

Name of School:	Great Clacton Church of England Junior School
Headteacher/Principal:	Karen Jones, executive headteacher Tara Finney, head of school
Hub:	Challenger
School phase:	Junior
MAT (if applicable):	Diocese of Chelmsford Vine Schools Trust (MAT)

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	21/11/2022
Overall Estimate at last QA Review:	Effective
Date of last QA Review:	26/05/2021
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/11/2016

Quality Assurance Review

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

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Developing

**Previously accredited valid areas
of excellence** Physical Education (PE) and sports
provision 23/02/2022

Overall peer evaluation estimate Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Great Clacton Church of England Junior school is a 7-11 school located in the coastal town of Clacton-on-Sea, Essex. The school joined the Diocese of Chelmsford Vine Schools Trust in March 2014 and benefits from networking and support opportunities within the Trust. The school has an executive headteacher and head of school. Many leaders have special educational needs training, and this brings focus to the strategic support and provision for pupils and their families.

The school's vision of 'let your light shine' is reflected in wider curriculum and pastoral opportunities available throughout the school. The core Christian values of Love, Integrity, Generosity, Hope, Thankfulness and Service are woven into the whole school community.

Almost all pupils are White British, with a small number from a range of minority ethnic backgrounds. The proportion of disadvantaged pupils is significantly above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average and has increased over recent years. The school has an aspirational ethos and approach to learning and personal development, seeking to counter barriers to learning and create an environment where 'every child can thrive'.

2.1 Leadership at all levels - What went well

- The executive headteacher and head of school have established a strong and cohesive leadership team which has demonstrated a shared passion for pupils' success and well-being. Leaders have a significant combined expertise in SEND and this is seen in the priority given to SEND within school improvement planning. Action plans identify support for pupils with SEND.
- The vision and values of the school have ensured a voice for all members of the school community. These have shaped the design of the curriculum, the development of positive behaviour and attitudes and driven an aspirational focus throughout the school which is embodied in the statement '*let your light shine*'.
- Leaders are aware of the needs of pupils and have ensured staff are skilled at adapting teaching and learning provision accordingly. The deployment of learning support assistants (LSAs) has enabled robust and regular support to be given to pupils. The capable and responsive pastoral team have ensured significant issues are dealt with in a timely manner.
- Leaders plan for continuing professional development (CPD) of all staff. This positively impacts the quality and reliability of teaching and pupils' progress. For example, the enthusiastic English leader has provided CPD for English

which has been targeted and specific. As a result, teachers plan in a clear and supportive sequence, using high quality resources. Training for support staff has ensured they are knowledgeable and well placed to support pupils' progress. For example, in reading this has led to insightful comments and effective pre-teach focus work.

- Subject leaders have action plans linked to the school improvement plan. They benefit from regular release time, providing opportunities to team teach, monitor, and develop their subject. For example, the knowledgeable art leader has built a comprehensive portfolio. This has led to a useful evidence base to support teacher assessment, strengthen teacher knowledge, and capture creativity.
- Leaders have ensured that behaviour for learning is effective and consequently classes are calm, pupils are focused, and challenging behaviour is well managed. Pupils are supported through a process to reflect, repair, and restore.
- Pupils benefit from a wide range of extra-curricular activities, including visits, visitors, and planned events. There are many well-attended clubs such as art, sport, music, and mechanics. Forest School activities are an established programme that all pupils access. Residential trips are planned to ensure children see a range of different places. For example, this has included a visit to Stratford-upon-Avon with team-building skills built into one of the days.
- Leaders actively promote opportunities for pupils to engage with the wider community and have developed strong links with the local church. For example, pupils have written letters to the elderly via the Eldercare project and contributed to the Christmas shoebox appeal.

2.2 Leadership at all levels - Even better if...

...leaders embedded consistency in teaching within all subject areas drawing on the good practice that is already in place, ensuring sustained impact.

3.1 Quality of provision and outcomes - What went well

- All staff at Clacton Junior School share a strong commitment to pursue the best outcomes for all pupils, secure their well-being and promote wider opportunities.
- The curriculum has been designed with clear spiral elements that show how key skills and knowledge are sequenced and built upon each year. Enquiry led approaches within the curriculum framework using 'Big Questions' allow pupils to explore and drive learning with relevance to themselves. For

example, when exploring World War II in history, opportunities were made to link to modern conflict.

- In English, a new writing scheme has created an effective lesson structure and supports writing for a purpose. There has been significant improvement in overall writing and pupils confidently use well developed routines to strengthen their reading and writing. For example in Year 4, pupils worked collaboratively and independently when reading a poem, identifying key vocabulary, and discussing the author's word choices.
- In mathematics, teachers use assessment of prior learning to identify pupils in need of additional support and ensure that flexible groupings are based on those needs. For example in Year 5, the teacher ensured that specific pupils received support. Consequently, the session moved at pace with all pupils actively involved, staying on task and making progress within the lesson.
- Termly pupil progress meetings ensure phase leaders and teachers identify pupils who are not on track. They plan appropriate support or interventions. The school's commitment to teacher-led SEN has ensured that support is both timely and well planned. In addition, teachers identify higher learning potential pupils, and this helps the school to provide appropriate challenge for all pupils.
- Early career teachers are well supported. They have extended their own practice by observing others and team teaching alongside more experienced staff. One teacher was able to adapt the organisation of a mathematics lesson using a challenge board, which ensured that learning for all pupils continued.
- Teachers' development of subject knowledge and pedagogy has been successfully supported through the professional development opportunities provided by subject leaders. For example, in science, investigative skills have been strengthened. In a Year 6 science lesson, pupils worked in pairs to investigate adaption, detailing their observations, discussing the differences and how that aligned to what they thought would happen. One pupil said, "I didn't know that would happen".
- Learning environments across the school are purposeful and engaging. Classroom working walls allow pupils to access prior learning, previous strategies, and key vocabulary. For example, Year 5 pupils used the walls to check information and facilitate conversations around a text.
- Pupils are thoughtful in their interactions with each other and have well established routines for collaborative working, such as talk partners. In a Year 4 English lesson one pupil said, "my job is to help my partner and then he helps me".

- Teachers use technology imaginatively to support and extend learning. For example, a teacher in Year 6 used QR codes to support pupils who struggled to access a history text. By listening to a recording of the teacher reading they were able to access the text. Teachers successfully use the Seesaw online platform to capture key learning, enabling independence and extending opportunities. For example, during a trip to a local church, the teacher recorded key information which was then used and accessed by pupils the following day to support their writing.

3.2 Quality of provision and outcomes - Even better if...

...teachers and pupils clearly articulated both skills and knowledge within all subject areas.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The school provides well for disadvantaged pupils, pupils with SEND and vulnerable pupils. There is a clear, shared leadership of SEND and staff are committed to a teacher-led approach to SEND. The knowledgeable and passionate SEND coordinator ensures staff receive effective professional development support and advice. This has enabled them to implement a range of strategies that help pupils to access the curriculum and learn successfully.
- All staff have received training on the 'zones of regulation' framework and 'trauma perceptive practices' (TPP). Consequently, they have a greater understanding and shared language around the social and emotional well-being of pupils and support vulnerable pupils well.
- The thoughtful development and use of the school environment has supported pupils to manage their emotions more effectively by accessing these spaces and returning to learning quickly. One pupil spoke confidently about the strategies that helped him to regulate his behaviour and how he used the well-being room to calm down.
- The school has built an extensive range of expertise within the staff to support pupils and drive progress. For example, the higher-level teaching assistant co-ordinates wider services by liaising effectively with organisations such as the Child First Trust, who provide family counselling. The assistant also uses her Elklan training to support pupils in school.

- LSAs are confident in their role supporting pupils and work effectively alongside teachers. They have received training in the use of a range of resources, for example, the use of Lexia to address gaps in pupils' reading and spelling.
- The dedicated pastoral team address a variety of needs across the school and wider community. Their combined skills, training and knowledge of families enables the school to support pupils in an effective and timely manner. For example, bereavement training enabled staff to respond quickly and appropriately to a specific incident.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders effectively captured the impact of interventions and support put in place and the outcomes on pupils' learning.

5. Area of Excellence

Special Educational Needs and Disabilities (SEND)

Developing

5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?

Within the school and wider community there is a considerable level of need. In response to this, the school has developed a comprehensive and varied SEND offer to support pupils, develop staff awareness and meet need. This includes provision for cognition and learning, speech and language and communication, social emotional and mental health and sensory and physical needs. Alongside SEND provision there is a dedicated pastoral team who provide both expertise and support and are well placed to respond to the needs of pupils and their families.

The school has focused on teacher led provision which reflects their commitment to ensure that decisions and provision is made as close to the pupil as possible. The leadership team has significant expertise with SEND. As a result, inclusion has a

high priority, with performance management outcomes identified to ensure that SEND is a focus for teaching staff.

The school has ensured that a range of professional development opportunities and training is available to all staff. This includes the 'Step On' behaviour training strategy, the TPP approach and latterly the Thrive Approach training. Additionally, the school uses a wide range of resources linked to intervention and support programmes and has consequently built expertise within the staff, including Numicon and Lexia. The imaginative use of technology has supported pupils' access to learning. For example, the use of QR codes to individualise learning. As a result, the school has a well-developed SEND offer and has built the skills of staff to meet SEND needs.

The SEND coordinator has developed clear planning and monitoring processes across the school. In addition, external support is developed where appropriate. The school is still developing their narrative regarding the impact of key strategies on pupil outcomes.

5.2 What are the next steps to work towards accredited status next year?

All leaders contribute to demonstrating the impact of the provision put in place, recognising that this is a whole school approach and reflects the school's commitment to teacher led SEND.

Leaders will develop greater clarity of the different SEND strands of provision alongside the broader pastoral offer and how they impact pupils' learning and families.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)