

# Inspection of Church Crookham Junior School

Tweseldown Road, Fleet, Hampshire GU52 8BW

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Inspection dates: 6 and 7 June 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils are happy and feel safe in this welcoming and inclusive school. Leaders are ambitious for them to learn well. Pupils demonstrate high levels of motivation. They enjoy their lessons and love to discuss their developing knowledge. As a result, most pupils achieve highly across the curriculum.

The school's values of 'resilience, kindness, imagination, reflection and respect' underpin daily life. Pupils learn about different cultures, traditions and religions. They are respectful of each other and celebrate difference. Pupils work and play well together. They are keen to help and readily take on responsibilities such as on the elected school council or as 'playground pals'. Pupils enjoy positive relationships with adults and, as one pupil summed up, 'everybody in this school gets their voice heard'. Bullying is not tolerated and leaders act swiftly to address any concerns.

Pupils enjoy the wide range of extra-curricular provision such as gardening, French and yoga. They delight in the range of opportunities to participate in competitive sport either in the school's house competitions or against other schools, such as in the recent Hampshire Athletics. Many learn to play a musical instrument such as guitar, keyboard and drums. There is a high level of pupil participation in these wider activities.

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

The provision for pupils' personal development is a strength. Pupils are keenly aware of the role of diversity and equality in their lives. They value differences and say everyone is welcome in their school. Pupils are taught how to take care of themselves and enjoy accessing the cookery room, learning how to prepare healthy meals. They also value the trips and experiences they have as part of the curriculum, such as the recent visit from a Paralympian who has been selected to travel into space.

Leaders have already established many curriculum areas. Recently, they have worked to refine other parts of the curriculum, such as science. These areas are now ambitious and well sequenced. Leaders have identified the essential knowledge pupils are to learn and when. They monitor pupils' progress and identify further teaching for those pupils at risk of falling behind. Pupils with special educational needs and/or disabilities (SEND) are accurately identified and well supported.

Most teachers have strong subject knowledge. They confidently adapt the curriculum and explain it clearly so that all pupils, including those with SEND, access the same learning and attain well. Teachers also plan opportunities for pupils to practise essential skills to ensure these are secure. For example, in mathematics the 'daily 5' recaps on important mathematical facts. In most classes, teachers check pupils' understanding before moving on to new ideas. Where this is the case, pupils learn and remember more over time. However, not all staff have received the

training they need to confidently deliver the curriculum. As a result, some pupils do not achieve as well as they could.

Pupils read widely and often. Leaders have prioritised providing high-quality texts across the curriculum. Pupils relish opportunities to read these texts and are enthusiastic readers. They also delight in hearing their teachers read class stories. For those pupils still learning to read, leaders provide effective phonics interventions. Pupils are given books that are well matched to the sounds they need to learn. However, not all staff have had training and there are some inconsistencies with the way decoding skills are explained during one-to-one reading. This means that some children do not catch up as quickly as they should.

Pupils behave well around the school. In class, they listen intently to their teachers and respond to directions quickly. Pupils enthusiastically engage in group work and enjoy debating ideas. They value the range of rewards they can receive such as house points or the much coveted 'headteacher award'. Leaders are quick to act if pupils' behaviour falls short of leaders' high expectations, identifying potential causes and providing support. Suspensions are used appropriately, but there are more than leaders are happy with.

Governors and leaders work effectively together. They share an ambitious vision of 'achievement by all'. Staff value leaders' consideration to their workload and feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils know how to keep safe. They can identify their trusted adults and know to report any worries they may have. The curriculum supports pupils' understanding of safe relationships, including when online.

Leaders ensure that staff have relevant and up-to-date training, so they know how to identify any signs of concern. Systems for reporting safeguarding issues are effective and meticulous. This means that any needs are quickly spotted and acted on. Leaders work well with external agencies to ensure that pupils and their families receive the support that they need.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some staff are not as confident in their subject knowledge as others. This leads to inconsistencies in how well they implement the curriculum and assess pupils' learning. Leaders need to ensure all staff have subject-specific professional development to improve their expertise.

- There are minor inconsistencies in the way staff support early readers. This means that a small number of pupils do not catch up as quickly as they might. Leaders should ensure that all staff have the knowledge and skills to teach early reading effectively.
- Suspensions are not reducing quickly enough. Leaders need to persevere with their work to ensure behaviour is consistently high quality and lost learning time, for these children, is minimised.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115976
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256298
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	582
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Karen McManus
<b>Headteacher</b>	Pam Meek
<b>Website</b>	<a href="http://www.crookham-jun.hants.sch.uk">www.crookham-jun.hants.sch.uk</a>
<b>Date of previous inspection</b>	18 and 19 January 2022, under section 8 of the Education Act 2005

## Information about this school

- Currently, the school uses one alternative provider.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, design technology, art and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding leader and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff and pupils' responses to Ofsted's online questionnaires.

### **Inspection team**

Laura James, lead inspector

His Majesty's Inspector

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Ofsted Inspector

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