

# Crook Log Primary School

## Inspection report

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<b>Unique Reference Number</b>	101402
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	354991
<b>Inspection dates</b>	22–23 November 2010
<b>Reporting inspector</b>	David Gosling

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Wood
<b>Headteacher</b>	Stephanie Brown
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Crook Log Bexleyheath DA6 8EQ
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## Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and observed 12 teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors looked at a range of documentation, including samples of pupils' work, pupils' records and assessments, and school policies and plans. Questionnaires from 13 staff, 100 pupils in Years 3 to 6, and 152 parents and carers were also reviewed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The learning and progress in each key stage, especially in writing.
- How well the school knows its strengths and weaknesses.
- The quality and impact of improvement plans, especially those designed to raise attainment and improve teaching.
- How well equal opportunities and community cohesion are promoted.

## Information about the school

Crook Log is a larger-than-average primary school situated just outside Welling in the west of the London Borough of Bexley. It has a Nursery which children attend for five mornings a week. The proportion of pupils known to be eligible for free school meals is below average. About a quarter of the pupils are from minority-ethnic heritages and the proportion whose first language is not English is below average. There is a smaller proportion of pupils at the school with special educational needs and/or disabilities than the national average and but the proportion with statements is similar. Most of the pupils with statements have either behavioural, emotional and social difficulties or speech, language and communication needs. The school has a number of awards including Active Mark, Basic Skills Quality Mark, Healthy Schools Status and the Bronze Eco Schools Award. There is daily breakfast and after-school provision which is externally managed and was therefore not a part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school and the very large majority of parents and carers are rightly happy with the education their children receive. It was judged good in the previous inspection and many of the outstanding and good features have been sustained. Children join the school with below average expectations for their age and in recent years have left school in Year 6 with attainment consistently above the national average. The school has good capacity to improve because of the rigour, at all levels, with which it identifies and follows up any weaknesses in progress by classes and individual pupils. Comparative weaknesses in boys' writing in 2009 have been tackled very effectively, with attainment in writing now above average throughout the school. The headteacher, senior and subject leaders have a very clear and accurate grasp of the quality of teaching and learning in all year groups and, where there are weaknesses, teachers are challenged and supported effectively. Morale at the school, as shown through staff questionnaires, is high.

Learning and progress are good at each key stage, especially in the Early Years Foundation Stage where rapid improvements to attainment and social skills provide a firm grounding for future success. Although the progress made by the most-able pupils is not a weakness, in some lessons, they could learn more because activities set do not build enough on what they have already achieved. Skilful teaching and high expectations of behaviour lead to an excellent climate for learning in lessons, many of which are full of vitality. The pupils' spiritual, moral, social and cultural understanding is good. Some aspects are outstanding, especially social development, but pupils' insights into a range of cultures are not sufficiently developed. The extent to which pupils feel safe, the adoption of healthy lifestyles and the pupils' contribution to the school and community were judged outstanding in the last inspection and these remain outstanding areas.

Teaching is good, with a very small minority outstanding and none inadequate. The strengths in teaching far outweigh the weaknesses, but some good teaching was not judged outstanding because assessments were not being used enough to target different ability groups and underachievers in lessons. Two of the subject leaders are national markers of English and mathematics tests and this helps establish accuracy in teacher assessments. The curriculum is well planned and many extra-curricular activities, such as the recent visit by a nationally renowned poet, enhance pupils' learning.

The school is very well managed, with a wide range of very clear policies and procedures which are kept under careful review. The commitment of the headteacher and governing body to valuing and helping all pupils has led to an excellent ethos, with strong and effective provision for the most vulnerable and a close knowledge of the progress of each pupil. Although the school is a calm and happy community, and some work has been undertaken to develop community cohesion, analysis, evaluation and planning for this

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area have not been systematic enough. With its good learning and progress and well-managed budget, the school provides good value for money.

## What does the school need to do to improve further?

- By February 2011, ensure all teachers make more use of pupils' assessments to:
  - plan activities in lessons which build on the levels they have already achieved
  - target groups of pupils, especially underachievers and the more able.
- By May 2011, prepare a more detailed analysis of the local community and key representative groups, develop a plan based on this analysis to build bridges with these groups, and start to evaluate the impact of this plan.

## Outcomes for individuals and groups of pupils

2

Attainment is above average and learning and progress are good. This is partly because of the pupils' very positive attitudes to learning. In the inspection questionnaires, the very large majority of parents and carers thought their children enjoyed school and this was confirmed by the buzz of excitement seen in lessons, especially when pupils worked in pairs and groups. In all lessons, pupils are very keen to answer questions and share their experiences and views with the whole class. In a Key Stage 1 lesson, where pupils were invited to talk about experiences of persuasive language, there was an immediate show of hands followed by some very articulate and interesting responses on a challenging topic. Pupils stay very focused and they try hard even when the work is challenging. This is especially true of those with special educational needs and/or disabilities who make good progress mainly because of some lively and well-planned teaching by teaching assistants.

In 2009, there was some underachievement in writing compared with other areas but this has largely been addressed, as shown through the 2010 teacher assessments. Writing in books is lively, often showing varied sentence structure, interesting vocabulary and good control of different styles. Spelling is a weakness for some pupils of all ability levels. Pupils whose first language is not English make good progress as a result of well-targeted support. In some lessons, the most-able pupils are not progressing enough because they are not sufficiently challenged.

Behaviour is outstanding. It is at least good in all lessons and exemplary around the school. Pupils are very polite and cooperative and respect each other's contributions in lessons. There is very little bullying and pupils say that when it occurs it is dealt with promptly. Attendance is above average and there has been a considerable reduction this year in the proportion of pupils who are persistently absent. The good progress being made in basic skills, especially information and communication technology skills, and teamwork leads to good preparation for secondary schools and the workplace. Almost all parents and carers in questionnaires thought that the school helped their children to lead a healthy lifestyle and pupils have an excellent understanding of health issues. Pupils make an outstanding contribution to the school and local community and have a strong and effective voice through the school council. Pupils of all ages take on responsibilities and a considerable amount of fund raising takes place.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils, and parents and carers rightly have a high regard for teaching. Teachers work very hard and this is exemplified by their very colourful and stimulating classrooms and excellent displays of pupils' work. One of the reasons pupils enjoy lessons so much is the focus on active learning, with excellent use made of games and paired and group discussions to deepen learning. Lessons are very carefully prepared and well structured and have a good range of resources to support learning, especially visual aids. Teachers have good subject knowledge and use questions well to challenge and develop pupils' learning. They carefully check that pupils understand their work and, as one child said when interviewed, 'They explain things so we know them properly and don't get stuck.' Marking is a notable strength throughout the school. It is regular and makes it clear what pupils need to do to improve. The pupils have targets, know clearly what they are, and teachers use them well in lessons. In some lessons, teachers do not match work carefully enough to the pupils' ability levels and rates of progress, especially for underachievers and the gifted and talented pupils.

The school provides a broad and balanced curriculum which meets statutory requirements. It is enhanced well by a wide range of clubs, which are well attended, and by visits and visitors. The school develops its curriculum well to establish more links between subjects and there is very good provision for the use of information and communication technology across the subjects. There is strong provision for pupils with special educational needs

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and/or disabilities through withdrawal and targeted work in lessons. There is an appropriately strong emphasis on developing literacy and numeracy in class teachers' plans and a range of effective curriculum changes have been made to help improve boys' writing.

The high quality of care, guidance and support is a theme running through questionnaires and discussions with pupils. One parent wrote on a questionnaire: 'The pastoral care and before/after-school facilities are a great support for our child. She truly thrives.' Pupils and families who are vulnerable due to their circumstances are supported well, for example through a parent support adviser. The support for pupils when they arrive at school, change classes and move to secondary school is good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and leadership team have been very effective in raising pupils' attainment after a dip in 2009, especially through the rigour with which they have pursued weaknesses in writing. There is a strong focus on raising attainment in whole-school and subject leader planning which is supported by well-organised, extensive and targeted training for teachers, especially in English and mathematics.

Staff and the governing body share an ambition for excellence and for providing a school which values all pupils. A major strength of the school is the close analysis of pupils' progress data and the regular reviews by team leaders and the senior leadership team of individual pupils. Great care has been taken to ensure the accuracy of assessments through the use of external advisers and the writing portfolios for each pupil, which contain a history of their writing development. The quality of teaching is monitored very closely through formal observations and through regular and systematic reviews of pupils' work.

The governing body has a clear view of strengths and weaknesses and holds the school to account well, partly through close and formal monitoring and evaluation of how well the school development plan is being implemented. They receive detailed reports from the headteacher, especially on pupils' progress and are well trained in analysing data. The governing body and staff ensure that safeguarding procedures are effective. Rigorous vetting procedures and risk assessments are in place and almost all parents and carers think their children are safe.

Communication with parents and carers is excellent, with the parents' and carers' room in the virtual learning environment a particular strength. Also strong is parents' and carers'

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involvement in their children's learning, for example through sharing of targets, workshops, and the high attendance at pupil progress meetings. Although parents' and carers' views are elicited, their impact on whole-school developments has been limited. Partnerships are used well to support learning, especially the well-developed links with local secondary schools and the sports partnerships.

The school has clear and detailed policies for promoting equal opportunities and statutory requirements are met. The policies are supported by action plans which are monitored and evaluated, with reports reviewed by the governing body annually. The school provides a harmonious community, with very few racist incidents recorded in recent years. There is close monitoring of the progress of ethnic and gender groups through the school tracking system. Community cohesion is less well developed. Although a range of activities helps to promote community cohesion, the analysis of different groups is not robust enough and planning is limited in scope.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress and reach above average outcomes by the end of the Early Years Foundation Stage. Boys and girls exceed the goals for learning in all six areas, but, girls do better in reading and writing. Children enjoy learning very much. They develop their thinking and literacy skills effectively and make excellent progress in developing their independence as learners. They learn quickly how to stay safe, as exemplified by one child who said, 'We wash the germs off so they don't make us sick.' Children cooperate well and receive a good foundation for the future, especially through their personal, social and emotional development. They care for each other and take responsibility for tidying up and selecting activities.



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Teaching is good and some is outstanding. The learning environment is stimulating and attractive and used well to promote learning. The team of teachers and non-teaching staff all teach well and their planning is thorough, providing good levels of challenge for all learners. Record-keeping and assessment are rigorous and next steps for each child are clearly identified. There is a good balance between child- and adult -initiated activities both indoors and outside. Very close attention is placed on the children's welfare and they are kept safe.

All required policies, procedures and records are in place and adults are suitably qualified. Self-evaluation and planning for improvement are strong, for example the planning of a more active curriculum to help address weaknesses in boys' writing.

There is very close liaison between the teachers of the Nursery and Reception classes and this ensures smooth transition and effective planning when children change classes. There are strong links with parents and carers before and during the school day.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming majority of parents and carers are happy with the school. Questionnaire responses show high levels of satisfaction with all areas and are partly a reflection of the good links the school has with parents and carers. A very small minority of parents and carers expressed some concern in questionnaires about preparation for the future and the way the school deals with unacceptable behaviour. Inspection evidence found both of these areas to be strong. Support for pupils' joining and leaving the school is especially good and behaviour in the school is very well managed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crook Log Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	66	45	30	5	3	0	0
The school keeps my child safe	88	58	62	41	0	0	0	0
My school informs me about my child's progress	69	45	77	51	5	3	0	0
My child is making enough progress at this school	67	44	76	50	5	3	0	0
The teaching is good at this school	77	51	66	43	6	4	0	0
The school helps me to support my child's learning	69	45	73	48	7	5	0	0
The school helps my child to have a healthy lifestyle	59	39	89	59	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	34	73	48	15	10	0	0
The school meets my child's particular needs	60	39	78	51	9	6	0	0
The school deals effectively with unacceptable behaviour	55	36	80	53	10	7	2	1
The school takes account of my suggestions and concerns	46	30	86	57	12	8	0	0
The school is led and managed effectively	55	36	83	55	4	3	1	1
Overall, I am happy with my child's experience at this school	86	57	55	36	6	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 November 2010

Dear Pupils

**Inspection of Crook Log Primary School, Bexley DA6 8EQ**

Thank you very much for the welcome you gave us when we inspected your school. We are especially grateful to those of you who took time to talk to us about your work and tell us what you think about the school. We thought you were very polite to us. There are lots of good things about your school and here are some that really stood out:

- Your attainment is above average and you make good progress.
- You feel safe in the school and have an excellent understanding of how to be healthy.
- You enjoy school a lot and your behaviour is excellent.
- You play a big part in helping the school run smoothly and you do a lot to help people in the local and wider area.

There are two things the school could do even better:

- In a few lessons, teachers need to plan work for you a little more carefully so it builds on what you can already do
- The school needs to think and plan a little more about how it can be a key part of the local area.

You can help the school even further by continuing to work hard and doing your best.

Yours sincerely

David Gosling  
Lead inspector

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