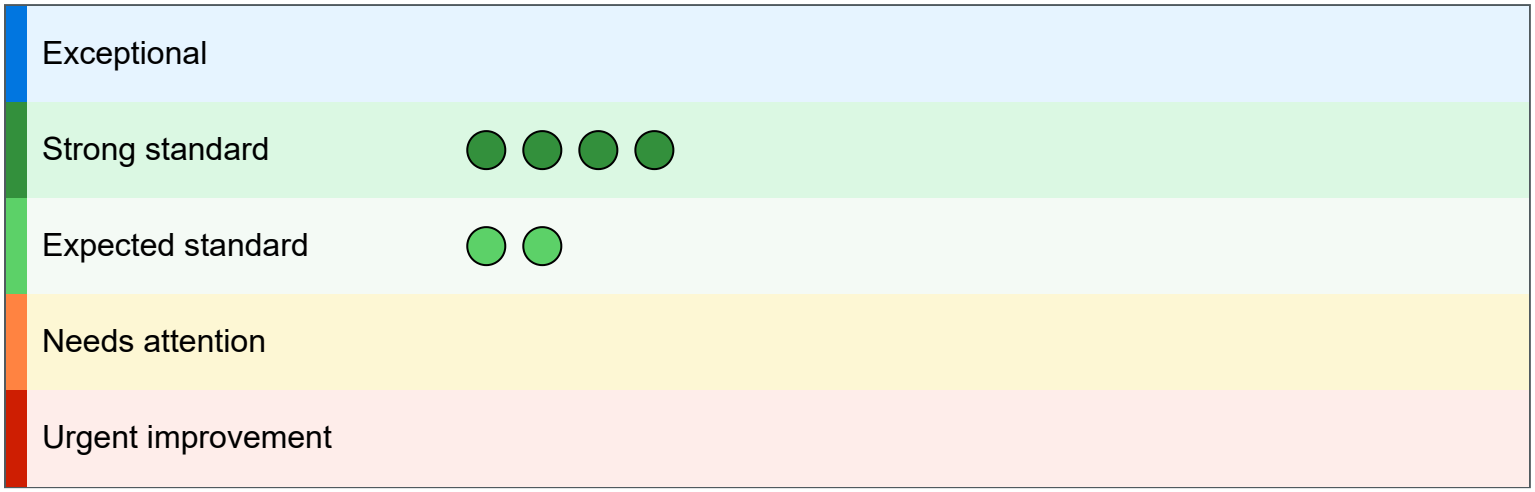
Crawley Ridge Junior School

Address: Graitney, Crawley Ridge, Camberley, Surrey, GU15 2AJ

Unique reference number (URN): 145703

Inspection report: 15 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders have clear systems in place to secure further improvements in attendance. They monitor attendance data carefully and use this information to identify the causes of poor attendance. Leaders' positive relationships with families help them to tackle barriers effectively, including for disadvantaged pupils and those with special educational needs and/or disabilities. Persistent absence has declined over time. Bespoke support, such as timetable adjustments or mental health support, has secured demonstrable improvements for individual pupils and across groups. Staff have the expertise to support pupils and families, when attending school regularly is a challenge. Leaders are continuing this work to ensure that even more pupils attend well.

Staff have high expectations of children's behaviour and attitudes to learning. They take time to embed routines and expectations from the start of the year. These expectations are consistently applied across the school. As a result, pupils demonstrate impeccable behaviour in lessons, at social times and around the school. Bullying is rare. Pupils are confident that if there are incidents or unkind or discriminatory behaviour, these will be dealt with swiftly. Behaviour strategies are adapted, where needed, while maintaining the school's rigorous standards. For example, targeted support for specific pupils has a positive impact on their behaviour.

Curriculum and teaching

Strong standard

Leaders have carefully designed a broad and balanced curriculum that meets the needs of pupils at the school, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care. The curriculum is deliberately structured so that pupils regularly revisit taught content and build on what they know. This ensures that pupils are taught the basic skills they need.

Leaders have focused on embedding highly effective teaching strategies across the school. Clear explanations, regular opportunities to practise and effective questioning are seen consistently across year groups and subjects. These improvements have been relatively recent and so the impact on outcomes is not yet fully realised.

Teachers have secure subject knowledge. They use it to assess skilfully, spot misconceptions and correct pupils before moving learning on. Staff ensure that appropriate adaptations are in place to support pupils to access the curriculum. This means disadvantaged pupils, including those with SEND, can participate successfully in lessons alongside their peers. Reading is a high priority. Adults teach phonics consistently and match books to the sounds pupils know. Pupils who fall behind receive prompt help to catch up quickly.

Inclusion

Strong standard

This is a highly inclusive school. Leaders establish strategies which consistently enhance the opportunities and experiences of disadvantaged pupils, those with special educational

needs and/or disabilities (SEND), those known to social care and those who may face other barriers to their learning and wellbeing. Staff have high expectations of vulnerable pupils and support them to succeed.

Leaders identify pupils' needs quickly and accurately. Staff make appropriate adaptations to teaching based on their knowledge of each pupil. For example, teachers use word mats, visual supports and standing desks as needed. This precise support helps pupils access the curriculum successfully alongside their peers. Skilled staff are deployed effectively so their expertise is utilised where it can make the biggest difference. As a result, pupils with SEND make suitable progress from their starting points.

Leaders know pupils well and plan support, where it is most needed. Young carers, for example, benefit from a well-established club that enables them to socialise together and enjoy positive experiences, such as farm trips. Leaders use additional funding strategically to remove barriers to learning and increase participation in wider opportunities. They carefully evaluate the impact of this funding. Leaders work effectively with other professionals and registered alternative provision to support attendance and participation of vulnerable pupils.

Personal development and wellbeing

Strong standard 

Leaders provide an extensive programme of personal development that is carefully shaped around the school's context. They track pupils' participation carefully to ensure that disadvantaged pupils and those who face other barriers to learning benefit fully from the school's offer. Leaders provide a wide range of opportunities for pupils to develop confidence, responsibility and a sense of belonging. Pupils are proud of the leadership roles they take on, such as wellbeing leaders and play leaders. These roles develop important skills that will help them in later life.

Leaders plan the personal, social and health education curriculum well and staff teach it consistently well across the school. Barriers to learning are quickly addressed. As a result, pupils develop a secure understanding of what they have learned. They understand how to stay physically and mentally healthy. Pupils learn about the concept of consent and can describe the characteristics of healthy and unhealthy relationships or friendships. Older pupils talk about the first-aid training they have received and their secure knowledge of how and when to contact the emergency services. Leaders have carefully considered how they can ensure that pupils develop a deep, broad and rich personal development knowledge. They have made changes to the curriculum so it reflects what pupils need to be ready for each stage of their learning. For example, pupils make the most of the woodland setting of their school, but know how to manage the risks of doing so.

Through the personal development programme, pupils have a secure understanding of the importance of fundamental British values and are well prepared for life in modern Britain. Pupils learn about diversity and are able to maturely reflect on this. They describe difference as being welcomed rather than being merely accepted. The impact of this is seen in how positively pupils interact with others.

Pastoral care is central to the school's ethos. Staff know pupils well. They use this knowledge to intervene swiftly to provide personalised emotional support for groups and individuals. Pupils know that staff listen to them, helping them manage their feelings and

resolve issues. As a result, pupils are confident in seeking help. They develop the resilience and confidence needed to manage challenges successfully.

Expected standard

Achievement

Expected standard

Pupils typically make secure progress through the curriculum. Pupils with special educational needs and/or disabilities generally make suitable progress from their starting points. Work in books and discussions with pupils show that they recall important knowledge. They can explain how their understanding has developed over time. Leaders are resolute in their commitment to improving outcomes. Their focus on strengthening early reading, writing, mathematics fluency and communication is evident. Work in pupils' books shows that while writing is strengthening, some gaps in basic skills remain. Leaders are aware of this and are addressing it.

Pupils, including those who are disadvantaged, generally achieve in line with expectations across the curriculum. This is reflected in outcomes in national checks and tests for reading and mathematics that are in line with or above national averages. The improvements leaders have made to curriculum and teaching have not yet had enough time to secure consistently high outcomes in writing. Leaders are continuing to focus on strengthening outcomes in this area, including for disadvantaged pupils. On the whole, pupils are broadly well prepared for the next stage of their learning.

Leadership and governance

Expected standard

The relatively new leadership team has a detailed understanding of the school's strengths and development areas. They have acted quickly to improve many of the key aspects of the school's work. Leaders know there is more work to do to fully realise their high ambitions, particularly in relation to pupils' achievement in some national checks and tests.

Governors, trustees and trust leaders know the school's attributes and challenges well. The trust ensures that governors have the training, skills and knowledge they need to fulfil their duties and statutory responsibilities. Governors and trustees use their robust understanding of the school to provide targeted support for leaders. This is helping the school to improve further.

Leaders promote a culture of mutual respect, professional trust and care. Staff feel valued and supported. Leaders support staff wellbeing effectively and actively find appropriate ways to reduce workload while maintaining high standards.

Staff are proud to work here. They are given the expertise they need to be successful in their role. A systematic and well-sequenced programme of professional learning links closely to school development priorities. This training enables staff to support pupils effectively.

Parents are positive about the school, speaking highly of the work all staff do for their children.

What it's like to be a pupil at this school

Pupils are welcomed warmly in the mornings by adults, who know them well. Each day starts calmly and smoothly. This helps pupils feel settled and ready for the day ahead. Learning environments are calm and purposeful. Pupils enjoy learning and talk enthusiastically about what they have learned.

Social times here are joyful. Pupils make the most of the learning opportunities presented by the school's woodland setting. They are encouraged to be brave and take well-managed risks. Pupils are knowledgeable about the benefits of risk taking. As a result, pupils are confident, resilient and adventurous. Staff ensure that playtimes are purposeful, with a wide range of structured activities for pupils to access. When disagreements happen, pupils know that adults will help them resolve any issues fairly. Older pupils act as role models for the rest of the school.

Pupils, including those who are disadvantaged, generally achieve well. Most of them have the knowledge and skills they need to thrive at secondary school. Teachers provide suitable support to pupils with special educational needs and/or disabilities. As a result, they make suitable progress from starting points.

Pupils also benefit from an extensive range of experiences beyond the academic curriculum. Everyone is included. Leadership roles, including eco-school members, house captains and digital leaders, help pupils contribute to school life. A wide range of clubs, visits and enrichment activities help pupils to develop teamwork and broaden their horizons. Attendance is improving. Pupils explain that they want to come to school. Behaviour is highly positive and expectations are high. Pupils are safe and know that any incidents of bullying or unkindness are dealt with quickly by staff.

Next steps

- Leaders should continue their work to ensure that all pupils attend as well as they should.
- Leaders should continue to embed their work on writing to ensure that outcomes in this area continue to improve.

About this inspection

This school is part of The Alliance Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the CEO, Jon Hills and overseen by a board of trustees, chaired by Keith Gardner.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 14 September 2026 and 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with pupils, leaders, staff, parents, governors, trustees and trust leaders. The lead inspector spoke to a representative from the alternative provision which is currently used.

The school currently makes use of one registered alternative provision.

The school has undergone a significant change since the last inspection. The current headteacher took up the post in September 2025.

Headteacher: Vicky Egan

Lead inspector:
Louise Quinell, His Majesty's Inspector

Team inspectors:
Vickie Farrow, Ofsted Inspector
Pavin Dhaliwal, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

234
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

240
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.55%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.27%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

15.81%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (final)	52%	62%	Below
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	47%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	87%	74%	Above
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	50%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	81%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-39 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-15 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	78%	-35 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.9%	13.0%	Close to average
2023/24 (3 term)	11.3%	14.6%	Close to average
2022/23 (3 term)	12.1%	16.2%	Below

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright