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8 July 2011

Mrs Jude Grundy  
The Headteacher  
Crawford Primary School  
Crawford Road  
London  
SE5 9NF

Dear Mrs Grundy

### **Special measures: monitoring inspection of Crawford Primary School**

Following my visit with Clare Gillies, Additional Inspector, to your school on 6 and 7 July 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fifth monitoring inspection since the school became subject to special measures following the inspection which took place in October 2009. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Southwark.

Yours sincerely

Stephen McShane  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in October 2009**

- Secure consistently good teaching that accelerates pupils' rates of progress with their learning by:
  - ensuring that teachers receive the appropriate professional development to help them plan lessons which enable all pupils to make at least good progress
  - making sure that senior leaders regularly check that the actions taken to improve the quality of teachers' lesson plans are accelerating the rate of pupils' progress
  - ensuring that, by February half term, all lesson planning for English, mathematics and science includes tasks matched to pupils' differing learning needs.
- Immediately secure consistent use of assessment in each class so that:
  - marking makes clear to pupils how to improve their work
  - the use of targets means that all pupils know the next steps they need to take to improve their work
  - lessons are well matched to pupils' learning needs so that they make more rapid progress in gaining knowledge, skills and understanding.
- Build the capacity of the school's leadership by:
  - building the capacity of the senior leadership team as soon as possible
  - strengthening the leadership skills of middle managers by the end of this term, with a plan for their ongoing development for the rest of the year.

## **Special measures: monitoring of Crawford Primary School**

### **Report from the fifth monitoring inspection on 6 and 7 July 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the National Leader of Education (NLE) who is supporting the school, the Chair of the Governing Body, groups of pupils and staff. Her Majesty's Inspector had a telephone conversation with a senior representative of the local authority.

#### **Context**

Since the last visit a NLE from a local school has been working alongside the headteacher. Two permanent teachers have left the school. A further two permanent teachers and one of the deputy headteachers will leave the school at the end of the summer term. New teachers have been recruited.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The progress made by pupils is improving but remains uneven. Moderated end of year assessments in the Early Years Foundation Stage show that the majority of children, many with low starting points, have made better progress and will now enter Key Stage 1 with attainment that is in line with that expected of five-year-olds. Systematic teaching of letters and sounds has led to children making better progress. The creative and social development of children has also improved. End of year assessments shows the attainment of pupils in Year 2 has improved in all subjects, in particular mathematics and writing. Unvalidated data from the National Curriculum tests for Year 6 show that there has been an improvement in the attainment and progress of pupils in mathematics, but results in reading and writing have remained low. In the rest of the school, where there has been a stability of teaching staff, there has been better progress, particularly in Year 1 and in English in Year 5. However, Years 3 and 4 have experienced considerable disruption and inadequate teaching over the year and pupils have not made enough progress. Pupils with special educational needs have made accelerated progress due to the targeted interventions put in place.

In lessons pupils are engaged and apply themselves appropriately. Their progress is closely linked to the quality of teaching in the lessons, and this has improved. However, sustained progress over a longer period of time is not as strong. Evidence in books does not show that that pupils always build on previous work and challenging opportunities so that they are making constant progress in becoming confident and successful readers, writers and mathematicians.

## **Other relevant pupil outcomes**

Pupils continue to behave well in assemblies and around the school. They are polite and engaging to visitors. The behaviour of pupils in particular classes has improved due to more consistent staffing and interventions to support certain individuals. Pupils have enjoyed the various trips that the school has provided including one that, following their persuasive letters to the headteacher, took place to visit football grounds in the north west of England. Year 6 pupils say they feel well prepared for their secondary school. They say they will miss the school as it is a 'happy school' where 'everyone has friends'.

## **The effectiveness of provision**

Since the last visit the quality of teaching has improved. There have been changes in personnel. There is more consistent practice developing throughout the school and this is leading to better learning. There are now established routines in all lessons. Objectives are clearer and teachers' planning is supporting learning more effectively. The newly developed 'working walls' demonstrate effectively the class focus and display pupils' work, the relevant vocabulary and invite pupils to challenge themselves further. Learning support assistants have a better knowledge of their class and how to help individual pupils. Inconsistencies and inadequacies remain. In a minority of lessons pupils do not make enough progress when the learning intention becomes confused in the lesson, so pupils complete tasks but do not acquire new knowledge nor effectively practise skills. Opportunities are sometimes missed to extend pupils' responses and challenge pupils further. Inconsistencies in expectations, particularly related to presentation, grammar and spelling, mean that progress in books is irregular. Resources, particularly in mathematics, are not always sufficient to support learning.

The school's ongoing assessment of pupils is much more accurate. External moderation confirmed how well teachers know the children in the Early Years Foundation Stage and pupils in Year 2. Regular progress meetings mean that pupils who are at risk of underachieving are identified and given additional help. Marking has improved since the last visit. It is much more tailored to different age groups. The best practice seen was when pupils' English books were marked and common misconceptions and themes were drawn out and clarified at the beginning of the next lesson. Individual pupils then responded in green pen to the teachers' comments to improve their work. Pupils say that this helps them learn. In the majority of classes pupils know their targets and know what they must do to achieve these.

Progress since the last inspection on the areas of improvement:

- secure consistently good teaching that accelerates pupils' rates of progress with their learning – satisfactory
- immediately secure consistent use of assessment in each class – satisfactory.

## **The effectiveness of leadership and management**

The headteacher and senior leaders have taken strong action since the last visit to tackle performance issues and improve the quality of teaching in the school. They have resolved some significant personnel issues. They have an accurate grasp on the current strengths and areas for development and what needs to be done next. There has been a successful recruitment programme which means that high quality staff will join the school in September. They have been able to coordinate and target external support much more effectively so that it is having the best impact in improving the school, in particular teaching and learning. Middle leaders direct their areas of responsibility much more effectively. They have become much more confident in their analysis of data. They have led and monitored appropriate initiatives that have led to improvements, for example, the focus on writing in the Early Years Foundation Stage and the further development of guided reading. Governors continue to support the school's actions and monitor progress closely. They have played a full part in the recruitment processes. With the senior leaders they have continued to work with the local authority and the NLE to secure the long term future of the school. Despite ongoing and proposed changes, staff morale remains high. Staff feel well informed. They remain very committed to improving the learning and achievement of the pupils at Crawford. It is rightly recognised by all that there is a considerable amount of work to be done to ensure the progress made since becoming subject to special measures is built upon more successfully in the new term, particularly as there will be a significant number of new staff joining the school.

Progress since the last inspection on the areas of improvement:

- build the capacity of the school's leadership – good.

## **External support**

The impact of the NLE working at the school part time has been significant. She has enhanced the capacity of the senior leaders, working very effectively alongside them, so that improvements introduced have gathered momentum in recent months. She has been able to galvanise useful additional outside support for the school. Consultant support from the local authority is helpful and valued by staff. The local authority has provided additional finance and human resource support to the school. It has continued to monitor and challenge the school effectively. The authority is rapidly developing its plans for the autumn term and the longer term future of the school in its determination to ensure ongoing and rapid improvement