

Cromer Road Primary School

Inspection report

Unique Reference Number	101272
Local Authority	Barnet
Inspection number	276483
Inspection dates	22–23 November 2005
Reporting inspector	Alan Frith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Tony Vorou Ms Helen Schmitz
Date of previous school inspection	Not previously inspected
School address	Cromer Road New Barnet Barnet EN5 5HT
Telephone number	02084493492
Fax number	02084400580

Age group	4–11
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Introduction

The inspection was carried out three additional inspectors.

Description of the school

The school is larger than average. Nearly a third of the pupils are from minority ethnic groups and this is almost twice the national average. About one pupil in six speaks English as an additional language and this is also nearly twice the national figure. The school has slightly fewer pupils with learning difficulties than is typical and this figure has reduced since 2002. The number of pupils who have moved in and out of the school recently is very similar to the national picture. The proportion of pupils known to be eligible for free school meals has risen in each of the last five years and is now slightly above average. Pupils' overall attainment on entry is in line with national expectations.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* continue to take steps to ensure that pupils whose attendance is unsatisfactory come to school more regularly* make sure that teachers' marking in all year groups and subject areas gives pupils a clear understanding of how to improve.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good overall and some of it is outstanding. Recent strategies to develop teachers' understanding of how children learn and help them focus on planning for individual pupils are improving teaching. Pupils learn better now that tasks are adapted to provide suitable challenge for them all. The school's new unified approach to marking and day-to-day assessment is not applied yet by all teachers. Most marking is effective, guiding improvement and requiring pupils to assess their own effort, but a minority is less helpful, giving too little direction about what pupils need to do to improve. The focused work of support staff and trusting relationships between pupils and staff create a positive climate for learning so that pupils make good progress. The introduction of whiteboards is very popular and affects learning positively. In a Year 2 lesson, pupils responded particularly well to classroom photographs when they were projected on the board. A few teachers engage pupils' interest and enthusiasm throughout by ensuring that learning activities are exactly matched to their needs. This causes pupils to make great efforts and learn outstandingly well. Senior staff are working effectively to spread this expertise by adopting consistent approaches and deploying an advanced skills teacher to work alongside teachers in lessons. There is good teaching of pupils at an early stage of learning English, and of those with learning difficulties and disabilities.

Curriculum and other activities

Grade:

The school correctly judges its curriculum as satisfactory. Provision for personal, social and health education is good and helps pupils gain in self-confidence. Activities in lessons are well matched to pupils' abilities, enabling them to make good progress overall. Provision for pupils at an early stage of learning English, and those with learning difficulties and disabilities, is well-managed and helps these pupils to play a full part in school life. Teachers do not make full use in all subject areas of opportunities for pupils to practise the literacy and numeracy skills they gain in English and mathematics, but there are plans to develop this. Pupils enjoy taking part in a range of extra-curricular activities including dance club and choir. The school pool is well used and enables pupils of all ages to have regular swimming lessons. Pupils say they enjoy using it and many of them have become good swimmers. Visits to places of interest

and visitors to the school, for example theatre groups, enrich the curriculum. Links with the local community are satisfactory, but opportunities for enriching pupils' experience, for example of cultural diversity, have been missed. Opportunities for pupils to develop computer skills are good.

Care, guidance and support

Grade:

Care, guidance and support are satisfactory with some very good features. This is a caring and supportive school. It is a calm, orderly community, where pupils of all backgrounds feel confident and safe. Bullying or harassment is very rare and dealt with effectively. Teachers carefully check each pupil's progress from year to year, giving additional support where necessary, and this leads to good achievement. There are sound procedures for child protection, although the school recognises the need for further staff training. Staff know that attendance is not as good as it should be. They have introduced new procedures to deal with persistent absence, and there are some early indications of improvement. Teachers carefully assess any risks that might be met on school trips. The school has gained awards for its work in promoting pupils' health. School lunches are nutritious. Pupils are encouraged to drink water during the day, and there are very good programmes in physical education. They have learned about care for the environment, and some have pursued recycling initiatives in their own homes. Pupils are encouraged to express their views about the school through involvement in the school council. Some improvements have been made as a result of their suggestions and others, like the request for better facilities in the playground, are waiting for funding.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you for giving the inspection team such a friendly and polite welcome when we visited your school recently. It was great to talk to you and find out what you thought. We agree with you and your parents that your school is good and that it has improved recently.

You told us that you enjoy coming to school and we can easily see why. We agree that your teachers are kind and enable you to learn well. The teaching is good and some of it is outstanding. The school has good plans to bring all the teaching up to the same high standard. We are pleased that you are encouraged to adopt healthy life-styles. You have good opportunities to say what you think so you can feel involved and help with improvement. The school is well led and managed.

We asked the school to do two things to make it even better. Firstly, a few of you do not come to school as often as you should. These pupils are missing out on learning and it is very important for them to improve their attendance. The school is doing a lot to help everyone attend regularly, but it needs everyone's support. Secondly, we noticed that most teachers give good guidance when they mark your work, but some do not do so thoroughly enough. We asked the school to make sure that you all get good advice. We send you best wishes for continued success.

Yours sincerely,

Alan Frith

Lead Inspector