

Crossways Junior School

Knapp Road, Thornbury, Bristol, BS35 2HQ

Inspection dates 27–28 February 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Pupils' achievements in mathematics and reading are particular strengths throughout the school.
- Pupils achieve well because teaching is typically good and some is outstanding.
- The school has an accurate view of its strengths and areas for improvement resulting in an effective school development plan used to identify key areas for further work.
- The quality of marking was an area for improvement from the school's previous inspection. Marking has improved and is now a strength of the school.
- The rich and diverse range of subjects makes a significant contribution toward developing pupils' skills, knowledge and understanding.
- The focus on pupils' spiritual, moral, social and cultural development is strong and as a result pupils behave well and typically show good attitudes toward their work.
- The vision and drive of the headteacher, senior leaders and governors to further improve the quality of teaching and pupils' learning are shared by all staff.
- Governance is good because the recently formed federation's governing body has a secure grasp of the school's strengths and weaknesses and holds it accountable for pupils' achievement.
- Pupils say that they feel very safe in school. They are caring and respectful toward each other.
- Parents and carers have a very positive view of the school and speak highly of its work.

It is not yet an outstanding school because:

- Pupils do not achieve as well in writing as they do in mathematics and reading.
- Teachers do not always explain tasks clearly enough. When this happens, time is lost because pupils do not know what to do.
- Pupils are not always given extra work when they complete a task. When this happens, some pupils lose concentration and they begin to disturb the learning of other pupils.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons taught by nine teachers. Five of these were joint observations with the headteacher. They also observed the teaching of groups where individual support was provided in class. In addition, inspectors heard pupils read as well as examining pupils' work and discussing it with them. Inspectors also visited the breakfast club.
- A wide range of school documentation was analysed and evaluated, including that relating to safeguarding, progress information, staff training, school improvement plans, governing body minutes and monitoring records.
- Inspectors held meetings with the headteacher and staff as well as the Chair of the Governing Body and three other members. A conversation was held with a representative of the local authority.
- The 80 responses to Ofsted's online questionnaire, Parent View, were considered as well as the 22 questionnaires returned by staff. Inspectors also spoke to parents and carers before the start of school and took account of pupils' behaviour during playtimes and in the dining hall.

Inspection team

Matthew Cottrell, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Full report

Information about this school

- Crossways Junior School is a smaller-than-average size junior school.
- The school federated with Crossways Infant School in September 2012.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Key Stage 2.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than the national average. The proportion supported at school action plus or with a statement of special educational needs is lower than the national average.
- The number of pupils known to be eligible for additional funding through the pupil premium is well below the national average. This funding is available for pupils known to be eligible for free school meals, those from a forces family and those looked after by the local authority. There are no looked-after children at the school.
- The percentage of pupils from minority ethnic backgrounds and those learning English as an additional language is below average.
- The school has an after-school club to support parents and carers with child care. This club is not managed by the school or governing body and so was not included in this inspection.

What does the school need to do to improve further?

- Improve pupils' writing by providing more opportunities for them to write at length across the range of subjects and on a variety of themes and topics.
- Ensure that pupils make even better progress in their learning by:
 - making sure that teachers take time to clearly explain tasks before they set pupils to work
 - ensuring that pupils know what to do next when they finish an activity.

Inspection judgements

The achievement of pupils

is good

- Pupils enter the school in most years with above average standards in reading, writing and mathematics.
- The achievement of all groups of pupils, including the more able, is good and improving. This is because senior leaders rigorously monitor the quality of teaching to ensure that it is at least good. They have introduced learning targets for pupils and have focused upon improving the quality of teachers' marking.
- When the school was last inspected, mathematics was the weakest area of school performance. Pupils now achieve consistently better in mathematics. Mathematics and reading are now strengths of the school. Work to improve writing so that it is equally as good is beginning to have an impact.
- By the end of Year 6, overall attainment is significantly above average. In 2013, the proportion of pupils attaining the expected level in mathematics and reading was significantly above average while attainment in writing was broadly in line with the average.
- In 2013, the proportion of pupils attaining higher than expected levels in reading and mathematics was significantly above average while in writing it was broadly in line with the average.
- In the past some pupils eligible for support through the pupil premium have not reached similar levels of attainment to other pupils. In 2013 these Year 6 pupils were two terms behind their classmates in reading, three terms behind them in writing and five terms behind them in mathematics. Over the last year the school has targeted all pupils eligible for the pupil premium to ensure that the pace of their learning speeds up. This has been successful and as a result pupils receive the support that they need so that the gap between their performance and that of their peers in reading, writing and mathematics has become less and is narrowing quickly.

The quality of teaching

is good

- Teaching is good throughout the school and some is outstanding. An example of this was seen in a lesson where pupils were being taught how to use a protractor to measure angles. Learning and progress were outstanding because of the high expectations of the teacher and because of the pupils' excellent attitudes toward their learning.
- Teaching is not yet outstanding. Teachers plan a range of different tasks and activities for different ability groups. However, they do not always take time to clearly explain tasks before they set pupils to work and to ensure that pupils know what to do next when they finish an activity. When this happens, some pupils lose concentration. They become unsettled and they begin to disrupt the learning of others as well as not making greater progress themselves.
- Teachers are enthusiastic about learning and this is communicated to pupils who enjoy the tasks that their teachers have set for them to do. The work that pupils are given challenges their thinking, including that of the more able.
- Teaching assistants are deployed effectively in the classroom and they provide good support for pupils, working closely with class teachers to ensure a consistent approach.
- Relationships in the classroom are very strong. This is because the school has worked hard to ensure that the school is a place where everyone works together to succeed.
- The school's rich range of subjects is taught well and is closely linked to pupils' skills and interests. Lessons motivate pupils well and make an excellent contribution to their spiritual, moral, social and cultural development. For example, as part of a Year 5 topic called 'Journeys and Judgements' pupils were encouraged to adopt different perspectives when considering the actions of Jesus when he removed the moneylenders from the temple.
- The school has worked hard to improve the quality of teachers' marking and as a result it has significantly improved since the previous inspection. Marking is now consistent across the school. It identifies strengths in pupils' work and areas that need improving. Pupils are given time to respond

to their teacher's comments and they say that marking helps them to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy school and develop very well as articulate, courteous and considerate young people, well aware of how to lead safe and healthy lives.
- Behaviour is not yet outstanding because when teachers do not clearly explain tasks or tell pupils what to do next pupils become unsettled and as a result learning suffers.
- Pupils' ability to work cooperatively is a strength of the school. Pupils support one another extremely well by helping each other with their work, taking turns and giving and receiving positive criticism.
- Attendance is above average and reflects pupils' evident enjoyment of school. They speak enthusiastically about what they learn and have good attitudes towards their work.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe. This is because the school has clear policies and procedures that pupils understand well. For example, pupils are taught how to stay safe when using computers online.
- Pupils are clear about what constitutes bullying and the various forms in which it can take place such as verbal, mental, physical and cyber bullying. They say that bullying occurs very rarely in school and that when it does they know that adults will quickly help to resolve the matter. School records confirm this view.
- Behaviour in and around the school is good. The school's documentation shows that no serious incidents have occurred in recent years and there have been no exclusions in the previous year.

The leadership and management are good

- The headteacher has been instrumental in shaping a new leadership team for the school. He is highly ambitious for the school and is well supported by the newly appointed deputy headteacher, senior leaders and governors.
- Staff morale is extremely high. Staff share the headteacher's commitment to ensuring that pupils achieve well and they form a strong team. As a result, the capacity for the school to make further improvements is strong.
- School leaders have a good understanding of the strengths of the school and what needs to be improved further. Targets for improvement are clear and the impact of school development work is measured against specific and measurable criteria. For example, the recent focus on writing has meant that the standard of written work has begun to improve.
- The school makes effective use of detailed information about the progress of pupils. The headteacher has a good understanding of how individual pupils and groups of pupils make progress. This has led to recent improvements in the progress and achievement of all groups, for example, those eligible for the pupil premium.
- The management of teaching is good. The headteacher and senior leaders have a robust system of checking on the quality of teaching and holding teachers to account for their performance. Teachers are given targets that are both linked to pupils' progress and reflect areas for school improvement.
- The primary school sports funding is being used to effectively build upon the high quality and breadth of physical education and sports provision. Specialist sports coaches have been employed to improve pupils' expertise in different sporting activities. The participation in sporting activities across the school is high.
- Use of additional funds to support the progress of pupils who are at risk of not doing so well as others, the pupil premium, is carefully monitored by leaders and the governing body. Funding is used in a variety of ways, including for the provision of extra adult support, improved resources and personalised tuition. This is helping these pupils to catch up with their peers where any gaps exist.
- The school has a strong partnership with parents and carers and it is clear that the work of the school is highly regarded. This was evident from discussions with parents and carers and from Ofsted's Parent View survey. Almost all parents and carers would recommend the school to others.
- The local authority, recognising the school's continuing level of effectiveness, provides limited

support on an 'as needed' basis.

■ **The governance of the school:**

- The current governing body was formed from two separate governing bodies in September 2012 as a result of the federation of Crossways Infant School and Crossways Junior School. Governors have been highly successful in their work to put in place the structures required for the new federation and have a clear understanding of their strategic role in leading school improvement. Governors are committed and ambitious for the school. They actively contribute to the school's monitoring and evaluation programme through regular visits and challenging questioning. They are fully aware of the quality of teaching in the school and how the performance of teachers is being managed to help improve teaching further. Governors provide both support and challenge for the headteacher and ensure that he is held to account for pupils' progress and how the school compares to others. For example, they ensure that there is a clear link between the quality of teaching and pupils' progress and the way in which teachers move along the pay scales. The governing body ensures that the school makes effective use of additional funding such as the pupil premium and primary school sports funding and is aware of its impact. Governors meet all their statutory responsibilities including national requirements for safeguarding pupils.

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	109040
Local authority	South Gloucestershire
Inspection number	431480

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Steve Forecast
Headteacher	Mark Toogood
Date of previous school inspection	7–8 July 2009
Telephone number	01454 866566
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