

WELCOME TO CROSSHALL JUNIOR SCHOOL

Dear Parent

The information included in our prospectus can only give you a glimpse of what makes Crosshall Junior School a special place for many people. We encourage you to visit our school to judge for yourself if you would like your child to become a member of this happy and thriving school community.

Foremost is our belief in education, at home and at school, as the route to the development and thus the well being of the individual.

Teamwork is central to all we do; staff and pupils work together to ensure that all new pupils feel secure and welcome.

Every effort is made to ensure that the experience gained at school will develop and extend the child's appreciation and perception of the world, whilst at the same time keeping him/her up to date with modern technologies.

The experience of school life has a vital and formative role for the developing child. We look forward to sharing this period of your child's life with you and feel that together we can ensure your child receives the very best education.

We can promise you the warmest of welcomes and I look forward to meeting you.

Yours sincerely

Julia Elliott
Headteacher

SCHOOL PROSPECTUS

MISSION STATEMENT

"To build strong foundations of excellence through quality and aspiration in all we do for our children, so they may live harmoniously together and enjoy success and fulfilment throughout their lives."

CHILDREN'S MISSION STATEMENT

"Achieve your dreams"

CROSSHALL'S STATEMENT OF VALUES

Self

We value ourselves as unique human beings, capable of spiritual, moral, intellectual, cultural, social, emotional and physical growth and development.

Relationships

We value relationships as fundamental to the development and fulfilment of ourselves and others and to the good of the community.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. We value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

The Environment

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

FOUNDATIONS OF EXCELLENCE

We aim to enable and encourage every child to achieve his or her full potential in every aspect of school life. Over the years, at Crosshall Junior School, we have worked hard to create an environment where pupils develop a true joy of learning. We believe that children with different abilities, backgrounds and talents have much to contribute to each other. We recognise the individual needs of all children and our attitude towards the curriculum emphasises the broader concept of personal development.

We live in a rapidly changing society and it is important that children are prepared for the future by being flexible enough to cope with change and not to have closed minds.

Emphasis is placed on care, consideration, courtesy and co-operation at all levels and a belief that the positive aspects of life arise from good relationships, unselfishness, thoughtfulness and good manners. Children are encouraged to take pride in the content and presentation of their work, to think for themselves and set themselves high standards in everything they do.

We aim to challenge all children at an appropriate level and run extension programmes across the year groups, which focus both on key curriculum subjects and wider areas such as lateral thinking, environmental awareness, sustainability, archaeology and crime, justice and punishment.

SPECIAL EDUCATIONAL NEEDS

At Crosshall Junior School we are committed to meeting your child's needs, whatever their ability. All teachers plan, set and mark work, which is appropriate and relevant to the individual needs of the child. The school works with parents, pupils, the LA or other relevant agencies to ensure that every child, whatever his or her needs or ability, reaches his or her potential. This includes children with physical difficulties, learning difficulties and also those with special aptitudes.

Our policy for special needs is in line with the Code of Practice published by the DCSF and we take particular care in identifying children in need of specific teaching and learning support.

Following consultation with parents, the class teacher and the SEN Co-ordinator, an Individual Education Programme (IEP) is drawn up. This IEP will ensure that the child's needs are catered for in the class. Children with special individual needs are monitored by the class teacher and by a team of teaching assistants. IEPs are reviewed regularly to monitor progress.

Below follows the official complaints procedure for special educational needs, which the Government requests that we write in full in our prospectus:

'If you have any complaint about the Special Educational provision for your child, or about special educational needs generally, please speak to the Headteacher or to any member of the Governing Body. If you speak to a Governor, then s/he will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you as soon as possible. If s/he has not resolved the matter to your satisfaction it will be referred to the Special Needs Governor who will raise the matter at the next Governors' Meeting and reply to you as soon as possible.'

ACCESSIBILITY

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability, he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available on the school website or at the school office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs, which is reviewed every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that, when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

INFORMATION ABOUT THE SCHOOL

Crosshall Junior School is a co-educational day school catering for children between the ages of seven and eleven. Set in attractive grounds, the school is situated on the Old Great North Road at Eaton Ford, St Neots and serves the surrounding private housing developments. The school opened

in September 1974. The building, which is open plan in design, has been extended to allow for four forms of entry.

At Crosshall Junior School, age is the major factor in class composition. The classes are of mixed ability. The school roll varies from year to year and our class composition is based upon:

- the level of staffing;
- the accommodation available;
- the age group distribution throughout the school.

Accommodation is in sixteen teaching areas, with four classrooms in each year group. In recent years, significant improvements have been made to both the interior and exterior facilities to create an environment which promotes learning and interaction with others.

The school has:

- a well-equipped hall for use as a gymnasium, which doubles as a dining room during the lunch break;
- a Drama Hall, which is used jointly by both Infant and Junior Schools;
- a moveable wall between the two halls enabling us to increase the seating capacity;
- a large Library, which has a wide selection of both fiction and non-fiction books, audio books and magazines all on a computerised system, as well as a bank of PCs with Internet access;
- an art bay in each unit which includes design technology equipment;
- a Computer Lab, comprising fifteen networked PCs and digital projector;
- an Art Gallery;
- three mobile computer suites - 46 laptops;
- ten eMacs for animation, digital photography, movie making and musical composition;
- a laptop, projector and interactive whiteboard for each classroom;
- mini computer labs in each year group;
- cooking facilities;
- outdoor classrooms, 'The Sanctuary' and 'The Rainbow Garden';
- a Music Room;
- a Kiln Room;
- an Adventure Play Area;
- pavilions to provide shade and seating;
- a large playground marked for netball;
- a field which includes cricket square, football pitches and five-a-side pitches

A STRONG PARTNERSHIP

At Crosshall, we believe that a close partnership between teachers, parents and governors is essential if optimum learning is to take place. It is the partnership between the child, the parents and the school that is symbolised by the three interlocking rings of our school logo. Parents are encouraged to support their child by showing an interest in their school activities, as this will have a positive effect on the child's confidence and future achievement.

We welcome parental involvement throughout the school. The interest shown and the wide range of skills available, add significantly to the value of educational opportunities at Crosshall.

Parents are kept informed and involved at every stage of their child's education, with regular newsletters, meetings and reports. Parents can also register with ParentMail to receive information by e-mail.

The school has a Home School Agreement, which clearly sets out what you can expect from the school and what Crosshall expects of you and your child.

We recognise that families play an enormous role in shaping their children's attitudes, behaviour and achievements. Through working closely together, we endeavour to raise children's achievement and enjoyment of education. You will be given the opportunity during the year to come into school to discuss the assessments and achievements of your child. You will find out where your child needs help and what part you can play in setting targets for continued improvement.

Individual parent and teacher consultations are organised twice yearly and an annual written report is given to parents of all children during the Summer Term. If parents wish to discuss their child's progress at other times, an appointment should be made through the School Office.

CITIZENSHIP

At Crosshall, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn how to make confident and informed choices about themselves and the environment, to take more responsibility both individually and as a group, for their own learning.

THE SCHOOL AS A COMMUNITY

Pupils are encouraged to play an active role in the day-to-day running of the school and in promoting the school within the wider community in the following ways:

- Year Three pupils are involved in the Year Two pupil induction programme;
 - Year Four pupils provide assistance in the dining hall and run Stationery Shop;
 - Year Five pupils support IT and performing arts afternoons;
 - Year Six pupils play a major role in daily classroom support, in assisting teachers before school begins, and in the playground as Playleaders;
 - pupils are also given the opportunity to act as Librarians.
- School Council, where representatives are elected by class members ;
 - inter-school sporting competitions in football, cricket, netball and rounders;
 - participation in local events and charities;
 - Eco Warriors who look after the school outdoor environment;
 - International work whereby children correspond with peers in Italy, Spain, Germany and Turkey.;
 - Performing Arts afternoons during which children from Years 3 - 6 display their talents before the whole school.

BUILDING STRONG LINKS

INFANT/JUNIOR TRANSFER

Crosshall Junior and Infant Schools are linked by an extension, giving excellent opportunities for close links. Teachers from the two schools meet regularly in order to plan for curriculum continuity. In the term preceding transfer from Year Two to Year Three, the detailed transfer process is completed, which includes:

- Year Two and Year Three teachers meeting to discuss the needs of the individual;
- transfer of records, reports and Key Stage One results;
- Year Two children spending a morning with their new Year Three teacher, experiencing Junior lunchtime and visiting for an afternoon and an assembly;

- Year Two parents being invited to an information evening in the Junior School;
- the two teachers responsible for Special Needs and Gifted and Talented children, in both the Infants and Junior school, liaise to ensure the smooth transfer of children with special educational needs.

JUNIOR/SECONDARY TRANSFER

At the end of Key Stage Two, pupils from Crosshall transfer to secondary school, with the majority moving on to either Longsands Community College or St Neots Community College. During the year, secondary and junior colleagues meet in order to plan for a smooth transfer. Parents of Year Six pupils are invited to attend an open evening at both secondary schools.

In the term preceding transfer from Year Six to Year Seven, the detailed transfer process is completed. This includes:

- Year Six and Year Seven teachers meeting to discuss the needs of the individual;
- transferring of records, reports and Key Stage Two results Year Six children spending time at their new school;
- the two teachers responsible for Special Needs children, in both the Junior and Secondary school, liaise to ensure the smooth transfer of children with special educational needs.

Children visit their new secondary school on at least two occasions during the Summer Term.

WORKING TOGETHER

We aim at Crosshall to keep our teaching methods as varied as possible. Children work with both their class teacher and other members of staff in different curriculum subjects. Teaching styles vary according to the task taking place, with children working individually, in small groups and as a whole class.

Communication skills are developed within all subjects, with children learning to communicate effectively to different audiences, to listen, understand and respond appropriately to others.

Children with special educational needs, whether they be physical, social, emotional, sensory, intellectual or giftedness, are supported within the classroom. We believe that in-class support is the most beneficial and it is, therefore, not school policy to withdraw children regularly from the classroom environment.

We aim to challenge all children at an appropriate level for their individual needs, taking into account their preferred learning style.

A BROAD AND BALANCED CURRICULUM
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At Crosshall, we are constantly striving to ensure that each child receives the best possible education. Our fundamental aim is to develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. Over the past few years, the school has developed the LIFE Curriculum - Learning, Innovation, Fun and Excellence, in order to ensure that the curriculum is engaging and relevant to the children.

The philosophy of the LIFE Curriculum to develop the whole child has had a significant impact on the children's enthusiastic approach to independent learning. The children reach good standards in the important subjects of English, maths, science and ICT and across the foundation curriculum.

The National Curriculum is an important element of the school curriculum. We plan programmes of study, which direct each pupil's path of learning within the different subjects of the National Curriculum and encourage each child to explore the relationships between them.

THE NATIONAL CURRICULUM

For each subject Programmes of Study set out what pupils should be taught, and Attainment Targets set out the expected standards of pupils' performance. It is for each school to choose how they organise their school curriculum to deliver the programmes of study.

In each non-core subject, pupils are taught within mixed ability groups and work is differentiated in order to challenge every child. In the core subjects of English and mathematics, children are taught by ability across the Year Group. In Year Six, children are also set for Science. RE is provided for all pupils.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Under the 1996 Education Act, schools must provide religious education for all registered pupils. Religious education is presented in a balanced way, as part of the thematic learning experience and is related to children's backgrounds, interests and needs. Topics of a wholly and mainly Christian nature are introduced together with multi-faith topics, such as festivals and places of worship. We hold non-secular assemblies and a daily act of collective worship. Parents may withdraw their child from religious education and/or collective worship and we would appreciate such requests being made in writing.

HOMEWORK

At Crosshall, we firmly believe in the role of parents as co-educators. Each term, parents will be issued with the term's curriculum profile, which outlines the areas to be studied. This enables parents to take a proactive role in supporting their child.

Parents may find the Department for Children, Schools and Families web site at dfes.gov useful, as it provides the latest educational information. Other useful web sites are listed within the prospectus enclosures.

Throughout the school, pupils are set weekly English and maths homework. Individual targets for core subjects and personal/social development are set by the class teachers.

SCHOOL UNIFORM

The wearing of school uniform helps promote a sense of belonging to a thriving community. It is an expectation that **all** Crosshall children will wear the approved school uniform.

- Jade or navy sweatshirts
- Jade or navy T-shirts - white T shirts for PE
- Jade, navy or white polo-shirts
- Plain navy or black trousers or skirts . Summer dresses must be jade or blue check.
- Plain, dark, sensible footwear . Please note, children should not wear white/coloured trainers, open toes, sling backs or high heels.
- Indoor PE - black shorts, plain white T-shirts (girls may wear leotards).
- Outdoor PE - tracksuits will also be required for cold weather.
- Footwear for PE - soft footwear or barefoot (indoor PE); trainers (outdoor PE).
- Art - a smock or modified adult's shirt is required for art activities.

Sweatshirts, polo shirts, T-shirts and caps with the school logo may be purchased from the School Office.

Waterproof fleece jackets and heavy-duty nylon book bags, embroidered with the school logo, are also available from the School Office.

JEWELLERY

The wearing of jewellery is not permitted unless it is part of an ethnic cultural background. If children do have pierced ears, for health and safety reasons, they must only wear one simple stud in the traditional place. The wearing of earrings constitutes a safety hazard in PE and sport and, as such, on days when children are involved in these activities, earrings must not be worn to school.

SEX EDUCATION

In the early years, children will see new life, young animals and insects as part of their work in the science curriculum. Health education, which includes hygiene, nutrition etc, will be covered during the course of their science work. In the final years at the school, sex education will form part of the curriculum and the School Nurse is invited into school to take part in this programme. The course of work will be based around the highly acclaimed BBC Sex Education programme for upper primary children.

Parents are given the opportunity to view these resources prior to the lessons and to speak to class teachers about the topics to be covered. Parents may withdraw their children from all or part of the sex education programme, except that which is required as part of National Curriculum Science. Requests to withdraw pupils should be made in writing.

CHILD PROTECTION PROCEDURES

It may be helpful for parents/carers to know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and, where possible seek their consent to a referral to social services. This will only be done where such discussion and agreement-seeking will not place the child at increased risk of significant harm. Schools are encouraged to take the attitude that where there are grounds for concern they should be very cautious, and seek advice from Social Services, rather than risk a child's safety. Occasionally this duty on headteachers means that a concern is passed on which is later shown to be unfounded. It is hoped that parents/carers will appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the headteacher was acting in good faith and in the best interest of all children.

ADMISSIONS

To ensure all pupils receive the attention they need, we limit our intake each year to 120 pupils, with a maximum class size of 30. All children work in mixed ability classes, which are grouped according to age.

The school has a formalised Admissions Policy in order to allocate places on a fair basis to all. This policy is available on request from the School Office.

It clearly states the following regarding admission to Crosshall Junior School:

- the Admission Criteria applied to applications;
- how places are prioritised, in the event of over-subscription;
- how to apply and the way in which an application will be handled.

The application process for admission into Year 3 is co-ordinated by Cambridgeshire LA, which acts on behalf of the Governing Body to offer places at the school.

LA Admissions Team Contact: Peter Stephenson on 01223 718472

COMPLAINTS PROCEDURE

Should you need to make a complaint against the school, please contact the Clerk to Governors via the School Office.