



# Crosshall Junior School

## Inspection Report

---

**Unique Reference Number** 110892  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278548  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Mr. Roger Brown AI

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

---

<b>Type of school</b>	Junior	<b>School address</b>	Great North Road
<b>School category</b>	Foundation		PE19 7GG
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01480 475972
<b>Number on roll</b>	463	<b>Fax number</b>	01480 471995
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Doug Pell
<b>Date of previous inspection</b>	8 January 2001	<b>Headteacher</b>	Mrs. Julia Elliott

---

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 20 June 2006 - 21 June 2006	<b>Inspection number</b> 278548
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school serves an area of economic and social advantage and has relatively few pupils entitled to a free school meal. Most children are of White British heritage, but there are a few from other backgrounds. The proportion of pupils with learning difficulties or disabilities is below the national average. The majority of pupils starting at the school transfer from the infant school that shares the same site. The school has received a number of awards including the Artsmark Gold award and the Health Promoting School Award.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. It provides good value for money. This inspection judgement matches the school's own accurate picture of itself. The quality of teaching and learning are good, although pupils' thinking and reasoning skills could be encouraged more in some lessons. The curriculum is also good. Standards are rising steadily and are above the national and local average ensuring pupils' overall achievement is good. However, the pupils' progress in the subjects of English, mathematics and science varies across Years 3 to 5 before accelerating in Year 6. In particular, it is the progress of higher attaining pupils that is variable. However, this inconsistency is outweighed by strengths in other areas. Standards in the arts and information and communication technology (ICT) are particularly noteworthy. Pupils' personal development and well-being are outstanding. Pupils behave exceptionally well and show considerable care and respect for each other because they themselves are well cared for and respected by all the adults in the school. The school is very well led and managed. The headteacher, deputy headteacher, staff and the governors are unremitting in their drive to raise aspirations and improve standards. Many worthwhile innovations and initiatives are trialled and developed at the school and although they are all evaluated, it is not always clear which developments are the most successful and have the greatest impact on learning. All of the issues from the last inspection five years ago have been dealt with successfully. The school's capacity to further improve is good.

### **What the school should do to improve further**

- Make sure that the more able pupils make more consistent progress across the core subjects in Years 3 to 5. - Ensure all teachers identify and use strategies to stretch pupils' thinking and reasoning skills, particularly the higher attaining younger pupils.

## **Achievement and standards**

### **Grade: 2**

The school's own high quality data indicates that the attainment of pupils is just above average when they start at the school. Progress in the core subjects of English, mathematics and science is good overall and particularly so in Year 6 because here teaching is particularly rigorous. Progress is more variable in Years 3, 4 and 5. The results of Year 6 national tests have improved steadily over the past four years and are above average in English, mathematics and science. The school's current assessment data shows that the 2006 results are likely once again to show further improvements. Standards are above average across the curriculum. They are particularly high in the arts and ICT. At the time of the last inspection standards in ICT were weak, but now the subject is one of the strengths of the school. The school has exceeded the challenging targets it was set for the number of pupils achieving level 4, (the expected level) in English and mathematics for the past two years, but it has not met the level

5 targets as consistently. Pupils with learning difficulties or disabilities receive very good support which enables them to achieve the targets set for them.

## **Personal development and well-being**

### **Grade: 1**

The school makes an outstanding contribution to pupils' personal development. Pupils are confident, happy learners who enjoy all aspects of school life. A clear sign of their enjoyment is that pupils' attendance levels are well above average. Pupils behave exceptionally well at all times. They form excellent relationships with one another and with members of staff and show high levels of concern for one another. Pupils work hard in lessons and are keen to do well. Their views are made known and acted upon through the work of the very effective school council. Pupils' spiritual and moral development, both through assemblies and work in lessons, is very good. The school works closely with local churches in the presentation of a rich programme of assembly themes. Encouragement to support one another in all aspects of school life ensures that pupils' social development is excellent. Significant improvements have been made in provision for pupils' cultural development since the previous inspection and this is now very good. Pupils understand that they are growing up in a culturally and ethnically diverse society. This has been achieved through carefully planned opportunities to learn about cultural diversity in many subjects, and through the links forged by the school with others, both in this country and abroad. The school is a very safe environment and great care is taken to encourage pupils to adopt healthy lifestyles. Pupils make a very good contribution to the local and wider community, raising money for charities and participating in a wide range of events. Pupils develop good basic language, mathematics and computer skills, and take responsibility around the school, such as for the stationery shop. This prepares them well for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Data shows that learning and progress in literacy and numeracy are particularly strong in Year 6. Purposeful working environments help pupils to make progress in English, mathematics and science. Their learning and progress are particularly good in some other subjects such as art and ICT. These subjects are taught imaginatively alongside others such as history and geography, which generates high levels of interest among pupils. Pupils' animation of Shakespearean plays using ICT is an outstanding example of this cross-curricular work. At the beginning of lessons teachers explain what they want the pupils to learn and provide them with appropriate personalised targets for improvement, but it is too early to assess the effectiveness of the new system of group targets the school has introduced. Rigorous assessments are made of pupil performance and this data is used well to plan lessons and meet the needs of pupils. Teaching is not so effective in some literacy and numeracy lessons when opportunities are sometimes missed to challenge

the understanding of pupils and develop their thinking skills. Small group activities enable pupils to share ideas and enhance their social development. Teaching assistants make a strong contribution to the quality of teaching and learning.

## **Curriculum and other activities**

### **Grade: 2**

Curriculum provision is good. Since the last inspection, substantial investment in ICT has enabled a dramatic improvement in provision. The school's awards in art, design and the performing arts reflect the importance placed on high quality provision. National strategies are used effectively to guide the planning for literacy and numeracy, although the more able pupils could be challenged further in some year groups. The school has created some exciting links with other subjects, as in the reference to paintings of Medusa made during a study of Ancient Greece. Pupil progress is monitored very closely. A new approach to the analysis of assessment data is helping to match work to pupils' needs. The curriculum is enriched by, for example, links with schools in Germany, Spain and Italy, as well as a good range of clubs and activities and a high take-up of instrumental music tuition. Pupils' interest and enjoyment in their work is further enhanced through a wide range of day and residential visits. The school welcomes many interesting visitors who share their experiences and expertise which enriches pupils' learning experiences. Attractive displays in classrooms and around the school illustrate very effectively the importance the school places on the full range of subjects taught.

## **Care, guidance and support**

### **Grade: 2**

The school provides excellent care and support for its pupils. Teachers and their assistants are careful, thorough and diligent in their commitment to promoting pupils' health and safety. Close attention is paid to undertaking risk assessments and strategies for safeguarding all pupils are regularly reviewed. Child protection procedures are fully in place. Hence pupils come to school with enthusiasm and confidence that are shared by their parents. The school seeks the views of parents through questionnaires and in meetings to discuss children's progress. Pupils are given good guidance on how well they are doing and how they can improve some aspects of their work. However, there are inconsistencies in the extent to which pupils know what is expected of them and how they can reach these goals. Teachers have comprehensive records that track the progress pupils are making and they use this information effectively to guide their planning. However, this information is not yet used enough to provide detailed feedback to pupils in ways that would challenge them to achieve even higher standards. The needs of pupils with learning difficulties or disabilities are well known to teachers. Consequently, they and their assistants ensure that these pupils make good progress.

---

## Leadership and management

### Grade: 2

Leadership and management are good. Leadership responsibilities are distributed very successfully across all teachers. This creates very effective teamwork and helps to promote the significant degree of innovation and development that takes place in the school. It also ensures that very strong vision for the direction of the school and the commitment to pupils is shared by the headteacher, deputy headteacher, staff and governors. Parents' views are very positive and almost all of them think the school is well led and managed. The school's self-evaluation is rigorous and accurate. As a result, the school knows its strengths and weaknesses well, although at times, with so much going on, it is not always clear which initiative has the most significant impact. The governance of the school is excellent. The governors are thoroughly informed about how the school is performing through detailed reports from the headteacher and the subject leaders, and their own detailed analysis of results. The governors have been very successful in securing the appointment of skilful, motivated and committed teachers and teaching assistants. They have prudently allocated funds to improve the building, which now provides a light and modern environment for learning. Funds are very well managed and as a result there are very good levels of resources as well as additional support for those pupils who need it. In view of the good standards the pupils achieve especially in the arts and ICT the school gives good value for money and clearly has the capacity to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome when we visited your school. It was a real pleasure to be with you. We enjoyed watching your classes, and we really enjoyed talking to you about your work. What we liked most about your school - You are so polite and friendly to each other, both in the classroom and when you are playing outside. - The adults in your school look after you very well and want to make sure you are always happy, healthy and safe. - You enjoy your school, you think learning is fun and you want to do well. - You are skilled as artists and confident when you use ICT. - You all work hard and achieve good standards. Some things could be even better, so we have asked your teachers to - Make sure that those of you who are doing really well in one subject get the chance to thoroughly learn and do well in other subjects. - Identify ways to stretch and develop your thinking and reasoning skills. Many of your parents wrote to us saying that they think that you go to a good school, and we agree with them. We thoroughly enjoyed the time we spent with you in school and we wish you and the staff well.