

REVIEW REPORT FOR
GREAT CLACTON CHURCH OF
ENGLAND JUNIOR SCHOOL

Name of School:	Great Clacton Church of England Junior School
Head teacher/Principal:	Alison Syred-Paul
Hub:	Tendring Hub
School type:	Voluntary Aided
MAT (if applicable):	Diocese of Chelmsford Vine Schools Trust

Estimate at this QA Review:	Good
Date of this Review:	6/03/2018
Estimate at last QA Review	NA
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	8/11/2016

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	GOOD
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	None
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- The school converted to an academy in March 2014. The sponsor is the Diocese of Chelmsford Vine Schools Trust.
- The school is an average-sized junior school.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils whose first language is not believed to be English is well below the national average and is very small.
- The proportion of pupils who have a statement of special educational needs or and education, health and care plan is above the national average.

2.1 School Improvement Strategies - Follow up from previous review

- This is the first review for the school.

2.2 School Improvement Strategies - What went well

- The headteacher and other leaders are ambitious for the pupils; they want them to be happy in school and to achieve well. There is a strong inclusive ethos and pupils and staff subscribe to the gospel values which are displayed throughout the school.
- The extended leadership team has a collaborative approach to school improvement and to improving the quality of teaching and learning. There is regular monitoring of teaching through classroom observation, learning walks, work scrutiny and through pupil progress meetings.
- The learning environment is welcoming and attractive. Outside and indoor communal spaces have been developed to support learning. Displays in classrooms and corridors are up to date. They offer clear advice and guidance to pupils about their learning, demonstrate work in progress and celebrate success.
- The school has invested heavily in a strong programme of professional development, tailored to identified need, with individual teachers and leaders having access to high quality programmes. As a result of the support they have been given, a number of leaders have recently achieved promotion. There are opportunities to share practice both within and beyond the school. There is collaborative working with other schools in the MAT and with other local schools.

- A wide range of strategies are employed to improve the progress of the high proportion of disadvantaged pupils. After the last Ofsted inspection, the school commissioned a review of the use of the funding. Additional actions to break down barriers and raise aspirations were put in place.
- The broad and balanced curriculum is kept under review, including through exploration of pupils' perceptions. It engages pupils and promotes enjoyment of learning. It is supplemented by a variety of extra-curricular activities, trips and outings and by curriculum days. The curriculum contributes to the good spiritual, moral social and cultural development of the pupils.
- The school has worked very hard to improve attendance. It is now moving more quickly to issue penalties to parents who are not supportive of school policies. A number of specific circumstances have kept absence high, but the school is confident that the impact of new measures will be seen by the end of the year.

2.3 School Improvement Strategies - Even better if...

- ...leaders and teachers urgently developed a secure understanding of the new assessment system.- **assessment, tracking and analysis of assessment information**
- ...the school developed assessment of foundation subjects-**assessment, assessment of learning**
- ...the school improvement plan had a sharp focus on improving outcomes for pupils.all leaders and teachers focused on closing the gaps for disadvantaged pupils and evaluating the effectiveness of strategies used.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- This is the first review for the school.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils have very positive attitudes to learning. Behaviour for learning is very good and classroom routines are well established so that no time is lost in managing transitions between activities. Teachers make learning fun and engage the pupils through a variety of tasks so that they enjoy their learning and want to do well.
- Pupils trust and respect each other and their teachers. They are not afraid to make mistakes or to get things wrong. In a Year 4 History lesson, pupils were happy to read aloud some quite challenging texts. In a Year 6 English lesson pupils confidently demonstrated the discussions they had been working on in pairs.

- Pupils collaborate well together. Many examples of effective pair and group talk were seen during the review. Pupils help each other, offering support when one of their group does not understand or makes a mistake. They are confident and articulate speakers because they are given many opportunities to discuss and express their ideas.
- Teachers use questioning well to develop thinking skills. For example, in a Year 6 mathematics lesson, pupils were challenged to articulate and refine their ideas. Most teachers target their questions effectively to ensure that all pupils think and participate.
- Teachers reinforce the use of subject specific terminology and encourage the pupils to try out new vocabulary.
- Since the last Ofsted inspection, the school has made changes to the teaching of reading resulting in significantly improved achievement. Pupils now have access to a wide range of appropriate fiction books through 'Accelerated Reader'. The library is attractive and welcoming. Reading interventions such as the use of Lexia have also had a positive impact.
- Additional adults are well deployed in supporting learning in classrooms. They also conduct a range of interventions, the impact of which is measured and evaluated.
- Many teachers plan well to differentiate and meet the learning needs of different groups of pupils. As a result, the level of challenge is usually appropriate. Pupils talked about how they feel challenged in their different subjects. In Year 6 pupils made rapid progress when the learning was clearly linked to the requirements of the SATS.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...pupils were given more opportunities to develop independent extended writing, both in English and across the curriculum.
- ...pupils were taught more systematically how to improve their own writing through redrafting.
- ...teachers all followed a clear marking policy and gave specific advice to pupils about how to improve their work. The policy should ensure that teachers check that pupils are learning from the feedback.
- ...the school reviewed their system of using 'cold tasks' to assess current understanding, ensuring it is effective use of time.
- ...there was a strategic focus on improving the handwriting and presentation of all pupils.

4. Outcomes for Pupils

- In most year groups, pupils entered the school with prior attainment which was broadly average. It was slightly below average for the pupils who took the Year 6 tests in 2017.
- In 2017, the proportion achieving expected standards in reading, writing and mathematics combined was below the national average. The gap with the national average was widest in writing. A number of pupils reached expected standards in two subjects but not in the third.
- The proportion of pupils with high prior attainment achieving expected standards in reading, writing and mathematics was at the national average.
- In science and in English grammar, punctuation and spelling (EPGS) the proportions achieving expected standards were broadly average.
- The proportions of pupils achieving higher standard or greater depth were below average in all subjects.
- Pupils made progress which was broadly average in reading and mathematics but which was below average in writing. Progress in writing was much weaker in 2017 than in 2016 but progress in reading improved significantly. The school has reflected that teachers over-assessed the writing in 2016.
- Pupils with middle prior attainment, and those with low prior attainment in reading, made slightly better progress than those in other prior attainment groups.
- In all subjects there was a gap between the attainment of disadvantaged pupils, all pupils in the year group and the national average for all pupils. Progress for disadvantaged pupils improved in reading and in mathematics in 2017 but slowed in writing in line with progress for all pupils.
- The school is in the first year of using a new assessment system, 'Pupil Asset'. Teachers and leaders are not yet fully confident in using the new system to make accurate assessments and to plan to meet the needs of different groups. The assessment information provided raises questions about progress between assessment points in some year groups. Some gaps for disadvantaged pupils are narrowing in-year but others are not. However, the data as currently presented may not give a wholly accurate picture.
- Data presented for the current Year 6 indicates that pupils are making at least expected progress. Disadvantaged pupils are making similar or slightly better progress than non-disadvantaged. The proportions reaching expected standards are predicted to rise in reading and in writing but not in mathematics.
- Work in the books generally indicates that most pupils in the school are making good progress.
- Overall absence was above the national average and was high in 2017. The proportion of pupils who missed too much school was much higher than average.

5. Area of Excellence

None submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school is interested in joining the Challenge the Gap project.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.