

Crawford Primary School

Inspection report

Unique reference number	100785
Local authority	Southwark
Inspection number	376457
Inspection dates	11–12 January 2012
Lead inspector	Stephen McShane HMI

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Louise Chantal
Headteacher	Craig Tunstall, (Executive Headteacher) Miranda Gibb, (Headteacher)
Date of previous school inspection	7–8 October 2011
School address	Crawford Road Camberwell London SE5 9NF
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Age group	3–11
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Introduction

Inspection team

Stephen McShane

Her Majesty's Inspector

Michelle Winter

Her Majesty's Inspector

Ann Sydney

Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. Inspectors observed the 15 classes and all teachers. They observed small-group sessions led by teachers and teaching assistants, examined books and talked with pupils about their learning and experiences at school. Meetings were held with staff, governors and representatives from the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's self-evaluation, assessment and monitoring evidence. They considered responses to questionnaires returned by 131 parents and carers, and those from pupils and staff.

Information about the school

Crawford is larger than the average-sized primary school. Most pupils are from a wide range of minority ethnic groups. The largest of these are Black African or Black Caribbean. Almost half the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average, as is the proportion of pupils with special educational needs and/or disabilities. The Early Years Foundation Stage has a nursery, with morning and afternoon groups, and two Reception classes.

The school has not met the government floor standards related to English and mathematics (minimum standards expected by the government). When the school was inspected in October 2009 it was judged to require special measures. There have been five monitoring visits to the school by Her Majesty's Inspector since this inspection to assess the progress made towards addressing the issues raised.

Since September 2011 the school has been led and managed by the Gypsy Hill federation of schools, a National Support School. There is an executive headteacher who oversees the federation and a headteacher who is responsible for the day-to-day management of Crawford. The governing body of Crawford has begun the process for the school to become a full member of the federation.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- This is a satisfactory school which has improved considerably.
- Attainment in English and mathematics is low because of previous inadequate teaching. However, from when they start in the Early Years Foundation Stage, pupils now make better progress and achieve satisfactorily. The school has set challenging targets so that more pupils attain at least at the national average and the majority of pupils are on track to meet these.
- Teaching is typically good, although improvements in teaching are taking time to address gaps in pupils' knowledge and understanding so the pupils achieve consistently well.
- Pupils are polite and welcoming. Their behaviour is good because they now enjoy their learning. Pupils say they feel safe and parents and carers strongly agree. Crawford is a very harmonious community where pupils' spiritual, moral, social and cultural provision is strong.
- When the school went into special measures there was a great deal to do, particularly to eliminate inadequate levels of teaching. At the previous monitoring visits the evidence of improvement was uneven but has accelerated recently. The new leadership team has been uncompromising in its high expectations for pupils' learning. The team has made significant improvements to planning and teaching, the provision for pupils whose circumstances make them vulnerable, to pupils' underachievement and to the school environment. It has introduced clear systems for systematic monitoring and evaluation to ensure that improvements can be built upon and sustained.
- Governors, led by a knowledgeable and committed chairperson, have been instrumental in the school's improvement. They have worked tirelessly and taken very difficult decisions so that the school is now well placed to improve further.
- While there have been significant improvements, there are still some inconsistencies in teaching and weaknesses in the curriculum to ensure that pupils are making consistently better progress in all lessons and are fully involved in their own learning.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment, particularly for boys, to at least the national average in English and mathematics by the end of Year 2 and Year 6 by continuing to:
 - provide systematic teaching of basic skills with opportunities to apply and practise new knowledge
 - regularly assess the progress of individuals and take appropriate action to accelerate learning and systematically address any gaps or misconceptions.
- Improve teaching further so that it is consistently good or better in all lessons by:
 - teachers and other adults regularly checking pupils' understanding during lessons and clarifying misconceptions and re-shaping tasks when necessary
 - providing more opportunities for pupils to work independently and direct their own learning
 - ensuring additional adults are always effective in contributing to pupils' good learning.
- Improve the curriculum in Years 1 to 6 by ensuring that:
 - it offers a variety of interesting opportunities for pupils to practise and develop their basic skills in different contexts
 - matches pupils' particular needs, interests and aspirations.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage at starting points that are generally lower than the level typical for this age group. More recently pupils make better progress and enter school with attainment levels closer to that expected of five-year-olds, with particular strengths in social development, numbers, reading, physical and creative skills. In the Nursery they become enthusiastic learners and good progress is evident in sessions, particularly in their developing knowledge of letters and sounds. Most pupils in the current Reception classes are beginning to read and write words successfully. At the end of Key Stage 1 in national assessments last year, pupils' attainment in reading, writing and mathematics improved sharply, although it was still below average overall. At the end of Key Stage 2, pupils' attainment, including in reading, was low. English results were disappointing, particularly the progress made by boys. There was improvement in mathematics and pupils, given their starting points, made average progress.

In lessons pupils are enthusiastic learners. From the moment they arrive and start on their recently introduced 'early work' in the morning they are profitably engaged. Pupils are happy and confident to learn and, in many lessons, eager to accept a challenge. Pupils are now successfully addressing their previous low attainment and

significant gaps in their knowledge and understanding. They are becoming more adventurous in their written and spoken work. Pupils, including boys, are increasingly more confident in writing for a variety of different purposes and there is good evidence of extended writing. Presentation in books is of a consistently high standard with, for example, pupils in Year 2 successfully learning cursive script. There is a growing reading culture in the school, which supports significant and sustained progress. The younger children enjoy sharing books together and the older talk about, and recommend, their favourite authors. The most recent reading assessments of Year 2 pupils showed they are making good progress given their starting points, although attainment is still below expected levels for pupils of this age.

Pupils are becoming increasingly confident in mathematics, using and applying their developing knowledge of multiplication tables and calculation skills to problems and developing appropriate knowledge of measurement and ways of presenting data.

Those who are disabled or who have special educational needs and those who find learning difficult are making at least good progress. Pupils who receive support through specialist programmes such as Reading Recovery and Numbers Count are making good, and at times outstanding, progress. All those parents and carers who responded to the questionnaire agreed that their children are making good progress.

Quality of teaching

Teaching is typically underpinned by very strong and positive relationships between adults and pupils. Teaching is now typically interesting, energetic and purposeful, but this better quality of teaching is taking time to raise pupils' achievement levels. Clear routines have been established, this means that little learning time is lost. Systematic planning across year groups ensures appropriate coverage of skills and knowledge including the methodical teaching of letters and sounds, handwriting and spelling. Work is matched to the different abilities of pupils with additional support, different activities or resources to aid learning. Teachers have good subject knowledge and high expectations. Marking and feedback are very effective. Pupils are given time to respond to teachers' comments and have developed good habits of revisiting their work and trying to improve it further. Teaching for individuals and small group interventions are very effective as they are precisely focused on pupils' particular needs or to address specific gaps in knowledge.

Spiritual, moral, social and cultural aspects are taught effectively through the modelling of respect by all adults and appropriate curriculum opportunities that encourage the exploration of religion through different creation stories and understanding of pilgrimage, of moral issues including life goals, and by the richness of appropriate artefacts from different cultures available to pupils.

While teaching is mainly good, and in some instances outstanding, there remain a few inconsistencies that school leaders wish to reduce. Whilst in the majority of lessons teachers have a good knowledge of individuals and there is ongoing assessment of any gaps in pupils' prior knowledge, this is not yet consistent, so not all pupils make the best progress they can. Additional adults make the most

significant contribution in those lessons or small group sessions when they are clearly focused on addressing pupils' particular needs. Supporting them to learn new skills or addressing gaps in their prior knowledge is usually catered for well. In a few lessons there are insufficient opportunities to develop pupils' independence and pupils are too reliant on the teacher's direction to maintain momentum. There is effective practice in the Early Years Foundation Stage. At times, however, the adult-led activities do not build on the children's interests to engage their learning. Parents and carers overwhelmingly agree that their children are taught well.

Behaviour and safety of pupils

Pupils' behaviour contributes very well to the good learning in lessons. There are very few interruptions and lessons proceed very smoothly. This good behaviour has been evident on all the monitoring inspections. Almost all parents and carers agree with inspectors that behaviour is good at the school and this view is supported by evidence from the school records. Pupils told inspectors that they felt behaviour was getting even better. This is due to the clear processes that the school now has in place to support the development of good behaviour and quickly tackle anything that is inappropriate. Positive relationships within the school are a strength. Pupils are welcoming and polite. They play well on the playground and peer mediators support them to resolve any disagreements effectively. Pupils say they feel safe at school and any concerns, including those relating to bullying, are resolved quickly. The school has been systematic in tackling issues relating to attendance, which is now average and is showing convincing improvement. It has made explicit its expectations to parents, carers and pupils and focuses on rewarding pupils who attend school all of the time and offering effective support to those pupils and families for whom absence from school or lateness is of concern.

Leadership and management

Although some progress had been made to improve teaching during the school's time in special measures it was still uneven. The current leaders have brought an uncompromising vision of excellence and high-quality learning to Crawford, which is raising the quality of education. There have been rapid improvements to the environment and to teaching. Essential systems have been put in place that have given consistency and tackled issues quickly. Detailed and systematic monitoring by knowledgeable middle and senior leaders with ongoing professional development for all teachers means that areas for improvement are addressed. Moderation of work has led to accurate assessment of pupils and the identification of where particular gaps exist in pupils' learning. There is a growing number of ways that staff identify potential underachievement, such as the regular pupil progress meetings. There is accurate analysis of the school's strengths and areas for development and exciting and detailed plans in place appropriately linked to improving pupils' attainment and subsequently their achievement. The leadership team correctly identified that the provision for basic skills needed to be improved first. There are now good plans in place to improve the satisfactory curriculum further, so that there are more coherent opportunities for pupils to apply skills in a variety of different subjects and contexts and ensure it is more relevant to their interests and aspirations.

Arrangements to meet safeguarding requirements are robust and effective. Feedback from parents and carers is very positive, with a number commenting on the significant improvements in the last term. Workshops have taken place so parents and carers can more effectively support their children's learning. The school very effectively promotes the spiritual, moral, social and cultural development so that pupils from different backgrounds relate well to each other and ensure they make good progress. Any differences or potential underachievement are identified and remedied very effectively. Through the period of special measures the governors have been resolute in their work toward improvements. They have had to take a number of very difficult decisions and work closely with the local authority to identify and remedy weaknesses. Their ongoing determination, which continues to support and challenge the new leadership team, while making effective plans for the future, contributes to the school's secure capacity for further improvement.

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.



15 January 2012

Dear Pupils

Inspection of Crawford School, London SE5 9NF

Thank you for making us so welcome when I and the other inspectors visited your school recently. I have been visiting your school regularly because the last school inspection said that the school needed 'special measures' and had to get better at teaching and helping you learn.

On my last visit, I really enjoyed seeing all the recent improvements to the school. I was really pleased to hear about how much more you were learning and all about all the new books you are enjoying reading and the attendance prizes for coming to school every day. We all enjoyed seeing your writing, that is now so well presented in your books, and your progress in mathematics. We were all impressed by your hard work and your behaviour.

I am really pleased to tell you that, because of all the hard work by the governors of the school, Mr Tunstall, Ms Gibb and all the staff, your school has improved a great deal. Teaching is typically better and more interesting so that you are now all making good progress. The staff look after you very well. Although I am sad not to be visiting you any more, I am very pleased that the school is now giving you a satisfactory standard of education.

I have asked the school to keep improving so that all lessons are as good as the very best, and to make sure that you have the opportunity to have interesting opportunities to learn. All of you can help the school by continuing to work hard and coming to school every day you can.

Thank you again for welcoming the inspection team and I send you all good wishes for the future. It has been a privilege to work with you and with Crawford School.

Yours sincerely

Stephen McShane
Her Majesty's Inspector

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