

Inspection of Cringleford CE VA Primary School

Dragonfly Lane, Cringleford, Norwich, Norfolk NR4 7JR

Inspection dates: 26 and 27 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils, regardless of their background, are included with warmth and kindness. Their culture and the different languages they speak are celebrated. Pupils are proud of their diverse backgrounds. The school curriculum is thoughtfully constructed to reflect the school community. Pupils benefit from this approach. They love learning and achieve well.

Pupils live out the school values of 'community, courage, and compassion'. They know how these values guide and support them to make kind and respectful choices. Pupils typically behave well. Older pupils act as excellent role models to younger pupils around school.

A rich range of wider opportunities enhance and further the curriculum. Pupils benefit from the different extra-curricular clubs and trips. These are thoughtfully planned alongside the curriculum and mean that pupils not only broaden their horizons but also further their learning through these wider opportunities. The sporting offer for all pupils, including those with special educational needs and/or disabilities (SEND), is a particular strength.

Pupils eagerly take on leadership roles to ensure their voice is heard. School councillors, young interpreters and the culture council make meaningful contributions to school life. Pupils develop their confidence and leadership skills in these valued roles.

What does the school do well and what does it need to do better?

The school's curriculum identifies the knowledge pupils learn from early years through to Year 6. In developing the curriculum, the school have thought carefully about their community. For example, the concept of 'migration' runs through the history curriculum because of its relevance to the multicultural experiences of its pupils. Pupils build their knowledge over time and typically achieve well across the curriculum.

Reading is at the heart of the curriculum. Pupils start learning to read straight away. Trained staff deliver the programme well. Pupils read books matched to their stage in learning. Any pupil at risk of falling behind is supported to keep up with their peers. As a result, pupils learn to read fluently. They achieve well as confident readers across the school.

Children in early years make a strong start. Routines and behaviours are established quickly. Children benefit from planned adult activities and child-led opportunities to further their learning. A well-resourced environment provides lots of chances for independent learning. Adults check children's progress regularly to ensure all children achieve well. As a result, children are well prepared for Year 1.

The well-planned and resourced curriculum mean pupils learn well. Pupils respond positively to strong teaching approaches and make progress in their learning over time. However, occasionally, staff do not check what pupils have learned precisely enough. This means that some pupils do not always build on their knowledge as securely as they could. The school is aware of this and already has plans in place to address any inconsistencies.

Clear systems to support pupils with SEND are in place. These ensure staff gain a thorough understanding of pupils' needs. Plans are successfully put in place to remove barriers to learning. Most pupils with SEND access the full curriculum alongside their peers. Some pupils are taught a more individual curriculum. For example, some pupils access 'fledglings' to gain bespoke social and communication support. The school ensures pupils get what they need. As a result, pupils with SEND achieve well.

A clear behaviour policy ensures that expectations in lessons are known and followed well by pupils. Staff typically manage behaviour very effectively. The school's 'JONK' values are known by everyone and guide the school's approach to promote effective learning behaviours. Pupils demonstrate these values in their high levels of focus and engagement in lessons.

Pupils' understanding of different cultures and beliefs is exceptional. Pupils know the importance of being respectful. The school's carefully considered personal, social and health education programme is enhanced by special events, such as the recent 'day of welcome'. The cultural council organise different events, which celebrate the diversity of the community. Pupils develop into well-rounded citizens. They leave exceptionally well prepared for life in modern Britain.

Governors understand their duties well. They are well trained and do regular checks to ensure they test out what is happening to improve the important aspects of the school. They provide strong support and challenge to school leaders. Parents value the close-knit school community and the many opportunities they are given to be part of their children's education.

Staff feel valued and proud to work at this school. They appreciate the support offered by school leaders around their well-being as well as the commitment to their ongoing professional learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not check pupils' understanding carefully enough. As a result, some pupils' misconceptions are not identified or addressed as quickly as they might. The school should ensure that all teachers know how to check what pupils have learned so that they can build knowledge securely over time in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121113
Local authority	Norfolk
Inspection number	10295002
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Catherine Berwick
Headteacher	Julia Humphrey
Website	www.cringleford.norfolk.sch.uk
Dates of previous inspection	16 and 17 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school uses two registered providers of alternative provision.
- The school is part of the Diocese of Norwich. Its last inspection of its denominational education, under section 48 of the Education Act 2005, took place in March 2017. The next section 48 inspection will occur within eight years of this date.
- A significant proportion of pupils speak English as an additional language. This proportion has increased since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher, inclusion leader, subject leaders, staff, members of the governing body, and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- Inspectors also considered curriculum documentation, visited lessons and spoke to pupils about their learning in computing and art.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governing body meetings, school development plans and school self-evaluation documents.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View. Inspectors also spoke with parents as they arrived at school.
- Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector	His Majesty's Inspector
Nicola Shadbolt	Ofsted Inspector
Benjamin Axon	Ofsted Inspector

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