

Crawley Ridge Junior School

Graitney, Crawley Ridge, Camberley, GU15 2AJ

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress so that standards are consistently high over time in English and mathematics by the end of the key stage.
- Current attainment in all year groups is high and pupils achieve well in Years 4, 5 and 6.
- Pupils are avid readers and read with fluency and confidence.
- Teaching is consistently good in all year groups and an increasing amount is outstanding.
- Pupils work extremely well, finding things out for themselves, and they also collaborate well in pairs and groups.
- Pupils' behaviour is outstanding in class and around the school and they say they feel very safe.
- The school council and eco-council are very active and help to improve aspects of school life.
- The headteacher, senior leaders and governors have been very successful at improving teaching and keeping standards high over time.
- The curriculum enhances pupils' experiences considerably as it builds up their skills in carefully calibrated steps and makes full use of music, the arts, sport and the school's exceptional grounds.

It is not yet an outstanding school because

- There are occasions when more able pupils are not challenged enough to reach the higher levels of attainment.
- Year 3 pupils do not make the same good rate of progress as those in other years.
- Teachers are not consistent in how they apply the marking policy, especially in giving pupils feedback about their next steps in learning in mathematics.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons, some of which were joint observations with the headteacher.
- The inspection team heard pupils read and, with the headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers, the Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspection team took account of the 84 responses to the online questionnaire (Parent View) and spoke with several parents outside school.
- The inspectors considered the staff questionnaires that were completed.
- At the time of the inspection, the deputy headteacher was on maternity leave.

Inspection team

Nick Butt, Lead inspector
 Kusum Trikha
 Victoria Turner

Additional Inspector
 Additional Inspector
 Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed services) is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school is set in 10 acres of mature parkland, which once belonged to the manor house that used to occupy the site before the school was built.

What does the school need to do to improve further?

- Improve teaching and achievement to outstanding by making sure that:
 - more able pupils are always challenged to reach the higher levels of attainment
 - Year 3 pupils make the same rate of progress as other groups and build rapidly on their existing skills and knowledge
 - all teachers apply the marking policy consistently and give pupils feedback about their next steps in learning in mathematics as they do in English.

Inspection judgements

The achievement of pupils

is good

- Standards have been rising year on year and remain high in reading, writing and mathematics. Most pupils make good progress, reflected in work in their books over time.
- There is some consolidation of learning for Year 3 pupils and their progress is not quite so rapid as in other years. They join the school with standards that are above average and build on their skills and knowledge gradually. Their progress accelerates as they move into Year 4.
- Attainment in all year groups is high and pupils are on course to achieve similarly high results this year. The school did not enter any pupils for the higher Level 6 tests last year when they were still a pilot project but has entered pupils this year and expects to see an improvement in progress over time for the more able as a result.
- Pupils read widely and well. They develop a real enthusiasm for reading, and strengthen their understanding of different types of books.
- Pupils are given good structures for writing which help them succeed in a variety of genres. For example, Year 3 pupils wrote to the headteacher to persuade her to let them organise a treasure hunt. Pupils write very well across different subject areas. They use technology well to support their writing. For instance, a group of pupils created an interactive quiz about the Victorians. Others designed and published their own sales details for the Tudor residence, Hampton Court.
- Pupils make their own special books that contain the year's topic work and present their work in creative and imaginative ways, making links across learning. These are illustrated to a high standard with line drawings and watercolours and examples of writing they have honed and polished themselves. Pupils plan all their own layout and measure up the books so that everything fits perfectly. Their attention to detail is very precise and they produce accomplished works of great beauty, in which they take a real pride.
- There is excellent support for any pupils who have gaps in their understanding of mathematical concepts such as multiples. They make very rapid progress because of high quality focused teaching. There are plenty of opportunities for pupils to solve real-life problems.
- Disabled pupils and those who have special educational needs make good progress because support is tailored precisely to their needs. Almost all pupils reach nationally expected levels of attainment for pupils without special educational needs.
- In 2012, the gap in attainment between pupils eligible for the pupil premium and the others in the school was two terms behind in English and three terms behind in mathematics. Wise spending of the additional funding through specialist teaching has resulted in these gaps closing considerably this year.

The quality of teaching

is good

- Teachers have very good subject knowledge and question pupils well to assess their understanding and probe their learning. They teach confidently with enthusiasm, and are very clear about what they want pupils to learn and how they can be successful in each lesson.
- In the most successful teaching, pupils are engrossed in their work because it is pitched at exactly the right level and involves them fully in their own learning. For instance, Year 6 pupils were designing lunar theme parks to a specific budget and had to plan where to place rides and amenities. This involved them in using and applying a wide range of skills and generated excellent discussion between groups.
- Teaching assistants make a valuable contribution to pupils' learning, especially when supporting disabled pupils and those who have special educational needs. They are trained well and fully briefed to help pupils make rapid progress.
- Teaching is conducted at a brisk pace and there is a good level of challenge for most pupils. However, occasionally, more able pupils are not challenged sufficiently well for them to reach the higher levels in reading, writing and mathematics.

- Pupils' workbooks show that teachers have high expectations of the work pupils produce and give them plenty of opportunities to assess the quality of their work and that of their peers against specific steps for learning success.
- While the marking policy is generally well applied, it is not fully secure and there remain some inconsistencies in the effectiveness of feedback to pupils, especially in mathematics. This means that they are not all clear about the next steps in their learning.
- Additional support teachers are very successful at meeting the individual needs of pupils who are at risk of falling behind. This helps them to make very rapid progress and catch up with their peers.

The behaviour and safety of pupils are outstanding

- Pupils have positive attitudes to learning and enjoy their lessons. Their behaviour is impeccable both in class and around the school. They say that behaviour is very good and that bullying is not a concern to them.
- Pupils know about the different types of bullying including on the internet and how to be good friends. They show consideration and care to one another and have a mature approach to their behaviour. Peer mediators take their roles seriously in sorting out minor disputes that may occur on the playground. Pupils know that discrimination of any kind is not tolerated.
- Pupils say they feel completely safe in school and know all about avoiding risk from strangers, fire and water. Most parents agree that behaviour is good and that pupils are safe. Some parents have issues with the school, but inspectors found that leaders go out of their way to apply the policies and procedures consistently and they take seriously any concerns pupils may have.
- Pupils make a valuable contribution to the life of the school, for example as junior sports leaders. They act as ambassadors for sport within the school, taking a leading role in organising games and encouraging their peers to become actively involved. Members of the school council and eco-council also help to shape policies and make the school a better place for all.
- Attendance is above average. There are very good procedures for tackling absence and supporting families, especially through the work of the school's welfare assistant, who keeps meticulous records and through the diligent work of the administrative team. Pupils' good attendance record reflects their great enjoyment of school.

The leadership and management are good

- Leaders, managers and governors share the headteacher's vision for driving improvement and have worked well together, supporting one another during the deputy headteacher's absence. Leaders have been successful at keeping standards high year on year, and have a good understanding of the school's strengths and areas for improvement. They are reflective and analytical and have focused on the transition of pupils from KS1 into the school with a view to accelerating progress in Year 3 so that it comes into line with the rest of the school.
- accelerating the progress of Year 3 pupils to come into line with the rest of the school.
- Teachers are given clear feedback about how to improve their practice, and the national 'Teachers' Standards' are used to inform targets arising from the management of their performance. These are linked to pupils' progress. Leaders consider teachers' progress towards meeting their targets six times per year to make sure they are on track.
- Teachers have to meet strict criteria relating to their performance and the achievement of pupils before they are considered for a pay rise.
- The school development plan has the right priorities based on regular and rigorous monitoring and is evaluated for its effectiveness.
- Pupils benefit from a rich curriculum that takes account of their interests and aspirations. It is enhanced by many visits to places of interest, including residential trips. Pupils have plenty of

opportunities to practise their literacy, numeracy and communication skills across different subjects. They take part in a plethora of clubs and participate in over 20 different sports each year. The school has an orchestra and two choirs and makes the most of its splendid grounds, which are a real asset. These opportunities promote pupils' spiritual, moral, social and cultural development extremely well and help to make sure that all pupils have equal opportunities to succeed.

- The local authority has given good support to the school, especially in improving teaching and developing mathematics.
- The school works well with most parents, although there are a small number who are not happy with various aspects of its work. Workshops and events are well supported.
- **The governance of the school:**
 - Governors know the school well and understand about pupils' achievement and the quality of teaching. They have a clear picture of data relating to pupils' attainment and progress in comparison to similar schools nationally. They take pride in the fact that the school 'treats pupils as individuals not as statistics'. They hold leaders to account and ask searching questions. They know what the school does to reward good teaching and tackle any underperformance and have a good understanding about how it manages the performance of staff and sets targets. Governors keep a close eye on finances and know how the pupil premium is being spent and its positive impact on eligible pupils. They also make sure that all safeguarding arrangements meet requirements.

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	125076
Local authority	Surrey
Inspection number	412969

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Paul Appleyard
Headteacher	Maria Martin
Date of previous school inspection	17–18 November 2008
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