



Crawley Ridge Junior School

Inspection Report

Unique Reference Number 125076
LEA Surrey LEA
Inspection number 281877
Inspection dates 12 September 2005 to 13 September 2005
Reporting inspector Vanessa Ward AI

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

Type of school	Junior	School address	Graitney
School category	Community		Crawley Ridge
Age range of pupils	7 to 11		Camberley, Surrey GU15 2AJ
Gender of pupils	Mixed	Telephone number	0127661144
Number on roll	264	Fax number	01276675700
Appropriate authority	The governing body	Chair of governors	Dr S Drury
Date of previous inspection	17 January 2000	Headteacher	Mrs C M Wainwright

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Crawley Ridge Junior School is situated in a prosperous community in Surrey. The school is slightly larger than average in size and is usually oversubscribed. The percentage of pupils with learning difficulties or disabilities is low, as is the number of pupils entitled to free school meals. Very few pupils are in the care of the local authority. Approximately a quarter of pupils come from minority ethnic backgrounds. A small number of pupils speak English as an additional language, a few being at the early stages of learning English.

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 an effective school which provides good value for money. The school's self-evaluation is accurate and is used successfully to bring about improvement. The school has already identified and begun to take action to increase the challenge it provides for higher attaining pupils and to raise boys' achievement in writing. The school has particular strengths in the leadership and management of the headteacher and governors, its use of assessment data and its commitment to the personal development of its pupils. The headteacher leads with conviction to raise achievement and promote the pupils' well-being. The pupils make good progress, the school building effectively on the generally above average attainment of the pupils when they arrive. Teaching is good overall and the involvement of pupils in understanding how well they are doing is very successful. Good care and support is provided for the pupils and this helps them to behave well, to develop positive attitudes to learning and to enjoy being in school. This contributes to the orderly atmosphere in the school. The vast majority of parents express strong support for the school. Since the previous inspection, improvement has been good. The school has made good progress in remedying the weaknesses identified at the previous inspection and in identifying and tackling new initiatives, such as improving the pupils' personal development. This evidence of improvement already achieved, combined with the commitment of the staff and governors, suggest that the school has good capacity to make further improvements.

What the school should do to improve further

To improve further the school should: * Improve the challenge in lessons for the higher attaining pupils across all subjects. * Raise the achievement of boys in writing in all subjects.

Achievement and standards

Grade: 2

Achievement is good. Pupils enter the school with better skills in reading, writing and mathematics than those normally found in pupils of this age. The teaching at the school develops and improves these skills so that they make good progress. Since the previous inspection, the school has maintained standards which are above and often well above average in English, mathematics and science. Although the school has relatively few pupils with learning difficulties, the well organised support, which such pupils receive from teachers, support staff and external specialists, means they make good progress. Similarly, pupils from minority ethnic backgrounds and those for whom English is an additional language, make good progress. The school sets challenging targets for pupils, based on their previous attainment. Pupils know what their targets are and are involved with teachers and other pupils in deciding if they have met them. Where these targets are not met, the school investigates and takes action. This may apply to individual pupils or to groups. For example, a recent focus on group reading has contributed to improved attainment in reading. Whilst higher attaining pupils

achieve good results in national tests, the school has rightly identified that the achievement of these pupils could be increased further across all subjects.

Personal development and well-being

Grade: 2

The pupils' spiritual, moral, social and cultural development is good. They show concern for the welfare of other pupils. For example, the buddy system, in which pupils in Year 4 befriend newly arrived pupils in Year 3, is greatly valued by pupils. The pupils work collaboratively in pairs and teams. The school council represents the views of pupils and has suggested changes which have been taken up by the school, such as play provision at lunchtimes. Pupils greatly value having extra responsibility and they enjoy helping others. The school promotes spiritual development well both through assemblies and within the curriculum. It celebrates cultural diversity in society in displays and topics and by visits from members of the wider community. Consequently, pupils understand the need to challenge racist attitudes and appreciate the need to respect the beliefs of others. Pupils feel safe in school and are valued by staff. They enjoy being at school, show positive attitudes to learning and behave well. Attendance is above average. The large number of pupils who are eager to participate in the many extra-curricular activities is further evidence that they are happy to be at school. The school emphasises the benefits of having a healthy life-style. Pupils recognise the importance of exercise and eating sensibly. Further work is taking place in this area as the school seeks a Healthy Schools award.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. The school's own assessment of teaching is accurate, and it is rightly working to increase the proportion of good and outstanding teaching. Even at this very early stage in the year, the teachers have established good relationships with their pupils. One feature of the good teaching is that the teachers explain to the pupils what they are to learn, and then help them to evaluate what they have achieved at the end of the lesson. This enables the pupils to understand how well they are doing. The teachers give clear instructions to pupils and this helps them to settle quickly to their work. Pupils in Year 3 worked productively on a complex computer task because the teacher had made very clear what she wanted them to do. The school deploys learning support assistants well and this contributes significantly to the pupils' learning. As the school seeks to improve, it is revising how it plans learning for higher attaining pupils and is reviewing the teaching of writing, especially in relation to boys. Assessment is used effectively to track pupils' progress and, where necessary, extra help is provided to enhance their learning. Teachers use day-to-day assessment information well when planning future lessons. The involvement of pupils in self-assessment at the end of topics is successful in helping them to understand how well they are doing.

Curriculum and other activities

Grade: 2

The curriculum covers a wide range of interesting activities and experiences, which help the pupils achieve well. Planning and monitoring of the curriculum has improved since the previous inspection. Regular review of, and adjustments to, the curriculum enhance the success of initiatives, such as raising boys' interest and achievement in reading. The provision for information and communication technology (ICT) has also improved and this means that teachers and pupils have far greater opportunities to use ICT to enhance learning. For example, in one class, pupils developed their ICT skills whilst learning how to present key information about the Countryside Code in clear, bullet point format. The pupils' understanding of how to stay safe and healthy is promoted effectively through the curriculum, especially in science, physical education and personal, social and health education. The school provides an interesting range of after-school activities and visits, which add to pupils' enjoyment and learning during their time at the school.

Care, guidance and support

Grade: 2

The school is successful in fulfilling its strong commitment to getting to know and supporting all of its pupils. The arrangements to promote good behaviour, improve attendance and encourage pupils to care for each other are effective. Together, these measures mean that the school is a safe and welcoming place, which in turn strongly encourages pupils to achieve well. Teachers provide pupils with clear and effective guidance about their performance and how they can improve. They are concerned with the well-being of each pupil, and monitor their social development. Pupils and parents appreciate this aspect of school life. For example, one parent commented how helpful, informative and caring the staff had been when her child joined the school mid-year. Pupils who may be at risk are identified early and child protection procedures are clear. The school makes effective links with local agencies involved in promoting pupils' health, safety and welfare.

Leadership and management

Grade: 2

The headteacher, ably supported by her staff and the governors, has a thorough understanding of the strengths and weaknesses of the school, and of the action required to bring about improvement. Examples of successful improvements include initiatives both to raise achievement in reading and to increase pupils' abilities to solve problems in mathematics. The school development plan is a comprehensive document which is used effectively as a tool for school improvement. Staff and governors are appropriately involved in its production and monitoring. Teaching and learning are monitored regularly and improvements are pursued rigorously through the teachers' professional development. The role of subject leaders has increased significantly since the previous inspection, such that they now have much greater influence over

developments in their subjects. The governing body has a thorough understanding of the strategic development of the school and governors carry out their roles and responsibilities both effectively and conscientiously. They are diligent in complying with statutory requirements. Good use is made of extended services to enhance the pupils' learning. The school works hard to involve parents in school life and in their children's learning, with the vast majority of parents being supportive of the school. The school works hard and effectively to provide equal opportunities as it strives to help all pupils to achieve as well as they can. Staffing and resources for learning are well considered and their effectiveness appropriately evaluated. Good use is made of the accommodation, which has been enlarged and improved significantly in recent years.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

As you know, we visited your school recently for two days to see how well you are taught and looked after, and how well you learn. We talked to some of you, and we would like to thank you for making us feel welcome and for talking to us about your school. It was very useful to listen to what you had to say about what you enjoy doing.

The things we think are good about your school are: * Your headteacher and teachers are good at finding ways to improve your school so that you learn better and enjoy your work more. * All of the grown ups in school look after each of you so that you feel safe and happy. You told us that you know they will always help you if you are upset or worried. This helps you enjoy being in school. * You also told us that you are pleased that the school listens to your ideas and is prepared to put them into action. Your willingness to take on extra responsibility and to help your school improve shows that you are growing up. * Your teachers collect information about your progress and use this well to give you extra support when you need it. They also help you to understand how well you are doing.

We think your school could be even better if: * Those of you who already do well were sometimes given more difficult work. * The boys could improve their written work so that it becomes more interesting and varied. Your teachers know how to make these improvements and have already started to make changes to your lessons. We hope that you will help your teachers as much as you can, so that your learning is made even more enjoyable.