudes.
17. Provision for ICT is unsatisfactory, but the new computer suite is opening shortly and development planning indicates this will be remedied within the next term. Currently, unreliable resources and the size of the old suite hamper pupils' achievement. The good level of resources in all other areas and good accommodation inside and out are enhanced by the use of the High School resources and facilities, which support pupils' learning well. The smaller classes and extra staffing in Years 3 and 6 are resulting in improved achievement.
18. The strong and developing links with Cromer High School have allowed good curricular innovation in French, music, art and design and swimming. For example, older pupils use the High School art rooms, and are taught by their subject specialists. Specialist music and French staff teach older pupils at the Junior School and sometimes pupils use the music resources at the High School. The close links mean that pupils settle quickly and securely when they start Year 7 and teachers in the High School have a very good understanding of individual pupils' needs. Early indications are that these links contribute positively to standards and achievement.
19. Pupils with SEN have well-targeted plans of work that are drawn up with appropriate involvement of parents and, where necessary, with outside professionals. Pupils are well supported by teaching assistants who know them well and good tracking of progress is alerting teachers to those who are making insufficient progress and who need extra input from one of the programmes currently running in school. Care is taken to ensure that where pupils are withdrawn from lessons for developing literacy or numeracy skills, they do not always miss the same subject and they are helped to catch up with anything they miss.
20. The school provides a good range of learning opportunities outside the school day. There is a wide variety of sports and arts clubs and good opportunities to join both co-operatively and competitively with other schools and to take part in local festivals.

Many pupils take advantage of peripatetic specialists to learn an instrument, which contributes positively to their achievement in music. Classroom lessons are enhanced by visits to museums and historic sites, where pupils immerse themselves in different historical periods, whilst regular theme days and workshops in school broaden pupils' knowledge and engage their interest well. The residential visit enhances personal development well as well as extending learning in several curricular areas.

The Learning Support Class

21. Curricular provision for pupils in the LSC is satisfactory. Staff turbulence and illness have significantly affected provision and temporary staff are basing their planning for literacy and numeracy, which are taught in the LSC, on the Year 4 plans from national strategies for all four year groups. Consequently the breadth and balance of topics within subjects cannot be assured and there is a lack of continuity. Again the school takes care to ensure pupils have access to the full curriculum and any subjects missed during the morning are taught to that group separately.

Care, guidance and support

The school ensures that all pupils are very well cared for and their welfare and health and safety are a high priority. They receive very good support and guidance. Pupils are well involved in the work and development of the school.

Main strengths and weaknesses

- Pupils feel very secure and work in a healthy and safe environment.
- Adults know pupils very well and there are trusting relationships between them.
- Child protection matters are very well organised.

Commentary

22. Staff assign a high priority to the safety and care of pupils. Child protection matters are taken very seriously and pupils are closely monitored when they are removed from the register to ensure their well-being. There are clear and sensible procedures for medicines in school and the care of pupils who are unwell. There are regular inspections of the premises and matters of health and safety are managed efficiently. All pupils, including those with SEN, feel very well supported and know that there is always someone in school to whom they can turn if they have any concerns or worries. Outside agencies, including a counsellor from a local charity, are sensibly and well used to extend the very good care provided.
23. Although personal development is not monitored in a formal way it is based on the very good knowledge that all staff have of the pupils in their care and staff are well supported by the headteacher. The behaviour policy, with its carefully constructed arrangements of increasing levels of behaviour management, has been used very effectively to improve behaviour.
24. Induction arrangements for new pupils are very well organised so that they and their parents are well informed about their new school and know what to expect. Pupils in Year 2 make regular visits from the Infant School before they join Year 3 and this, together with two well organised induction sessions, ensures that new pupils settle quickly and well into their new school. Pupils' views are canvassed appropriately on a

regular basis through the School Council and during Circle Time in classes. The School Council is well organised and provides a respected forum for pupils to put forward ideas and talk about school projects and initiatives. Such opportunities for discussion and sharing of ideas make a valuable contribution to the personal development of pupils and helps raise their esteem. Pupils are very clear that they are treated fairly and their views are valued.

The Learning Support Class

25. Staff take care to ensure that the needs of these pupils are very well met. Although the teacher has been with the class for a very short time, she knows their individual difficulties well and ensures that their weekly targets are designed to contribute positively to their personal and emotional development.

Partnership with parents, other schools and the community

The school has a good partnership with parents and very good links with the community and other schools.

Main strengths and weaknesses

- Parents are well informed about the school and their children's attainment and progress.
- The very good links developed with the community help to enrich the curriculum and make pupils aware of their own culture.
- The very good links with other schools enhance the curriculum and ensure that pupils transfer happily on to their next stage of education.

Commentary

26. Parents value the school and respect that the teaching is good so their children are encouraged to work hard, make progress and mature. They feel that the school is well led and managed and they are comfortable in raising any concerns they may have. Parents also feel that their views are valued. The inspection team agrees with them. A few parents did not feel that they were kept well informed about their children's progress, but the inspection found that the information provided for parents, including information about their standards and achievement, was good.
27. Regular newsletters ensure that parents are kept well informed. Reports provided at the end of each year are clear, informative and give parents a very full picture of how their child has worked and achieved during the year, as well as highlighting some areas in which they can improve their work. However some of the targets set are not as clear as they might be for those parents who want to help their children at home. Parents' consultative evenings in the autumn and spring terms and regular informal drop-in sessions ensure that they are kept well informed about their children's achievements and how they can improve their attainment. Parents of pupils with SEN are routinely involved in the review of pupils' learning. Parents and members of the community provide valuable help in school on a regular basis, especially by hearing pupils read, and this contributes positively to standards. Friends of the school organise a range of social and fund raising events and they are very supportive.

28. The school has made determined and very successful efforts to be involved in their local community and this community partnership is continuing to develop. The vicar is a frequent and welcome visitor and people from the local community make good use of the school facilities. Pupils join in local events and were the first school to win the Cromer Town Arts event. There are good links with local elderly residents, with pupils visiting residential homes to entertain them and some support being provided in school with lunch time clubs.
29. The school works in a close and very productive partnership with the neighbouring High School and Infant School and their joint 'Cromer Learning Campus' is increasingly effective and valued. Teaching staff from the High School teach music, art and design, French and swimming to Junior School pupils, sometimes at the High School. Joint staff in-service training sessions and exchanges of staff are also well planned and valuable to each school. Carefully arranged transfer arrangements ensure that pupils arrive in Year 3 and leave in Year 6 very well prepared for the next stage in their education. Work experience places are available for students each year and the school also provides valuable placements for teachers in the final stages of their training from the University of East Anglia.

The Learning Support Class

30. Parents of these pupils are closely involved in the annual reviews of their statements of SEN. The school uses telephone contact to keep parents informed and involved, especially any who are unable to attend reviews, as many of these pupils live some distance from the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. Senior staff provide good leadership. Management is good. Governance is satisfactory and all statutory requirements are met. Staffing difficulties have been a significant barrier to the pace of change.

Main strengths and weaknesses

- The very good leadership of the headteacher is fundamental to the success of the school.
- The senior management team is now strong and its members provide very good role models.
- Subject leaders have a good understanding of what needs to be done in their subjects and are successfully leading developments forward.
- The school monitors its performance well and uses its funding efficiently in order to raise standards.

Commentary

31. The headteacher has successfully established a senior management team and key staff who share his commitment to improvement. The school has gone through a period of instability, and when the headteacher was appointed three years ago he was the fifth in two years. Standards had fallen and there was much to be done. There has been a significant turnover in teaching staff in the last three years and this has slowed

the pace of change. Many staff who did not share the headteacher's vision and philosophy have now left and the school is now in a good position to move forward still further. All staff show a commitment to the inclusion of all pupils, regardless of background or level of attainment. The recently appointed deputy headteacher is a talented member of the team and provides effective leadership. Members of the senior management team set a very good example in their daily teaching and in the leadership of their subjects. They share the headteacher's vision for continual improvement.

32. Several subject leaders are either new to the school or have recently taken on responsibility for their subjects. Close attention to monitoring standards and provision means that they are already initiating improvements. For example, much work is already underway to raise standards in writing and science. Improvement in ICT has been adversely affected by hardware difficulties and an inadequate computer suite. The subject leader is keen to take advantage of the opportunities that will be available when the new computer suite is completed very shortly. Subject leaders have a thorough knowledge of their roles and responsibilities and almost all the areas for improvement identified in this report are already featured in the school improvement plan.
33. The headteacher and governors have introduced several good initiatives this year in a drive to raise standards. When pupils join the school in Year 3, they have below average skills. In order to give them the best possible start and as much individual attention as possible, the school has directed its funding towards providing enough teachers for them to be taught in small classes. Inspection evidence suggests that this is proving successful. The school sensibly intends to use its carry forward figure to continue this next year.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	666657	Balance from previous year	41058
Total expenditure	662780	Balance carried forward to the next	44935
Expenditure per pupil	2738		

34. Funding is also used effectively to provide an extra teacher for pupils in Year 6 to enable them to receive extra support in English and mathematics. This is making a positive contribution to standards.
35. The 'Cromer Learning Campus' is another example of the way that the headteacher explores innovative ways to improve provision for pupils. Close links between the headteachers and governors of all three schools contribute positively to continuity for the pupils and to making the most effective use of all available resources.

The Learning Support Class

36. In the long-term absence of the current SEN co-ordinator and turbulent times with previous postholders, the management of the LSC and SEN has fallen to the headteacher. Curricular planning and organisation of paperwork in the LSC to ensure consistency of information in files and to provide easy access to key data on pupils are areas requiring improvement.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good and all pupils achieve well.
- All pupils make good progress in speaking and listening and reading skills because they are taught well.
- Writing skills are now taught effectively but standards are a little below the national average because of the percentage of pupils from the LSC in Year 6 and because the proportion of higher attainers is low.
- The subject is well led and managed.

Commentary

37. In Year 6, standards in English overall are broadly average. Standards were similar at the time of the previous inspection, but they fell sharply in 2001 and have been slowly rising since then. Pupils do well in speaking and listening and reading because there is a strong emphasis on the development of these skills. For example, younger pupils gain awards for choral speaking in local festivals. In lessons, pupils have time to answer fully and explain their thoughts. An example of this was in a music lesson when Year 3 pupils were interpreting Indian music. Group reading is effective in developing pupils' interpretative skills and teachers have reviewed texts and purchased new books which capture the interest of boys. Boys now have good motivation to read and write but some are still developing basic skills and broadening their experience of different writing styles. Tracking progress well alerts teachers to pupils who are in need of special programmes of extra help in reading, of which there are several tailored to individual needs and delivered well by trained teaching assistants and volunteers.
38. The school has taken effective action to address weaknesses from the analysis of test results, and, as a result, standards in writing are rising quickly. The quality of teaching of writing is good and teachers focus well on introducing and promoting the use of exciting and powerful words. Pupils in Years 5 and 6 are developing the use of adjectives, phrases and clauses, metaphor and similes. The range of writing experiences is now good and extra time is given for writing in Years 4 to 6. As part of the initiative to boost standards, smaller classes in Year 3 and an extra teacher to take groups in Year 6, ensures small numbers and more attention to individuals. In Years 5 and 6, spelling skills are weaker as pupils have not had the benefit of building on those skills from Year 3. All pupils, including those with SEN and those in the LSC, have personal reading and writing targets based on developing skills. In a few cases the targets are activity based rather than skill based. Pupils know their targets but the link between work activities and progress towards specific targets needs more attention. Pupils in Year 6 have made a good start in producing a school magazine with many lively and interesting articles about the life and work of the school, including football reports and the 'Orang-utan' project.

39. Teachers motivate pupils very well by the methods and resources they use and their skill and expertise, questioning pupils well and valuing their contributions, all of which contribute to very good attitudes. For example, an excellent lesson for pupils in Year 6 was characterised by humour to motivate pupils to produce rich vocabulary and the use of complex sentences. Fast pace and the use of a multi-media demonstration captured their interest, resulting in individual story openings of good quality.
40. The subject leader has successfully developed many aspects of the subject since the last inspection and has a clear view of what needs to be done next. Improved assessment procedures and the tracking of progress are effectively contributing to the standards attained. ICT is an area poised for development and is underexploited. Where it is used, it is used very well.

Language and literacy across the curriculum

41. Teachers are deeply conscious of the need for pupils to build and extend their language skills in other subjects and this is done well in subjects such as science, geography, history, and RE. Displays are language rich and often interactive, such as guessing the wives of Henry VIII. In design and technology, pupils use their writing skills to evaluate their designs. The use of word processing to develop skills is underdeveloped.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and enables pupils to achieve well.
- The new subject leader provides good leadership and has a very clear vision of how to move the subject forward.
- There are insufficient opportunities for pupils to use their mathematical skills across the curriculum.
- Pupils have very positive attitudes to learning and behave very well in lessons.
- The quality of teachers' marking is inconsistent and assessment procedures do not yet include the monitoring of skills.

Commentary

42. Standards on entry to Year 3 are well below average. Pupils' achievement is good and they do well to attain standards that are broadly average by Year 6. Standards are similar to those identified in the previous inspection, but they fell sharply three years ago and are now rising. The school is working hard to support those who have weak reading and reasoning skills which prevents them fully understanding what mathematical calculations to do to answer written questions. The subject leader has made a perceptive analysis of the subject's strengths and weaknesses, formed a strategic plan to raise standards and started to implement it with enthusiasm.
43. Teaching and learning have improved since the previous inspection. The school's monitoring programme has eliminated most inconsistencies and the

majority of teaching is now good or very good. Very good teaching was seen in Years 3 and 6 where interesting practical methods and a fast pace to learning caught pupils' interest and resulted in very good learning. There was a small amount of unsatisfactory teaching. In Year 5, for example, a lack of challenge and pace within the lesson resulted in underachievement. Teachers are increasingly moving towards a more practical curriculum, and using methods that engage the interest of their pupils very well. They expect high standards of behaviour. This contributes positively to standards and achievement. Pupils respond very well and are keen to learn, concentrate very well and work together co-operatively. The very good relationships teachers have with their classes enables pupils to be confident in explaining how they have reached an answer or where they have difficulty in understanding.

44. Very good use is made of the data projectors linked to teachers' laptops to help pupils understand concepts more clearly and to practise skills. Year 6 pupils say mathematics is their favourite subject and they particularly enjoy the table test challenges projected on their whiteboard. However, pupils do not have enough experience of using ICT within mathematics due to the limitation of resources. Teachers use questions and individual whiteboards effectively to assess how well pupils are learning and where extra help is needed. Sound assessment procedures show what pupils know and there are plans in place to monitor the development of skills. Marking in pupils' books does not always help pupils progress in their thinking or learn from their mistakes.

Mathematics across the curriculum

45. Pupils use co-ordinates when reading maps in geography and combine learning in science, ICT and mathematics well to make a pie chart about personal measurements. They tally numbers to compile graphs on how often pupils eat fruit and vegetables. They use their measuring skills when making slippers in design and technology. However, links with other subjects are incidental rather than explicitly planned to support mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are just below average in Year 6 but pupils achieve well.
- The quality of teaching is good and teachers use interesting activities to motivate the pupils.
- The new subject leader provides good leadership and has identified what needs to be done to raise standards.
- There is a strong emphasis on investigative activities and this is an improvement since the previous inspection.

Commentary

46. There are several reasons why pupils achieve well and standards are rising. This year more pupils are expected to reach the higher Level 5 but there are several pupils from the LSC in the year group and their specific difficulties mean that standards may be

depressed. Analysis of test results showed that pupils were having difficulty in drawing conclusions in the appropriate language from their investigations. Consequently, there is a strong focus on this and several examples were seen during the inspection. In Year 6, pupils enjoyed playing 'bingo' as the teacher read a definition and they identified the correct scientific term. This motivating activity successfully developed their understanding of the language that they need to use. In Year 3, pupils were expected to explain their conclusions from tables of results about the suitability of different rocks for a worktop. The opportunity to record their conclusions in different ways meant that the needs of all pupils were met.

47. Another reason is the good quality of teaching. Features of lessons seen included a good understanding of the subject, high expectations and exciting ways of interesting the pupils. Consequently, behaviour was very well managed because the pupils were keen to work, both independently and in small groups. For example, in Year 5, pupils helped each other, including those integrated from the LSC, to find their pulses, using a straw through a piece of 'blutak' resting on their wrists. The subsequent wavering of the straw when they were successful contributed positively to their understanding.
48. The pace of change in the subject has been limited because staffing difficulties meant that there has been a period with no subject leader. However, the new subject leader has done much in the short time that she has been in post. She has analysed test results to identify areas of weakness, examined planning documents and resources and ensured that assessments are completed at the end of each unit. Staff are working together to improve results in the investigative aspect of the subject. The school is now well placed to improve standards and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory overall.
- Achievement has been adversely affected by unsatisfactory resources.
- Classroom computers are rarely used to support learning.
- The subject leader has a clear vision for moving the subject forward.

Commentary

49. Improvement since the previous inspection is unsatisfactory. This is because pupils have insufficient opportunities to build their skills across the programme of study due to inadequate resources and technical difficulties. The existing computer suite is too small to enable skills to be taught effectively and the hardware is unreliable. At the time of the inspection, a new suite was being built and is due for completion shortly.
50. Teaching is satisfactory overall. Most teachers make good use of their laptops and data projectors in the classroom to model what pupils will do in the suite, which enables pupils to settle to work quickly and purposefully when they get there. Very good teaching was seen in Year 6 where a very clear demonstration and written instructions of how to animate an object enabled some pupils to produce high quality work. Other pupils did not achieve so well because their computers 'froze' and they had to share in a larger group. Pupils are keen to learn and behave very well. However, they say they find lessons frustrating as they get to a key point and the computer malfunctions. Both they and the teachers are looking forward to the new suite opening in a few weeks and the opportunities that will present. Teachers do not

use their classroom computers sufficiently during lessons, so pupils do not see ICT as a natural tool for learning.

51. The subject leader provides sound leadership and has good plans for further improving the curriculum and ways to assess how well pupils are achieving, and what they know and can do. He has allocated staff meeting time for developing teachers' expertise and understanding. Staff have received training in teaching word processing skills and the few examples seen during the inspection show that most pupils have satisfactory skills in this area. However, staff are less confident in other areas. In previous years, the school has been unable to teach some aspects of the curriculum, for example emailing, and aspects of data handling and control, because of the lack of resources and incompatibility of servers. However, it is fully planned to happen this year as the new suite and equipment come on stream.

Information and communication technology across the curriculum

52. Whilst there are examples of ICT being used within other subjects, such as researching Florence Nightingale in history or the rainforests in geography, this is limited due to the barriers to learning mentioned above. There are plans to improve this as soon as the new suite is available.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were sampled.

53. In **history**, good quality displays and discussion with pupils shows that they have interesting and varied experiences, within topics such as Tudor dance, song and poetry. Pupils in Year 3 learn about the Ancient Egyptians and those in Year 5 have undertaken a wide range of activities within their topic on the Greeks. By Year 6, pupils know about life in Victorian Britain and their understanding is supported by visits to Gressen Hall, where they contrast the lives of the rich and the poor.
54. In **geography**, pupils in Year 3 learn about life in India and contrast village and town life. In Year 4 they study their local environment and UK weather. The subject contributes well to citizenship through the whole-school recycling project and eco-awareness.

Religious education

Provision in religious education (RE) is **good**.

Main strengths and weaknesses

- Pupils achieve well because there is a good balance of learning about, and from, religions.
- The quality of teaching is good and there are good opportunities for pupils to practise speaking and listening skills.
- The subject is well led and managed.
- RE supports spiritual, moral, social and cultural development well.

Commentary

55. Standards in Year 6 are in line with those expected in the locally agreed syllabus. Year 6 pupils have a good understanding of the main festivals and beliefs of Christianity and some other world faiths. There is a good focus on the generic features of world religions and this emphasis has been maintained since the previous inspection. For example, the theme of light was carried through into the school 'Arts Week' when pupils made lanterns.
56. A strong feature of the lessons seen was the strong motivation the teachers gave the pupils by the quality of discussion with them. Pupils tackled a thought-provoking task surrounding the life of Jesus, and from stories about Him offered some good explanations about His character. A less successful feature of a lesson was the same level of difficulty of the texts for all, although pupils worked in mixed-ability pairs. Pupils worked sensibly but the reading level of the texts was challenging. There are good opportunities for discussion and pupils listen well to each other. Pupils compare religious practices, write reports and retell stories. The subject leader seeks to develop the spirituality associated with religious themes and to relate it to the arts. There are visits and visitors such as the local vicar and representatives from other religions. These contribute positively to the standards attained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music were inspected and are reported below. Design and technology was sampled. Physical education was not inspected.

57. Work on display and in photographs in **design and technology** shows that pupils design and make a variety of products as they move through the school. In Year 3, they design robots and make them from recycled materials. In Year 4, they design purses before making them from felt and evaluating them afterwards. In Year 5, they produce musical instruments and design and make sandwiches. By Year 6, they use their imaginations to design a variety of attractive slippers of good quality, critically assessing how they could be improved. The school's involvement with 'Livearts' events means that pupils have also experimented with natural materials to design and make structures.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6 and this has been maintained since the previous inspection.
- The quality of teaching is good and all pupils achieve well.
- The subject is well led and managed and there is a strong emphasis on the development of skills.
- High quality displays show how artist's works are used to inspire the pupils.
- The 'Cromer Learning Campus' contributes positively to provision.

Commentary

58. A visitor to the school is immediately impressed by the good quality artwork on display. This high standard has been maintained since the previous inspection. Many displays

successfully use the work of well known artists as a stimulus. For example, in Year 4, pupils have looked closely at Van Gogh's 'Starry Night' before producing good quality paintings inspired by it. In Year 6, pupils showed a good understanding of tone when they used pastels to enhance photocopies of Degas' dancers. These were of a high quality. They also produced good quality water colours of apples based on the work of Keith Bland. This emphasis on the study of successful artists contributes positively to the standards attained.

59. Other displays show how pupils develop their skills through the school and this is also evident in their sketchbooks. In Year 3, pupils develop their collage skills when they make 'Rangoli' patterns with paint and rice. They produce good quality observational drawings of fruit, showing close attention to detail. In Year 4, they use a wax resist technique to make Indian style prints and use clay to make slippers and houses. By Year 6, their skills are well developed and still life drawings show very close attention to detail.
60. The new initiative where pupils in Years 5 and 6 are taught art at the High School contributes to their personal development as well as to the development of their skills. During the inspection, all the lessons seen were taught at the High School by specialist teachers. In a lesson for pupils in Year 5, the large specialist art room meant that pupils had space to make large individual collages. High expectations, clear explanation and the very good use of resources meant that pupils achieved well. Pupils were able to spread out their completed work to evaluate each others' and this would have been difficult in their own classroom. In the lessons seen for pupils in Year 6, high quality resources helped pupils to produce effective sketches and paintings of a Japanese assistant who posed for them. Pupils from the LSC were well integrated and all pupils responded very well to the expectation that everyone can draw and paint and that all work is valued. The use of the High School's resources means that pupils have access to space, high quality materials and specialist teaching and this contributes positively to standards and achievement.
61. The recently appointed deputy headteacher leads the subject well and is monitoring the impact of the 'Cromer Learning Campus' on art and design closely. He has identified clear advantages for the pupils when they transfer to the High School as they are already familiar with the teachers and the environment. There are real benefits in the use of specialist facilities and resources. However, sometimes if lessons overrun it has a negative impact on time for other subjects in the Junior School and some teachers miss out on teaching the subject themselves.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Pupils achieve well because the quality of teaching is good.
- The school uses the expertise of music specialists from the 'Cromer Learning Campus' to teach Year 6 pupils and this contributes positively to standards.
- The subject is well led and managed.

Commentary

62. Standards are average by Year 6. This is good improvement from the time of the last inspection when the provision was unsatisfactory. Provision is now enhanced by visits from the county music ensemble, the Norfolk String Quartet and a local organist. Pupils perform for senior citizens at Christmas and the guitar and violin groups perform to the rest of the school at the end of each term.
63. Although there are no specialist musicians within the Junior School, teaching is good and ranges from satisfactory to very good. Where teaching is good or better the pace of lessons enables pupils to advance their skills fast, although the converse is true of less successful lessons. In a Year 3 lesson, pupils became very involved in interpreting the sounds of Indian music, closing their eyes and moving their hands to represent creatures. One pupil said 'When the music is slow, I think it is a bee and then when the music is fast the bee becomes angry'.
64. During the inspection, pupils in Year 6 were taught by a specialist teacher from the High School. Her very good subject knowledge enabled pupils to build up to four-part singing and playing untuned instruments to accompany different rhythms. Pupils from the LSC were well integrated into this lesson. In Year 5, pupils are beginning to interpret musical scores.
65. There is good improvement in the planned curriculum which now gives pupils a suitable range of musical experiences. The new subject leader has a clear view for the development of the subject. The use of ICT to compose music is a developing area. Guitar and violin lessons are popular with almost a quarter of the pupils. The school has a good range of instruments but could benefit from more keyboards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

66. As there are no timetabled sessions or systematically structured planning to develop this aspect of the curriculum, there is no check on what is covered and where there may be omissions. However, the very good relationships between staff and pupils and the caring school ethos support pupils' personal development very well and many aspects of health education are covered well during science lessons. Teachers use stories effectively to make pupils aware of social issues, such as how each member of a team is equally important. The buddy system linking Year 6 pupils with pupils joining the school is well established and new pupils settle in quickly and securely. Taking part in charitable fund raising gives good opportunities for pupils to become aware of those less fortunate than themselves, and to learn that their help can make a difference. The School Council was instrumental in the focus on recycling and having water constantly available in classrooms, which has led to a North Norfolk environmental award. Pupils are active within Cromer, taking part in community arts festivals, inviting local residents to their carol service and entertaining the elderly in their residential home.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).