

# Cromer Junior School

## Inspection report

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<b>Unique Reference Number</b>	120802
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313743
<b>Inspection dates</b>	11–12 September 2007
<b>Reporting inspector</b>	Godfrey Bancroft

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Simpson
<b>Headteacher</b>	Mr Steve Godson
<b>Date of previous school inspection</b>	24 January 2005
<b>School address</b>	Norwich Road Cromer Norfolk NR27 0EX
<b>Telephone number</b>	01263 512155
<b>Fax number</b>	01263 517972

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized junior school. The area served by the school faces both economic and social disadvantages and the percentage of pupils known to be eligible for a free school meal is higher than in most schools. The majority of pupils are from White British backgrounds. There are very few pupils from minority ethnic groups and only three are at the early stages of speaking English. Pupils' attainment on entry, whilst covering a wide range of abilities, is broadly in line with that expected for seven year olds. The number of pupils who start or leave the school at other than the expected times is higher than usually found. The percentage of pupils who have learning difficulties and/or disabilities and those that have statements of special educational need is above average. Several of these pupils attend the area learning support class (LSC) based at the school. The school has the Football Association School's Charter Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils and adults are valued and enabled to do their best. As one pupil commented, 'Come to Cromer Juniors, we have very caring teachers, good support and good equipment'. Leadership and management are good. In recent years, significant improvements have been made and those required by the last inspection have been achieved successfully. This includes developing the use of information and communication technology (ICT) by teachers to the extent that it supports pupils' learning effectively. These, and other improvements, are the result of the good leadership and management of the headteacher supported effectively by the governing body. Standards in English and mathematics are broadly average. The much higher than usual percentage of pupils who arrive or leave the school at other than the expected times has a significant impact on standards. Many of those who arrive come with low standards and have learning difficulties. Nevertheless, the pupils achieve well and make good progress from their various starting points. Whilst standards in English have improved in recent years, the progress of some pupils is limited by their relatively weak speaking and listening skills that in turn restrict their ability to write.

Pupils' personal development and well-being are good. This is because the guidance, care and support that pupils receive are also good. The vast majority of pupils are committed learners who have good relationships with their classmates and with adults. They also behave well during lessons and around school. Teaching and learning are good. Teachers often meet the learning needs and capture the interest of their pupils well. However, the pace of learning occasionally slackens and the work set for higher attaining pupils, including those identified as being gifted and talented, is not always hard enough. The curriculum is good. It meets the learning needs of all pupils well. Pupils also benefit from a good range of additional activities, such as educational visits and school clubs.

Parents and carers are overwhelmingly positive about the school and are very pleased with the quality of education it provides. One parent, amongst many, in recognising the school's good work said, 'My children have all done well at Cromer Junior, because everyone is encouraged and taught to succeed to the best of their ability.' Parents are particularly appreciative of the work undertaken by staff in the learning support class. The school provides good value for money and the capacity for its continued improvement is good.

### What the school should do to improve further

- Focus even more closely on the improvement of pupils' speaking and listening skills and link these more effectively to their writing.
- Consistently maintain the pace of learning and ensure that the work set for higher attaining pupils, including those identified as being gifted and talented, is always hard enough.

## Achievement and standards

### Grade: 2

Pupils achieve well and make good progress. Standards in English, mathematics and science are broadly average by the end of Year 6. There is a clear underlying trend of steady improvement. Targets, assessment data and inspection evidence give a clear indication that this pattern of improvement is likely to continue in 2008 and in subsequent years. The improvement is mainly attributable to the school's successful focus on raising standards in writing and in mathematics. Pupils, who have learning difficulties and/or disabilities, including

those who attend the school's learning support class, also make good progress. The small number of pupils who speak English as an additional language also achieve well.

## **Personal development and well-being**

### **Grade: 2**

Behaviour in lessons and around the school is good and there are effective procedures to support pupils whose behaviour is sometimes not as good as it should be. Pupils work well together. Working relationships between pupils and between pupils and adults are good. This helps to raise pupils' self-esteem and gives them confidence. The school has worked effectively to encourage good attendance and this is now above average. Pupils' spiritual, moral, social and cultural development is good. Pupils contribute well to their community and understand the importance of caring for the environment. For example, they visit the local church to celebrate religious festivals and help to maintain the school grounds. They also know how to keep healthy and safe. They acquire the basic skills that give them the potential to be economically self-sufficient in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are sensitive and supportive of their pupils and this helps pupils to become increasingly confident learners. Teachers plan their lessons well, meeting the needs of the majority of pupils effectively. Even so, there are times when the work set for the most able pupils is not hard enough for them. Pupils are often enthusiastic learners because lessons are interesting and exciting. For example, teachers make particularly good use of ICT to support pupils' learning. They are also good at making sure pupils are clear about what they are expected to learn. This helps pupils to understand how well they are progressing. They are knowledgeable about what they need to do to make their work even better. Sometimes teachers do not do enough to help pupils to link speaking and listening with their written work. Teaching assistants support pupils well, especially those who have learning difficulties and/or disabilities. Even so, there are times at the start of lessons when they are not involved sufficiently in helping those pupils who sometimes find work hard.

### **Curriculum and other activities**

#### **Grade: 2**

The school covers all subjects of the National Curriculum. The curriculum for pupils in the learning support class is good and meets their needs well. Sometimes the curriculum for the most able pupils does not challenge them to their full potential. A good range of additional activities, educational visits and clubs enriches the curriculum. For example, all pupils are taught a modern foreign language and many participate in the additional 'maths club'. ICT is a strand in many subjects that supports pupils' learning well. The use of writing across different subjects is good. However, arrangements to link pupils' speaking and listening to their writing are sometimes underdeveloped. The provision for pupils' personal, social and health education has improved significantly since the time of the last inspection and is having a positive impact on their learning.

## **Care, guidance and support**

### **Grade: 2**

The school works effectively to ensure that pupils are safe and protected from risk, meeting current requirements fully. There are good arrangements to track pupils' progress and to respond to the needs of any who progress less quickly than expected. Pupils who have learning difficulties and/or disabilities benefit from good support. The school has effective links with parents and carers. It communicates well to keep them informed about their children's progress. Good links with partner infant and secondary schools enable pupils to settle in quickly and ensure they are prepared well for the next stages of their education.

## **Leadership and management**

### **Grade: 2**

The headteacher provides strong, sensitive and effective leadership. He is also involved in providing guidance and support for colleagues in other schools. The deputy headteacher, senior managers and those with additional responsibilities, such as subject leaders and the leader of the learning support class, undertake their duties effectively and provide good guidance for their colleagues. They work together well as a team and are involved fully in the accurate evaluation of all aspects of the school's work. In partnership with the governing body, the headteacher and staff identify what needs to become better and take effective action to bring about improvements.

Governors undertake their duties effectively. They ensure that targets to raise standards are ambitious and challenging. Governors manage the school's finances very efficiently. As a result, good value for money is achieved in the purchase of services and resources. Examples of this include the improvement of provision for ICT and the recent opening of a new library. Governors are also very good at challenging the school and at holding it to account for all aspects of its performance.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

13 September 2007

Dear Pupils,

Inspection of Cromer Junior School, Norfolk NR27 0EX

Thank you for making Mrs Stopher and myself so very welcome when we visited your school recently. We know that you and many of your parents think your school is a good one and we agree.

Mr Godson, your teachers and teaching assistants are good at making sure you are safe and are able to do your very best. They also manage to make sure that those of you who sometimes find learning hard get all the help you need. We were very pleased to see how well you behave and that you work hard during lessons. You are right to be proud of your work and of the progress that you make.

Mr Godson, the staff and your school governors make sure that you have all you need to learn successfully. They are also good at checking how well the school is doing and at finding out what needs to happen to make it even better. We have asked Mr Godson and the staff to help you to learn even more successfully by doing the following.

- Helping to improve the ways in which you speak and listen so that your writing can get better.
- Make sure that they set work that is hard enough for those of you who sometimes find learning easy.

We are delighted to wish you all the very best for your future education.

Yours sincerely,

Godfrey Bancroft

Lead Inspector