

Cliff Park Junior School

Orde Avenue, Gorleston, Great Yarmouth, NR31 6SZ

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The most recently published standards are below those expected nationally. Pupils do not always make sufficient progress from their different starting points, especially in writing.
- Pupils' skills in handwriting, spelling and punctuation are below those expected.
- Leaders and governors have not ensured teachers have high enough expectations of how well pupils, especially the most able, can learn.
- The marking of pupils' work and the feedback provided for them are not consistent across the school despite recent improvements.
- Teachers do not insist on good presentation of pupils' written work or in subjects other than literacy and numeracy.
- Teachers do not have sufficient opportunities to learn from good practice in the school or in other schools.
- Tasks provided for pupils do not always build sufficiently on their prior learning. Because of this there are lessons in which pupils do not make enough progress.

The school has the following strengths

- The current leadership provided by the executive headteacher and the head of school, is dynamic and passionate about improving pupils' learning and preparing them well for life after school. Because of this the school is improving.
- Current standards in reading and mathematics are good and rapidly rising. Pupils enjoy reading and they read widely and with pleasure. Books have a high profile in much of the school's work.
- The school provides a good range of activities for pupils to learn about tolerance and respect for others and to ensure their good spiritual, moral, social and cultural development.
- Pupils' behaviour and attitudes to learning are good and have a positive impact on their learning. Staff ensure their safety.
- The school engages well with parents and attendance at a variety of events put on to share pupils' work is high.

Information about this inspection

- The inspectors observed pupils' learning in 17 lessons or parts of lessons. A number of lessons were observed jointly with the head of school and the executive headteacher.
- Meetings and discussions took place with the head of school and executive headteacher, members of the board of Cliff Park Schools Trust, members of the governing body, staff, pupils and parents.
- Inspectors examined samples of pupils' work, some with the head of school or executive headteacher present, and several pupils read to the inspectors.
- Inspectors took account of 25 responses to the online parent survey, Parent View. The inspectors also talked to parents and took account of 21 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, and the school's own evaluations of its work. They considered reports to the governing body and minutes of their meetings, and the action plans for raising attainment.

Inspection team

Geof Timms, Lead inspector	Additional Inspector
Elizabeth Morrison	Additional Inspector
Lynn Lowery	Additional Inspector

Full report

Information about this school

- Cliff Park Junior School is larger than the average-sized primary school.
- The predecessor school, also called Cliff Park Junior School, became a sponsor-led academy in April 2013 and is part of the Cliff Park Schools Trust Ltd. When the predecessor school was last inspected by Ofsted it required special measures. The trust has control of financial matters; the governing body oversees the more day-to-day aspects of running the school.
- One in seven pupils is from a minority ethnic background. This is below the national average. Less than 1 in 10 pupils have English as an additional language. This is well below the national average.
- The proportion of disabled pupils and those who have special educational needs is below average, at around 10%.
- An above average proportion of pupils, over a quarter of the school, are disadvantaged and supported by the pupil premium. This provides additional funding for pupils who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs an after-school club each afternoon.

What does the school need to do to improve further?

- Improve teaching and pupils' progress by:
 - extending teachers' skills by finding more opportunities for teachers to observe and work alongside recognised good practitioners
 - raising teachers' expectations of the quality of how well pupils present their work
 - ensuring teachers' marking and feedback to pupils is consistent in helping them understand what they need to do to improve, and that teachers give pupils time to respond to it appropriately
 - providing tasks in all subjects that challenge pupils, especially the most able, and that build on what they already know and can do.
- Raise the standard of pupils' writing by:
 - improving the quality of pupils' handwriting, spelling and punctuation
 - providing more opportunities to write in subjects other than English and mathematics.

Inspection judgements

The leadership and management requires improvement

- Previous leadership and management have not ensured that teaching and achievement have been good enough to help pupils achieve well. Insufficient use of regular checks on the work of teachers has led to underperformance and lower standards in recent years. However, this has been addressed by the current leadership and improved systems are in place and already having a positive impact on the current quality of teaching.
- Some middle leaders and subject leaders are new to post and at an early stage in developing their roles. Training has been provided to improve their leadership skills. Newly qualified teachers are well-mentored and provided with appropriate opportunities to extend their knowledge and skills through training and visits to other schools.
- Since the trust sponsored the school, and the leadership structures have improved, the school has begun to make rapid progress and improve much of its work. The senior leaders, executive headteacher and head of school, have a clear and passionate vision for the school. This has been shared with staff who share their desire to do the best possible for the pupils.
- The support and training provided through the trust is having a positive impact. Achievement and the quality of teaching are improving and this is reflected in higher standards, especially in reading and mathematics. There have been increased opportunities for teachers to work with staff from the other school in the trust. This is having a positive impact on transition between the schools and teachers in both schools are able to plan together and share expertise. This has also been of benefit in checking the accuracy of teachers' assessments of pupils' work, as has comparing samples of work with staff from a number of other local schools.
- The school has correctly focused its efforts on improving teaching and learning. Weaker performance has been addressed. There is a robust and rigorous system now in place to check the success of teachers' work. This has had a positive impact on quality by successfully supporting and challenging some teachers to improve their work. Some opportunities have been found for teachers to work together but more remains to be done to spread existing good practice more widely.
- Leaders have produced accurate and honest self-evaluation of the school's current performance. This has resulted in detailed and robust improvement planning. Outside expertise has provided advice and training in mathematics, which has had a positive impact on pupils' achievement.
- Leaders now share available data regarding pupils' progress more widely with teachers than was the case in the past. Teachers now have a growing understanding of how to use this when grouping pupils. However, their planning does not yet ensure sufficiently challenging work for all groups in lessons. The school is developing new systems for assessing and recording in the future when levels are removed.
- Additional funding for the disadvantaged pupils is used appropriately to support their learning. Leaders and governors track this funding and its impact on pupils' progress. Because of this gaps are narrowing.
- The extra funding provided for sporting activities is used appropriately. This provides pupils with access to good coaching so they can take part in activities such as gymnastics. In addition, teachers are able to work alongside coaches and learn from them. The school has a successful sporting reputation and encourages gifted and talented pupils to take part in outside school activities.
- The school has developed an appropriate curriculum which is broad and balanced. Imaginative activities are often provided which cover a range of subjects. The pupils' views on what they want to learn are a major part of the planning process and this makes their learning more meaningful for them.
- The school provides good spiritual, moral, social and cultural development. British values are promoted well through a range of activities to emphasise the importance of tolerance and respect. The school promotes equality of opportunity well. This ensures good relations are fostered and there is no

discrimination. A recent world food day resulted in parents joining in activities, cooking and dressing to reflect their heritages. Pupils tasted food from 24 different countries. Displays show learning about a range of different faiths.

■ The governance of the school:

- The governing body is rapidly improving its effectiveness, although at an early stage of its development. Its recent creation followed the removal of the 'improvement board' set up after the predecessor school's last inspection. The current governors are still recruiting but are knowledgeable and enthusiastic and share the leaders' passion and vision for the school's future.
- Statutory duties are carried out appropriately. The provision of support and challenge for the school's leaders is developing. The governors are rightly positive about the school's progress. They have a good grasp of the current data showing how well pupils are doing.
- The use of visits to check on the school's work is at an early stage. However, the school is using governor's expertise in education or in management and consultancy to help improve the leadership at all levels. Governors are aware that they need to raise parents' awareness of who they are and their role.
- Members of the governing body check how well school leaders improve the quality of teaching. Decisions about teachers' pay are linked to their performance and responsibilities.
- The trust board tracks finances well and leads the school in deciding how to spend additional money. This has had a positive impact on extending staffing, improving resources and improving the buildings since the school joined the trust.
- The governing body ensures that all safeguarding requirements are fully met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They have very positive attitudes towards school and talk with pleasure about their learning. They enjoy a variety of activities. One pupil explained how he enjoyed learning his tables through games.
- Pupils' conduct around the school is good. They respond to adults well and are pleasant and interesting to talk to. They work together well including when assessing and discussing each other's work, as happened very effectively in a Year 6 literacy group. In assemblies, or at break and lunch times, behaviour is good. Pupils talk about occasional incidents when their learning slows because of low-level disruption but this is rare and dealt with appropriately.
- Pupils enjoy taking responsibilities. The members of the school council have a very high profile within the school. They are involved in deciding on aspects of curriculum planning and consult with other pupils on how the school can be improved. In addition, they raise money for a range of local and national charities. Reading 'buddies' from Year 5 support younger pupils' reading skills by reading with them at lunchtimes.
- The after-school club provides pupils with a productive period in which they also behave in an appropriate way. Although the school has a range of activities pupils can use at lunchtime, these are not always utilised fully by the midday supervisors. There are missed opportunities to give pupils the chance to play together and be even more active.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and the vast majority of parents support this view.
- Pupils know about different types of bullying. They say bullying is rare in school. This is supported by the evidence in the school's records. Pupils are confident that if bullying occurs it is well dealt with and they have adults in school they would trust with any worries or concerns. They know how to keep themselves safe when using the internet.
- Attendance is currently above average and improving. The school promotes good attendance through a

range of rewards and addresses any significant persistent absence appropriately. Pupils are punctual.

The quality of teaching requires improvement

- The school has had a high turnover of teaching staff recently. This has meant that the school has needed to provide a continual process of staff development and induction. The current staff team is at an early stage of ensuring enough of its work is of good quality. Teaching requires improvement because it is yet to have sufficient impact on raising standards and improving pupils' achievement, especially in writing.
- Teachers do not always have high enough expectations of how well pupils produce work that is tidy and neat. This is partly the result of pupils' writing skills but also a lack of clear and consistent teaching of how to set work out and to develop good handwriting skills. Teachers attend a lot of training courses and this reflects the requirements of school leaders and also their personal desire to continue improving.
- The marking of pupils' work has been a recent focus for improvement. A good system is now in place but its use is not yet consistent across the school. This means not all pupils are clear about how they can improve their work. They do not always have sufficient time to respond to the feedback to help them reach their next steps. The marking in subjects other than English and mathematics is not helpful to pupils and consists mostly of a tick or brief comment.
- Where pupils' learning is strongest the feedback offered to pupils, based on the teachers on-going observation and assessment of their learning, is used to extend pupils' learning effectively. In a Year 3 lesson on rhyming words, for example, the teacher realised pupils were ready to move onto a task earlier than she had anticipated so she quickly changed her planned activities to enable this to happen. In a Year 6 lesson the teaching assistant observed and made useful notes about pupils' responses to the teacher's questions. This helped the teacher check the success of their teaching.
- Teachers do not always provide work that challenges pupils sufficiently, especially for those who are the most able. Pupils often say they find the work easy. For example, too much of the work in subjects other than English and mathematics is on worksheets which makes it difficult for pupils to have enough opportunities to develop their writing skills across all subjects. The teaching of reading and mathematics is good and that of writing is improving.
- The teachers work closely with the leader of the provision for pupils with disabilities or who have special educational needs to identify pupils' needs and to monitor their progress. There is an appropriate system for setting targets for these pupils and sharing these with other adults who work with them. The effectiveness of their support varies however. Scrutiny of these pupils' work reveals the same weaknesses in progress, presentation and marking as those of their classmates.

The achievement of pupils requires improvement

- Pupils' progress from their different starting points in reading, writing and mathematics has been slow but is now improving. At the end of Year 6 in 2014, progress was well below that expected in all three subjects. Because of this, attainment in writing and mathematics was significantly below average. Reading attainment was better because of pupils' higher starting points, although progress was still below that expected.
- Since the school became an academy, standards have begun to rise. Under the current leadership this necessary improvement is being more urgently addressed. The school's data shows how this is having a positive impact on pupils' progress. The legacy of past underachievement is shrinking as each year group moves through the school.
- The school's data and inspection observations show that current Year 6 pupils are making good progress in reading and already working at higher levels than might be expected for this point in the year. In mathematics, the progress is slightly below that expected but improving as a result of extra training for teachers to develop their subject knowledge. Pupils are working at a level much closer to that expected.

- Progress and standards in writing remain lower than the other subjects. The school has correctly recognised this and has good plans in place to improve pupils' achievement. Spelling, punctuation and handwriting skills are below those expected. The content of some pupils' work is good but too often suffers from poor presentation.
- In 2014, the gap in attainment between disadvantaged pupils at the end of Year 6 and their classmates was three terms in mathematics and writing, and over four terms in reading. Compared to other pupils nationally, the gap was over four terms in all three subjects. These gaps are closing rapidly because the progress these pupils are making is being better tracked and where underachievement occurs extra support is provided. Because of this, the disadvantaged pupils are making progress that is now close to that of their classmates in reading, writing and mathematics although still below other pupils nationally. In Year 6, progress in reading is better than that of their peers, and in Years 4 and 6 it is better in writing.
- Too few of the most able pupils make more than the expected progress. However, the latest school data show a slightly higher proportion are already achieving higher standards and making more than the expected progress in all three subjects this year.
- The school has a growing number of pupils who join at an early stage of learning English. The support for these pupils is good and many of those in Years 3 to 5 make progress in all three subjects that is better than that of their classmates.
- Disabled pupils and those who have special educational needs make progress in line with that of their classmates, although it is below that of other pupils nationally. Good leadership of this aspect is yet to have a full impact on provision in all classes. However, in Year 5, for example these pupils are making better progress in reading than their classmates, because of the extra support, including the use of reading buddies that is provided.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139400
Local authority	Norfolk
Inspection number	449814

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Sarah Tarrant
Headteacher	Louise Watkins
Date of previous school inspection	Not previously inspected.
Telephone number	01493 663612
Fax number	01493 444199
Email address	office@cliffparkjunior.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

