

Inspection of Crawley Ridge Junior School

Graitney, Crawley Ridge, Camberley, Surrey GU15 2AJ

Inspection dates: 6 and 7 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Crawley Ridge is a welcoming and inclusive school. Pupils feel safe and happy. Pupils arrive at school every morning full of excitement and enthusiasm for the day ahead. Leaders have high expectations of pupils, who hold doors open and look after their school. For instance, pupils plant flowers and organise regular litter picks. They are particularly proud of the 'bug village' they have created in the playground.

Pupils say that bullying is rare, but if it does happen, staff deal with incidents quickly. Pupils learn how to look after their mental health. One pupil said, 'We don't keep our worries in, or let them grow, because worries make us sad.' Pupils know how to eat healthily and understand the importance of exercise. They grow salads and vegetables in the school grounds, which they use to create tasty meals.

Pupils look forward to the after-school clubs. These include judo, choir, netball, art and dancing clubs. Pupils are proud of their responsibilities, such as being members of the sports crew and pupil parliament. Pupils are fond of their forest school. They told inspectors that it helps them become resilient and resourceful.

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

Leaders and governors are ambitious for all staff and pupils. Leaders have designed a curriculum that is broad and balanced. It is enriched with an interesting range of trips, visits and workshops that help pupils apply their learning in real-life contexts. For instance, pupils visit museums and places of historical significance. A French theatre company visits the school. Overall, the curriculum is well crafted and coherent. Leaders have identified the order in which the important ideas build over time. However, in a minority of subjects, such as history and music, leaders acknowledge that the curriculum is not as well sequenced for some topics. As a result, pupils' knowledge is not secure in some aspects of these subjects.

Leaders make sure that staff are well trained so that they have strong subject knowledge. Sometimes, teachers do not sufficiently check and adapt lessons to help pupils, including those with special education and/or disabilities (SEND), learn and remember the important ideas. This means that some pupils do not learn as well as they should. One pupil said, 'Sometimes, we get confused because there are too many things to do in one go.' Teachers make sure that pupils with SEND have the resources and support they need to help them meet their behaviour and pastoral needs.

Leaders prioritise reading. There is a strong love of reading across the school. Staff take every opportunity to share and read books in lessons. Pupils talk about the stories they read and look forward to choosing books from the well-stocked library. Staff have the knowledge and skills to help pupils who find reading difficult to keep up. They check and spend time with pupils to help them practise and improve their reading and comprehension. In English, pupils use a wide range of vocabulary accurately and confidently to express their ideas.

There is a calm atmosphere around the school. Pupils are enthusiastic and look forward to their lessons. They share and discuss their ideas in a considerate way. They are quick to lend others a helping hand. Pupils are kind and want to make new friends. The whole school community has given new pupils from Ukraine a warm welcome.

The personal development programme is well structured so that pupils know why it is important to show respect to others. They are confident that they have a voice in the school. Pupils take additional responsibilities, such as being a member of the pupil parliament, seriously. This helps build a strong sense of community. Equality is taught and modelled throughout the school. Pupils know that it is unacceptable to judge someone based on their appearance, faith or gender. They are well prepared for life in modern Britain. As one pupil said, 'We are the generation that has the responsibility to stop discrimination and inequality.'

Governors and trustees support and challenge school leaders well. They know the school's strengths and areas for development. Leaders plan opportunities to strengthen relationships with others in the local community, for example the local infant school. Senior leaders have invested in professional development for staff, with a particular focus on improving the curriculum. Staff feel well supported by leaders and appreciate that their workload and well-being are considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff know and understand their responsibilities for safeguarding. Staff know how to report concerns if they are worried about a child. They are confident that leaders will respond quickly and appropriately. Safeguarding records are well kept. Leaders work well alongside other agencies to ensure that pupils have the extra support they might need.

Pupils trust that adults in the school will keep them safe. They learn how to stay safe, including online, through the school's personal development programme.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum, in a small number of subjects, is not as well sequenced. This means that in subjects such as history and music, pupils are not as well prepared for the next stage of their education. Leaders should continue to refine the curriculum in these subjects to ensure that they set out clearly and precisely the order in which pupils should learn the essential knowledge.
- Sometimes, teachers do not use assessment well to check and make sure that pupils embed the key knowledge in all subjects. Therefore, some pupils, including

those with SEND, do not learn as well as they could. Leaders need to make sure that all teachers check and help pupils to embed the important ideas that they need to know.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	145703
Local authority	Surrey
Inspection number	10238343
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Keith Gardner
Headteacher	Susan Knight
Website	www.crawleyridge.net
Date of previous inspection	Not previously inspected

Information about this school

- The school does not make use of any alternative provision.
- The school is one of five schools that are part of The Alliance Multi-Academy Trust.
- The school provides before- and after-school care for pupils in the school, and those from the local infant school.
- Crawley Ridge Junior School converted to become an academy school in March 2018. When the predecessor school with the same name was last inspected by Ofsted, it was judged as requires improvement.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team completed deep dives in the following subjects: English, mathematics, history and science. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors also considered leaders' plans in design technology and music.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with trustees and the chief executive of the trust. The lead inspector also met with local academy board governors, including the chair and vice-chair.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Zoë Harris, lead inspector

Her Majesty's Inspector

Shazia Akram

Her Majesty's Inspector

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