



Achieve Your Dreams



CROSSHALL
JUNIOR SCHOOL ACADEMY TRUST

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Welcome

Dear Parent/ Carer,

Thank you for expressing an interest in Crosshall Junior School.

Choosing a school is one of the most important decisions you will have to make, and I hope that the information provided in this prospectus - along with a visit to the school and the Parent Handbook - will provide you with all the information you need to choose to work in partnership with us.

Crosshall Junior School is a dynamic environment; no year is the same, as no group of children or individuals are the same. The School offers a consistent approach across the years and has high expectations. Children are nurtured and feel cared about, as demonstrated by our accreditation as a Centre of Excellence for Inclusion. Crosshall Junior School is a Flagship School - the only one in the East of England.

Our outstanding curriculum aims to develop life-skills and provide a first-class education. Our Future Me programme, a unique segment of the curriculum created in-house, promotes ways in which aspirations for adulthood can be achieved from the age of seven. Members of the community also work with the children so that they have a realistic understanding of real-life professions and jobs.

English and maths are promoted alongside the arts, P.E., humanities, computing, science, D.T., I.T, and languages; and the School has excellent resources reflecting this ambition.



Assessment is integral to learning. We use formative and summative assessment to ensure that teaching is targeted, relevant and timely. To ensure accurate benchmarks, we have used GL Assessment packages for over ten years. The marking and feedback policy recognises that the children are on a learning journey, and our use of 'not yet' encourages students to think through problems. Encountering challenges indicates that a child is learning, and it is when a child bounces back from difficulties that confidence, resilience, and drive are developed. The deepest learning often comes through adversity, and perfectionists have their thinking challenged.

Although the children in Year Six sit their End of Key Stage Two Tests, and we ensure that our children are well prepared to do their very best, we do not adhere to an 'exam factory' approach. Throughout the school, process and effort are praised and a growth mind-set is encouraged. We want our children to be equally brave and to make the most of every opportunity.

By the end of Key Stage Two, we believe that our children are successful, most independent, happy and confident students. Ready to become responsible citizens; more aware of what they would like to attain in the future, and have the skills and know-how to

Achieve Their Dreams.

We look forward to welcoming your family to Crosshall Junior School

Anne Eardley | Head Teacher



Ms Eardley, Age 7

Information about Our School



Crosshall Junior School is a co-educational day school catering for students between the ages of seven and eleven.

Set in attractive grounds, the school is located in **Eaton Ford, St. Neots** and serves the surrounding community.

The school opened in 1974 and converted to an academy in 2010. The building allows for four forms of entry and classes are of mixed ability.

The school motto is

'Achieve Your Dreams'

and we work hard to offer every opportunity to all our students, so they can work towards their ambition.

Our School Values

Ambition



"The school encourages everyone to be ambitious and have the necessary tools to succeed, so that the school statement of 'Achieve Your Dreams' is authentic and genuine."

IQM Flagship School Review, 2022

Resilience



"Crosshall Junior School values a broad and balanced curriculum and focus is on the whole education of the child... children gain confidence, competency and independence."

IQM Flagship School Review, 2022

Kindness



"Key values, such as tolerance, citizenship and responsibility, are strongly promoted and reflected in all aspects of the school's work."

Ofsted Report, 2018



Ambition



THE CROSSHALL VISION



To attract and retain the best teaching talent and support staff

To have an outstanding digital and school infrastructure, which caters for all aspects of the curriculum

Foundation of Excellence

*In reference to school closures
and the challenges of the 2020 pandemic:*

*“Crosshall Junior School ensured the children
and staff felt safe and protected through the
difficult time and that no child was left behind,
they are a shining example to other schools”*

IQM Flagship School Review, 2021



We aim to enable and encourage every student 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 students develop a true joy of learning. We believe that students with different abilities, backgrounds, and talents have much to contribute to each other.

We recognise the individual needs of all students, 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 students are prepared for the future by being flexible enough to cope with change and having open minds.

Foundation of Excellence

Emphasis is placed on care, consideration, courtesy, and co-operation at all levels and a belief that positive aspects of life arise from good relationships, selflessness, thoughtfulness, and good manners.

Students 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 students at an appropriate level and run extension programmes across the year groups, which focus both on key curriculum subjects and wider areas.

“The school works successfully to raise the aspirations of pupils.”

Ofsted Report, 2018



“At playtimes and lunchtimes, there is a happy atmosphere because staff provide lots for pupils to do. There are clubs for pupils who want to keep busy at lunchtimes and these, such as the craft club, are greatly enjoyed by pupils.”

Ofsted Report, 2018



Resources



The school has:

- **a well-equipped hall** for use as a gymnasium, which doubles as a dining room during the lunch break;
- **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 computers with internet access;
- **an art area** in each unit, which includes design technology equipment;
- **nine mobile computer suites** - three laptop trolleys, two iPad trolleys, and four Chrome Book trolleys;
- **mini computer labs in each year group** - six iMacs per year group for animation, digital photography, movie making, and musical composition;
- **a laptop and interactive whiteboard for each classroom;**
- **cooking facilities;**
- **a music room;**
- **a kiln room;**
- **a retreat;**

Resources

- an **adventure play area**;
- **pavilions** providing shade and seating;
- a **large playground** marked for netball;
- a **field** which includes cricket square, football pitches, and five-a-side football;
- **outdoor gym**;
- an **outdoor stage**;
- **bike/ scooter shed**;
- **log cabin**;
- **summer house**;
- the **Crosshall Farm**;
- a **Friendship Bench**;
- the **Book Nook**;
- a **librarian**;
- **network manager**;
- three designated **Learning & Wellbeing Mentors**;
- additional special needs and gifted and talented provision;
- and **up to twenty clubs per term**.





Resilience



THE CROSSHALL VISION



Foster an inclusive, broad and balanced curriculum, enhanced by areas of excellence for which the school is renowned, such as character education

Embed sustainability principles for Crosshall's long term success

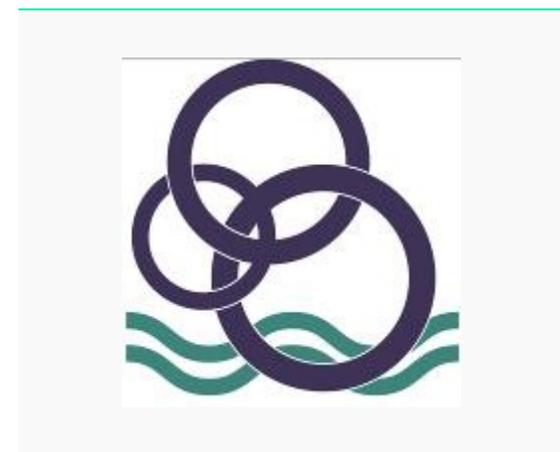
A Strong Partnership



At Crosshall Junior School, 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.

We firmly believe in the role of parents as co-educators. Each term, the curriculum pathways are placed on our website for each year group. These outline the areas to be studied. This enables parents to take a proactive role in supporting their child.



Parent and Child Learning Reviews

“Staff...respond to pupils' individual needs with a personalised approach and enhanced support for parents has been offered through the school's learning mentors”

IQM Centre of Excellence Review, 2019



Through **Parent and Child Learning Reviews (PCLRs)**, parents will be given the opportunity to discuss the assessments and achievement of their 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 during the year, and written reports are given to parents of all students during the spring and summer terms. If parents wish to discuss their child's progress at other times, an appointment can be made through the school office.

We pride ourselves on selecting the best staff for all roles within our school and setting a good example to our students by being approachable, helpful, and compassionate at all times.

The School as a Community

Students learn about themselves as growing and changing individuals with their own experiences and ideas; and as members of their communities.

Students 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.

“There is a strong and effective focus on supporting pupils’ spiritual, moral, social and cultural development.”

Pupils show good concern for the need of others, for example, supporting a local foodbank.”

Ofsted Report, 2018



Citizens

“Pupils are challenged with an exciting curriculum that includes an inclusive reward system that is not based on academic excellence alone.

This ensures that all children receive recognition for their strengths and skills both in and out of school”

IQM Flagship School Review, 2021



Students become citizens of the school in a number of ways:

- **#CJSFamilies**, each child is assigned to a cross phase family, offering peer to peer support;
- **Year Three** students are involved in the Year Two student induction programme;
- **Year Five** students are Peer Mediators during lunchtimes;
- **Year Six** students play a major role in daily classroom support, in assisting teachers before school begins, as **Play-leaders, House Captains, and Librarians**;
- all students are given leadership roles within their class, such as **Class Ambassadors, P.E. Assistants, and Chromebook Checkers**;
- inter-school sporting competitions in football, cricket, netball, and rounders
- participation in local events and charities, such as visiting care homes and signing for residents.
- joining the Eco Council or the Arts Council;
- **Gardening Club**, who look after the school farm;
- representing the school in international maths competition and regional English and maths events;
- students perform to the rest of the school in Nativity, Talent Show, Performing Arts Assembly, Musical Theatre Club Productions and Instrumental Concerts;
- children belong to **one of four Houses: Belfast, Cardiff, Edinburgh, or London**, and work towards earning points for their House.

A Broad and Balanced Curriculum

At Crosshall Junior School, we are constantly striving to ensure that each student receive 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 of all students.

The students reach good standards in the subjects of English, maths, science, and I.T. and across the foundation curriculum. The National Curriculum is an important element of the school curriculum. We plan programmes of study, that direct each student's path of learning within the different subjects of the National Curriculum, and encourage each student to explore the relationships between them.

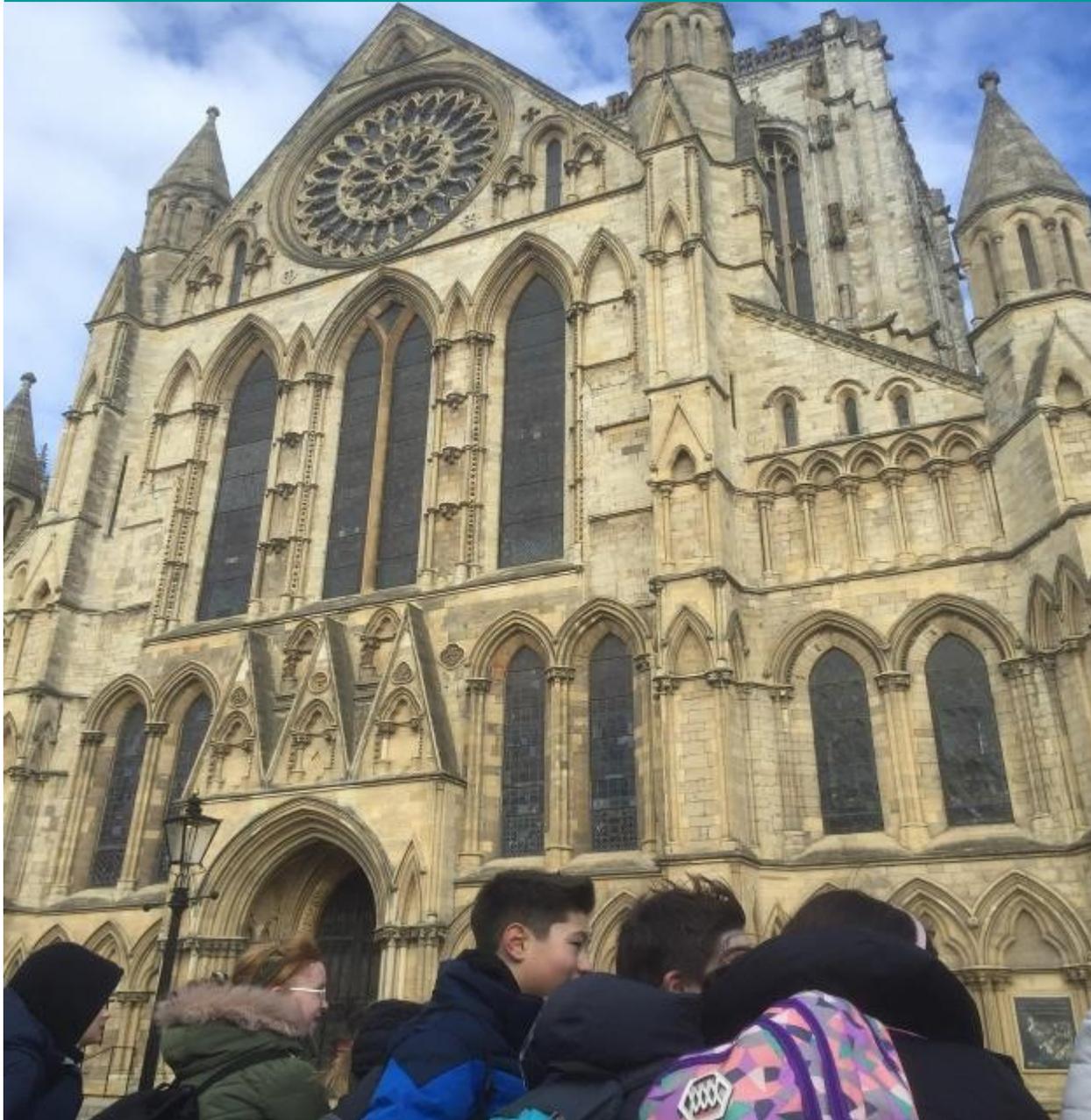
We also use a House Point system to encourage students to work towards achieving goals as a team. House Captains have been elected by the students in order to take on leadership roles, inspire their peers, and participate in key school events.



"The school enriches learning very successfully by providing a high number of clubs, visits and visitors. These contribute enormously to pupils' great enjoyment of school."

Ofsted Report, 2018

Enrichment



We pride ourselves on offering our students a wide variety of educational visits and residential trips and these receive over-whelming support and positive feedback from our parents.

Residential Visits include: Burwell House, ROCK UK, and York.

Day Trips include: LEGOLAND Windsor, Cambridge Fitzwilliam and Zoology Museums, Verulamium Roman Museum, West Stow Anglo Saxon Village, Imperial War Museum Duxford and The Chiltern Open Air Museum.

All trips link to a specific area of the curriculum.

*"I went on a residential trip every year,;
they are always spectacular."*

Caris, former student

School events and visitors to the school include Falconry UK: Birds of Prey, West End in Schools, Wood Green Animal Shelter, Mexicolore, Astronomy Association, Gripping History: Viking Day, Electric Games Making Day, Pokémon Go Event, Roman Museum at CJS, Science Days, Egyptian Day, Greek Day, Tally Ho Project, The Education Life Bus and a range of Future Me Speakers who visit the school to offer career education.



Future Me Programme

“Through the school’s ‘Future Me’ programme, pupils learn about the world of work and the choices they may face in later life. Visits from scientists, authors and engineers help pupils to learn about what they can achieve if they work hard enough.

The school uses these visits diligently to break down gender stereotypes, resulting in one girl telling an inspector ‘I thought that all scientists were men, but now I want to be one’.”

Ofsted Report, 2018



Our original, bespoke, character building **Future Me programme** has been nationally acclaimed. We are proud to have won the #iWill Award, and several schools have now adopted the programme.

Future Me works alongside the curriculum, covering some matters, skills, and processes that do not fit into the every curriculum but are essential to develop for successful adulthood. **Future Me** strives to develop, nurture, and reward these talents which may at times be hidden, and to recognise the achievements that the students has attained when not in school.

Extra Curricular Activities

We believe extra-curricular activities help our students become well-rounded individuals who grow in confidence, learn new skills, discover hidden talents, develop skills within their chosen field, and associate with a diverse mix of students.

They learn how to become a member of a team and work together. Using their own initiative, exploring their creativity, and pursuing their dreams.

We believe learning is not limited to the classroom, and encourage students to develop life skills that will enable them to become confident, independent, assertive adults with a thirst for knowledge, and a desire to explore the world around them.

Some of the many school clubs we offer (during lunchtimes and after school) include:



- Art Club;
- Choir Club;
- Film Club;
- Musical Theatre Club;
- Mindfulness Club;
- STEM Club;
- Code Club;
- Gardening Club;
- Robotics Club;
- Eco Warriors Club;
- Hockey Club;
- Netball Club;
- Football Club;
- Cricket Club;
- Rounders Club;
- Zumba Club;
- Dance Club;
- Word Warriors Club;
- Performing Arts Club;
- Paper Craft Club.

Able, Gifted, and Talented

Our school values all students equally, and endeavours to ensure that each student has the opportunity to realise his/ her potential in a challenging and supportive environment.

At any one time we will have a number of able, talented, or gifted students; some of whom may perform at a level that well exceeds the level of others in their class or that expected of a student in their age group. This may be in more than one area of learning too.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress. We recognise the value and importance of identifying and celebrating their achievements and successes.

We believe that by making provision for able, gifted, and talented students, the standards of achievement are raised for all.

Our definition of ability recognises academic and practical performance, as well as those who show outstanding artistic, musical, and creative talent; physical skills, leadership qualities, and the ability to process ideas and information. It also recognises that a student may possess this potential even if performance may not currently reflect this.



Building Strong Links



Infant/ Junior Transfer

Crosshall Junior School and Crosshall Infant School are physically linked, giving excellent opportunities for close ties. 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, a detailed transfer process is completed which includes:

- Year Two and Year Three teachers meeting to discuss the needs of the individual;
- transferring records, reports, and Key Stage One results;
- Year Two students spending a morning with their new Year Three teacher;
- Year Two parents being invited to an information evening at Crosshall Junior School;
- the teachers responsible for Special Needs, and Gifted and Talented Students, in both the Infant and Junior Schools, liaising to ensure the smooth transfer of students with special educational needs.

Building Strong Links

Junior/ Secondary Transfer

At the end of Key Stage Two, students from Crosshall transfer to secondary school, with the majority moving on to either Longsand Academy or Ernulf Academy in St. Neots.

In the term preceding transfer from Year Six to Year Seven, a detailed transfer process is completed as follows:

- Year Six and Year Seven teachers meet to discuss the needs of the individual;
- records, reports, and Key Stage Two results are transferred;
- Year Six students spend time at their new school;
- secondary teachers teach Year Six;
- the students complete transition work;
- the two teachers responsible for Special Needs students, in both the junior and secondary school, liaise to ensure the smooth transfer of students with special educational needs;
- students visit their new secondary school during the summer term.





Kindness

Equity

Equality



THE CROSSHALL VISION



Promote positive social value, environmental good, and mental and physical wellbeing in our approach to education

Inclusion and SEND



Our school aims to be an inclusive school. We hope to make all our students feel welcomed, happy, and to look forward to their school day. Every student is different, and we view differences as an opportunity for adults and students alike to learn more about ourselves. Being kind to yourself and others is promoted and highly valued.

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 students with disabilities are not placed at a substantial disadvantage. Our Accessibility Plan (available on our school website or from the school office) describes the arrangements we have already made, and the further proposals planned to improve physical access to the curriculum and access to written information.

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

We will take all reasonable steps to ensure that students with a disability are not treated differently without lawful justification. Reasonable adjustments will be made for disabled students and we will know we have succeeded when disabled students are participating fully in school life.

Special Educational Needs

At Crosshall Junior School, we are committed to meeting the needs of each student, whatever his/ her ability.

All teachers plan, set and mark work that is appropriate, and the school works with parents, students, the Local Authority, and other agencies to ensure this.

We take particular care in identifying students in need of specific teaching and learning support. The **Special Education Needs and Disability Coordinator (SENDCo)** with the teachers and teaching assistants, monitor progress, review plans regularly, and change provision as appropriate.

Our policy for addressing special needs is in line with the Code of Practice published by the Department of Education (DfE).

Following three consecutive awards from Inclusion Quality Mark, in 2020 we achieved **Flagship School status**. This award acknowledges inclusive provision, ambition, and leadership. We are the first school in our region to hold such an honour.

In 2022, following an annual inspection, we were once again given the honour of **Flagship School status**.



"There are well-tailored programmes for pupils with especially complex needs that cater successfully for their social, emotional and academic development through well-focused one-to-one support."

Ofsted Report, 2018

Safeguarding at Crosshall Junior School

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”.

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect; and will follow the Safeguarding Children Partnership Board’s procedures to ensure that children receive appropriate and effective support and protection.

Parents/ carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional, or sexual abuse.

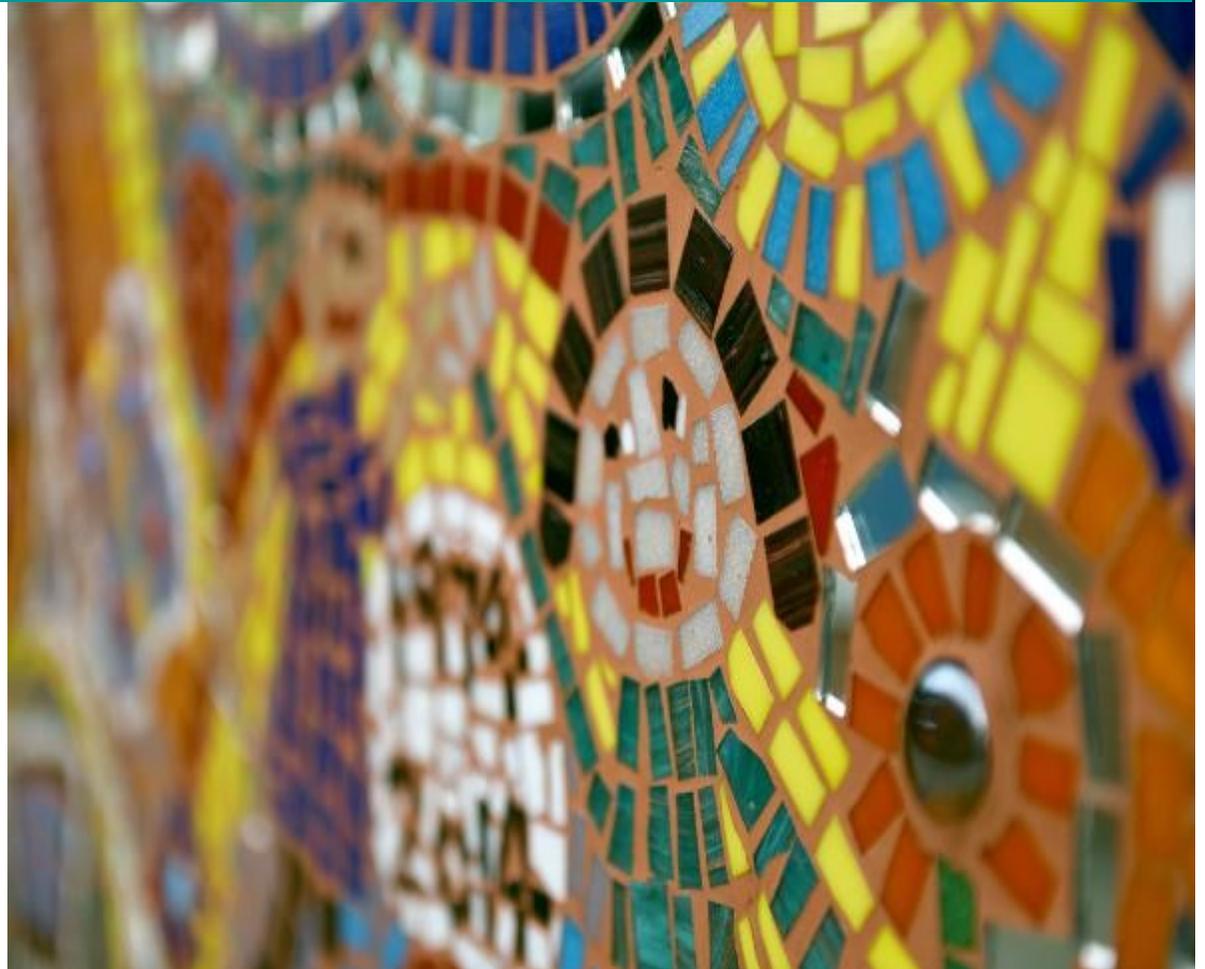


In order for schools and childcare providers to fulfil the **Prevent Duty**, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation) whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupil's resilience to radicalisation by promoting fundamental British values, and enabling them to challenge extremist views. It is important to emphasise that the **Prevent Duty** is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people, and staff can understand the risks associated with terrorism, and develop the knowledge and skills to be able to challenge extremist arguments.

You can find our Prevent Action Plan and the Prevent Duty advice from the Department for Education (DfE) on our school website.



Parent Teacher Association (PTA)

The **Parent Teacher Association (PTA)** is the fundraising committee for the school. It is a friendly and committed group - of male and female parents and teachers - who organise social and fundraising activities for students and adults throughout the year.

Through these activities they raise valuable funds for the extra items not covered in the school budget. Joining the PTA is a good opportunity to become involved with the school and to meet other parents.

The PTA organises discos, quiz nights, Easter Egg raffle, Mother's/ Father's Day shops, Christmas shop, our annual Summer Fayre, and many more events and activities.

In the past, the PTA has raised money for projects such as:

- refurbishment of the music room and the Retreat
- music system, stage, and lighting;
- pantomime at Christmas;
- Year Six Leavers' presents;
- the Adventure playground;
- the outdoor gym.

For more information, please contact the school office



Admissions

To ensure all students receive the attention they need, we limit **our intake each year to 120 students**, with a **maximum class size of 30**.

All students 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 or on our school website.

It clearly states the following regarding admissions:

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

The application process for admission into Year Three is co-ordinated by Cambridgeshire Local Authority, which acts on behalf of the Governing Body to offer places at the school. Local Authority Admissions Team contact: 0345 045 1370

For admissions to the school within the school year, please contact the Office Manager, Mrs Gilliam, on 01480 475 972 to arrange a tour of the school and to make an application.





Head Teacher: Anne Eardley



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