

Haberdashers' Aske's Crayford Academy

Inspection report

Unique reference number	135951
Local authority	N/A
Inspection number	381976
Inspection dates	21–22 March 2012
Lead inspector	Linda McGill HMI

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	639
Of which, number on roll in the sixth form	9
Appropriate authority	The governing body
Chair	Richard Glover
Headteacher	David Willis
Date of previous school inspection	N/A
School address	Iron Mill Lane Crayford Bexley DA1 4RS
Telephone number	020 7652 9500
Fax number	020 7652 9550
Email address	creception@hahc.org.uk

Age group	3–19
Inspection date(s)	21–22 March 2012
Inspection number	381976



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Linda McGill	Her Majesty's Inspector
Michael Lafford	Additional inspector
Kanwaljit Singh	Additional inspector
James McVeigh	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 30 parts of lessons taught by 26 teachers and made shorter visits to classrooms to observe the teaching of letters and sounds (phonics) and to listen to pupils reading. Meetings were held with senior and middle leaders, the pastoral support team, the chief executive officer of the Haberdashers' Aske's Federation and groups of pupils and students. The inspection team observed the academy's work and looked at documents including information about students' attainment and progress, the academy's self-evaluation and its plan for development, minutes of meetings of the governing body and policies and procedures for protecting students and keeping them safe. There were no responses to the on-line questionnaire (Parent View). Questionnaires returned by 122 parents and carers, 25 members of staff and 71 students were scrutinised.

Information about the school

The academy is part of the Haberdashers' Aske's Federation of academies and the primary phase is also sponsored by the Temple Grove Trust. The age range is extending each year; currently the academy comprises the one-form entry primary phase and 360 students in Years 7 and 8. Sixth-form provision began in September 2011, offering courses in engineering. In line with the federation's philosophy, the students are taught in single-sex groups in the secondary phase. The academy's specialism is technology.

The majority of students are White British. The remainder come from a wide range of backgrounds, the largest being those of Black African, other White and Traveller heritage. Over one third of the students are known to be eligible for free school meals, more than double the national proportion. The proportion of disabled students and those who have special educational needs is greater than that found nationally. The academy offers resourced provision for students who have autistic spectrum disorder. Several other students have a statement of special educational needs relating to speech, language and communication, moderate learning difficulties or emotional and behavioural difficulties. Students' attainment and progress at the end of Key Stage 2 in 2011 meets the government's floor standards.

The academy shares its site with a local authority children's centre, which was not included in 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. From the Early Years Foundation Stage to Key Stage 3 and the sixth form, students are progressing at a faster rate than students nationally. Those in the primary phase are quickly closing the gaps on what is expected for their age in reading, writing and mathematics, and attainment in the secondary phase is higher than expected. The sixth form is good; students have got off to a secure start and are progressing well. Across the academy, students' achievement is good.
- Students are making good progress because there are considerable strengths in teaching. Teaching is good, overall, and some is outstanding. Teaching is stronger in the secondary phase; striking features include the skilled use of technology to enhance students' learning, thorough subject knowledge and confident and assured delivery. Some satisfactory teaching remains in the primary phase; this is the main reason why the academy's effectiveness is not yet outstanding.
- The academy's leaders have focused their efforts on raising the quality of teaching, because they know that this is key to realising their ambition to become an outstanding school. Through well-targeted professional development opportunities, rigorous management of performance and close working with other schools, teachers are supported to improve or fine-tune their practice. The chief executive officer and federation governors provide the academy with strong support and rigorously hold leaders to account.
- The academy's stimulating and innovative curriculum has a positive impact on students' learning, and contributes well to the promotion of their spiritual, moral, social and cultural development. Assemblies are uplifting, and reinforce very well the academy's ethos of respect and high aspirations.
- Students behave well both in lessons and around the buildings and grounds. Their enjoyment of learning is clear, as is their pride in their achievements. The

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

academy works well with the few students who have particular difficulties with their behaviour, effectively helping them to overcome barriers to their learning. Parents, carers and students are entirely confident that the academy keeps students safe.

What does the school need to do to improve further?

- In order to accelerate further students' progress in the Early Years Foundation Stage and primary phase, take steps to improve the quality of teaching so that all is good and more is outstanding by:
 - sharpening teachers' skills in assessing students' understanding during lessons so that learning moves on quickly and time is not lost
 - making sure that tasks and activities are precisely matched to students' abilities and prior learning so that work is neither too hard or too easy
 - ensuring that all adults pronounce sounds accurately when teaching the sounds letters make (phonics)
 - making thorough assessments of individual students' knowledge and skills in phonics, so that the next steps are clearly identified and students move on to the next stage as soon as they are ready
 - reducing the amount of whole-class teaching and giving more chances to make choices and decisions about their learning.

- In order to boost students' achievement still further in the secondary phase, strive to improve the quality of teaching so that the majority is outstanding, by:
 - ensuring that lessons always start briskly and smoothly
 - refining teachers' questioning skills so that all students participate and contribute to each part of the lesson
 - giving students greater scope to use their initiative and relying less on whole-class, teacher-led sessions.

Main report

Achievement of pupils

From the Early Years Foundation Stage through to the sixth form, students are making good progress from their starting points. Attainment on entry to the nursery class is typically below what is expected. The children in Nursery and Reception are making good gains in all of the areas of learning and their attainment is on track to be close to what is expected by the end of the Reception Year. In the past, there was substantial underachievement in Key Stages 1 and 2. The academy has taken concerted action to tackle this. The good progress that students are making is helping them to quickly close the gaps on where they should be for their age in reading, writing and mathematics. In Year 6, students are predicted to reach broadly average standards; all groups of students have made good and sometimes excellent

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

progress from their low attainment at the age of seven. Students known to be eligible for free school meals, students from the Traveller community and disabled pupils and those who have special educational needs have made particularly good progress, especially in writing. In last year's national tests, these groups of students attained more highly than their counterparts nationally, as did students who speak English as an additional language.

When students start in Year 7, their attainment is in line with the national profile. These students are also making good progress overall, and in Year 8 a substantial proportion has already reached or exceeded the levels expected of students a year older than themselves.

Attainment in reading is rising. It is still a little below average at the end of Key Stage 1 but closer to average by the end of Key Stage 2. Some younger students still struggle with unfamiliar texts and lack confidence in applying their phonic knowledge to help them. Older students are avid readers. Every student in Key Stage 3 has borrowed a book from the Learning Resource Centre, and many use the Centre every day to browse books or to sit quietly and read at break or lunchtime.

Students are eager learners and their love for learning does not diminish as they get older. Inspectors saw numerous examples of students thoroughly absorbed in their work. Good progress was often promoted when teachers included opportunities for students to talk about what they were doing. Children in the nursery concentrated hard as they made sea pictures using a range of media, talking about colours and textures and repeating new words introduced by adults. Students in Year 6 confidently discussed and expressed their ideas, listened to others and worked well cooperatively as they planned what to do on 'International Older People's Day'. In Key Stage 3, students made excellent progress in a Spanish lesson, because of the teacher's secure subject knowledge, and also because the skilled teaching gave them great confidence to speak in Spanish.

Parents and carers who returned a questionnaire were almost unanimous in the view that their child is making good progress. The findings of this inspection endorse that positive view.

Quality of teaching

Teaching is strong in Key Stage 3; here inspectors saw several outstanding lessons. There is outstanding teaching in the primary phase but it is not as widespread, and some satisfactory teaching remains. At its best, teaching has an excellent impact on students' learning but also on their spiritual, moral, social and cultural development. Students in a drama lesson, for example, were completely enthralled by the teacher's demonstration of slapstick comedy. Teachers make sure the planned curriculum stimulates students' desire to learn, too. Students talked about recent events that had captured their imagination and curiosity, such as when an 'alien space craft' landed on the roof, or when 'Albert Einstein' visited for the day. Increasingly good use is made of technology to enhance learning. For example, students in Year 7 used

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

video cameras to record their dance routines in order to help them evaluate their performance and make improvements. The youngest children confidently used programs on the large 'smart boards'. Teachers' specialist knowledge is strong. Students in the primary phase benefit from subject specialist teaching, for example, in mathematics, English and design and technology. Students who attend the resourced provision are supported well and spend most of their time in the mainstream classes.

In lessons in both primary and secondary phases, students sometimes had too little scope to use their initiative and make choices and decisions about their learning. Students spent time listening to the teacher and those who were chosen to answer questions, rather than participating in the discussion. Lessons did not always get off to a brisk start, especially when students arrived after break or lunch time. There were occasions in the primary phase where students' attention wandered and they became restless, usually because the tasks were not well matched to their needs. Assessments of what students already know were not always used well enough to make sure that tasks were appropriately challenging for those of different abilities. Not all teachers were equally skilled at assessing how well students were progressing during the lesson. This meant that opportunities to move students' learning on quickly were missed.

The academy has recently reorganised teaching groups for phonics lessons. There are currently no records of individual students' learning in phonics, which means that the lessons are not as sharply targeted at individuals' needs as they should be, in order to move learning on at a fast pace. Not all of the adults modelled the pronunciation of the letter sounds accurately.

Almost all of the parents and carers and students who returned a questionnaire or spoke to inspectors agreed that teaching is good at the academy. The inspection findings support this view.

Behaviour and safety of pupils

Parents and carers also agreed strongly that there is a good standard of behaviour at the academy, as did members of staff. Interestingly, the students were harder on themselves; about a third who completed a questionnaire thought that behaviour was not always as good as it should be. Inspectors looked thoroughly at the academy's records of incidents and exclusions, spoke to students and observed students in lessons and around the academy. It is clear that there are a few students who have particular difficulties in managing their emotions. These students are supported well and steps are taken to meet their individual needs and keep them in the academy. Staff have high expectations of the standard of behaviour and students rise to them; behaviour in lessons, around the site and over time is good. Students are polite, friendly and respectful. Behaviour is not outstanding, however, because there are still occasions when students take a little time to settle when they arrive at lessons, or when their concentration lapses.

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

Almost all parents, carers and students agreed that students are safe in the academy. In discussions, students showed they knew about different types of bullying, including on the internet or mobile phone, but said that bullying of any sort was a rare occurrence. All felt confident to approach an adult if they had concerns or worries.

Attendance in both the primary and secondary phases is above average, and students are punctual to school and to lessons. Close attention is paid to making sure that students who are potentially vulnerable attend regularly, with some success. The attendance of Traveller students is well above that of similar students nationally.

Leadership and management

Strong and determined leadership from the principal, senior leaders and the governing body account for the academy's successes. Leaders are absolutely clear about the academy's core purpose and have high expectations of students and staff alike. This has inspired loyalty among the staff; all who returned a questionnaire said they were proud to be part of the academy. The academy has taken great strides forward since it opened, improving the provision for primary students and successfully establishing Key Stage 3 and the sixth form. This confirms its strong capacity for continued improvement. Parents and carers are strongly supportive; several who returned questionnaires said how pleased they were and that the academy had lived up to or exceeded their expectations.

Accurate self-evaluation underpins the academy's future plans. Teaching and its impact on students' learning are regularly reviewed and appropriate opportunities for professional development given to support teachers to improve their practice so that students' progress does not falter. The academy works closely with the other academies in the federation and with its 'challenge partner' schools, reflecting on performance and sharing best practice. The academy collects and analyses a wealth of information about students' attainment and progress and aspects of their personal development. The key messages from the information, however, are not always summarised or presented in such a way as to enable the governing body to quickly get to the heart of the issue.

As the academy grows, the role of middle leaders is developing. Their subject knowledge is strong and their tracking of students' progress is meticulous. Not all have yet been able to demonstrate fully their leadership qualities, as most departments still comprise just one or two members of staff. The resource provision is well led; its students are fully included in all aspects of the academy's life.

The staff strive to ensure that students of all backgrounds, of different talents or with particular difficulties are fully included in academy life. There is a good degree of racial harmony and students of all backgrounds get on well together. The staff actively tackle discrimination. This, together with good teaching that enables students to do well, effectively promotes equality of opportunity. Spiritual, moral, social and cultural development is also fostered well, through a curriculum that

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

engages, inspires and widens students' horizons, and the strong ethos of respect and high aspirations. Close attention is paid to students' well-being. Arrangements for protecting students and keeping them safe are robust and well known.

The governing body has oversight of all three academies in the federation. It adds value to the academy's work, is strongly supportive and contributes a good deal to its strategic direction.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Students

Inspection of Haberdashers' Aske's Crayford Academy, Bexley, DA1 4RS

Thank you so much for the welcome that you gave the inspection team when we visited recently. We were pleased to see you in lessons and out and about in the academy, and we enjoyed meeting many of you. What you told us in your questionnaires and in meetings was very helpful when we made our decisions.

We judged that the academy is a good school. You may wish to read the whole report; your parents and carers will have a copy or it can be found at www.ofsted.gov.uk. Here are the headlines.

- You are all making good progress in your learning. Younger pupils are catching up quickly on where they should be, and older students are reaching above-average standards.
- This is because teaching is usually good, and is sometimes outstanding. You told us that you enjoy your lessons and we could see why.
- You behave well in lessons and around the academy. You support one another, and work well together.
- The principal and other leaders keep a close eye on the academy's work and are working hard to make sure that teaching keeps improving, so that you all have the chance to do as well as you can.

We agreed with the academy's leaders that continuing to strive to make teaching even better is the main priority. One thing we would like teachers to do is to give you more chances to use your initiative and make decisions, and to work independently or in groups, rather than as a whole class. You can all make a contribution; for example, make sure you all arrive at lessons ready to start learning straight away.

I wish you all the best for the future.

Yours sincerely

Linda McGill
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**