

# The Crescent Primary School

The Crescent, Croydon, CR0 2HN

**Inspection dates** 7–8 November 2012

| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected |          |
|--------------------------------|----------------------|--------------------------|----------|
|                                | This inspection:     | <b>Good</b>              | <b>2</b> |
| Achievement of pupils          |                      | Good                     | 2        |
| Quality of teaching            |                      | Good                     | 2        |
| Behaviour and safety of pupils |                      | Good                     | 2        |
| Leadership and management      |                      | Good                     | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, very ably supported by the deputy headteacher and other senior leaders, has been instrumental in successfully leading the school through a challenging period of building work since its opening in 2011.
- Pupils achieve well. They make good progress from their starting points, so that attainment by the time they leave Reception Year is broadly in line with national averages.
- Teaching is good overall and some teaching is outstanding. Relationships are strong and pupils feel safe and valued.
- Pupils are excited about learning. They enjoy school and their behaviour is good.
- Staff morale is high and there is an obvious excitement among staff, governors and parents and carers about the potential and growth of this new school.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to secure pupils' rapid progress as they move through the school.
- Occasionally, teachers talk to the class for too long, so that some pupils lose concentration and their progress slows.
- The good quality provision seen in the Reception Year classrooms is not fully reflected outdoors. Occasionally, activities in the outdoor area lack purpose and opportunities are missed to make the most of the potential for children to learn through play.

## Information about this inspection

- Inspectors observed teaching in 16 lessons and part lessons.
- Discussions were held with senior staff, teachers, the Chair of the Governing Body, a representative from the local authority, groups of pupils and parents and carers. The questionnaires completed by 23 members of staff were also taken into account.
- The inspection team took account of 34 responses to the on-line Parent View survey, in addition to views expressed in a recent school questionnaire.
- The team reviewed a range of documentation, including the school's analysis of pupils' progress, the school's development plan, leaders' monitoring records and pupils' work.

## Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Martin Marsh

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average primary school.
- The proportion of pupils from minority ethnic backgrounds is above the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported under the pupil premium initiative, including those who receive free school meals and children in local authority care, is above average.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average.
- The school opened with five Reception Year classes housed in temporary accommodation in September 2011. In September 2012 three new Reception Year classes were admitted and the school moved into permanent accommodation following substantial redevelopment of the existing building. At the time of the inspection, the school consisted of five Year 1 classes and three Reception Year classes.

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

- Increase the proportion of outstanding teaching and raise achievement by making sure that all pupils are actively involved during all parts of lessons, especially when the class teacher is talking to the whole class.
- Make sure that the Reception Year outdoor area fully reflects the good quality practice in the classrooms, so that all activities have a consistently clear focus on learning and children make the best possible progress.

## Inspection judgements

### The achievement of pupils

is good

- All groups, including more-able pupils, pupils who speak English as an additional language and those known to be eligible for pupil premium funding, achieve well.
- Children's skills and understanding when they enter school vary widely but are generally below national expectations for their age. Children quickly settle and make good progress in developing speaking and social skills because teachers make sure that there are many opportunities for purposeful talk. Progress overall is not yet better because opportunities to develop children's learning in the outdoor area are not always as frequent or well planned as they should be.
- By the end of Reception Year, attainment is broadly in line with national expectations, representing good progress from children's starting points. Pupils continue to achieve well in Year 1. Progress is beginning to accelerate as pupils adjust to the new expectations in these classes, though too much teacher talk at times slows pupils' progress.
- A consistent approach to the way the link between letters and the sounds (phonics) is taught means that pupils make at least good and sometimes outstanding progress in the development of skills which underpin their reading and writing. For instance, disabled pupils and those with special educational needs are able to tackle unknown words successfully, using different strategies to help them, while more-able pupils are becoming confident readers.
- Disabled pupils and those with special educational needs make good progress because their needs are identified early and support is carefully tailored to individual needs. Initiatives such as 'Place2Be' provide good quality specialist support for pupils' social and emotional development, including those pupils who are eligible to receive pupil premium funding, making an important contribution to pupils' good achievement and well-being.
- Pupils make good progress in mathematics because learning is planned carefully to progressively deepen pupils' understanding. For example, in a Year 1 lesson the teacher used questioning effectively to identify those pupils needing extra help in understanding subtraction while more-able pupils were provided with more challenging work.
- Writing is given a high priority in Reception classes, where children's early attempts at writing are widely displayed. Children quickly grow in confidence and willingly put pen to paper. This continues into Year 1 and there is a real 'buzz' about writing across the school.
- Pupils work well collaboratively and demonstrate good levels of respect for adults and for each other. For example, they have many opportunities to discuss and clarify their thinking and ideas with other pupils, known in the school as 'learning partners', and do so sensibly and maturely.

**The quality of teaching is good**

- Teaching is characterised by confident subject knowledge and strong relationships, so that teaching is lively and good humoured. Interactive whiteboards are used well to enliven learning and to show pupils how to complete tasks. Occasionally, however, teachers talk for too long and pupils are not given enough opportunities to offer their own ideas about how to tackle a given task. On such occasions, a few pupils become fidgety and disengaged and their progress slows.
- Reception classrooms are a hive of activity with children engaged in a range of good quality activities which are carefully planned to meet their differing needs and interests. However, following the recent opening of the outdoor areas, the school has rightly identified the fact that the good quality teaching and learning seen inside the classrooms is not yet fully reflected outdoors. Occasionally, for example, opportunities are missed to make the most of the potential for children to learn through play. When this is the case, the pace of learning, and the progress made by some of the children, slows.
- A successful focus on the teaching of reading means pupils clearly enjoy reading, frequently choosing to read the good quality books available. In Year 1, daily reading sessions successfully make sure that pupils read regularly, developing the skills needed to understand and interpret what they are reading.
- Phonics is taught regularly to build children's knowledge of the link between letters and sounds and is successfully developing their confidence. For example, one pupil with special educational needs spontaneously told an inspector about the 'sss' sound at the beginning of the word 'snake' and went on to point out a toy spider which, he noted, also started with a 'sss' sound.
- Adults' effective questioning plays an important part in the good progress children make during the Reception Year. For example, children eagerly made firework pictures by dipping cloths into different coloured paints and then dropping them on to sheets of black card. Adults successfully encouraged children's interest by using questions to check and extend children's knowledge of colours. As a result, children of differing abilities made good progress in the development of language skills.
- Teaching assistants work in partnership with teachers, playing a positive and active part in lessons, with some outstanding practice seen during the inspection. They work flexibly with pupils of differing needs. For example, during a Year 1 mathematics lesson, disabled pupils and those with special educational needs were able to make an active contribution because of the sensitive and positive support provided by the teaching assistant.

**The behaviour and safety of pupils are good**

- Pupils thoroughly enjoy school and all it has to offer because relationships are warm and encouraging and activities are interesting. This is reflected in the well-ordered, calm and happy way pupils enter school in the morning and in their above average attendance rates.
- Children settle well into Reception because routines are clear and the school works closely with parents and carers. Children are lively but very well behaved and enjoy each other's company. They are keen to talk to visitors and enthusiastic about what they are doing.
- Pupils typically behave well in lessons and are keen to do well. Occasionally, a few become fidgety and lose concentration during some lessons when the teacher talks for too long and progress slows. Pupils' behaviour as they move around school is exemplary. Almost all parents and carers agreed that pupils behave well and are safe in school.
- A consistent behaviour policy means that pupils have a clear understanding of how they should behave and the consequences if they do otherwise. All staff share the same high expectations of the pupils and pupils feel valued.
- Pupils know that bullying is wrong and say that it rarely occurs. They are confident that any

concerns that they may have are quickly sorted out by the teachers and other staff. School records demonstrate that effective and systematic procedures are in place to record and respond to any incidents of inappropriate behaviour.

## **The leadership and management** are good

- The headteacher's inspirational leadership and determination have been central to the very successful establishment of this new school. The school's ethos is one of high expectations of all pupils, regardless of their ability or background. Discrimination of any sort is not tolerated. Parents and carers are highly supportive of the school.
- The newness of the school means that, despite strengths in the senior leadership team, there has been too little time to see the difference their work has made to key areas such as raising pupils' achievement and improving the overall quality of teaching.
- Robust systems are in place to check and improve the quality of teaching. Well-planned procedures support staff when they join, including those teachers who are new to teaching. Formal lesson observations are regularly completed, in addition to informal 'drop-ins' and 'learning walks'. Constructive feedback is given to teachers alongside individual performance targets and these contribute well to a whole-school drive to improve. Morale is high and staff report that the school is an 'exciting' place to work.
- The local authority has played a positive and supportive role during a period of substantial building work prior to, and since, the opening of the school.
- Information about pupils' progress is used effectively to identify the most important priorities for improvement. For example a whole-school focus on improving the teaching of phonics is already proving successful in accelerating pupils' progress.
- **The governance of the school:**
  - The governing body has played an effective part in supporting the school during its first year of operation. Governors have helped secure a number of successful key appointments to the senior leadership team. As a result, they have a good understanding of performance management and promotion issues. Governors regularly visit the school and carry out 'learning walks' with the senior leaders, which have contributed to their secure knowledge about the quality of teaching. Similarly they have a clear understanding of pupil progress data and therefore an accurate view of the school's strengths and development needs. Governors provide appropriate challenge to the school and ask pertinent and relevant questions about the use of funds. They have been involved in discussions about the use of pupil premium funding to provide support, including one-to-one tuition, and know how well this is helping individual pupils. Safeguarding arrangements meet requirements.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 136225  |
| <b>Local authority</b>         | Croydon |
| <b>Inspection number</b>       | 400315  |

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

|  |                                 |
|--|---------------------------------|
| <b>Type of school</b>                      | Primary                         |
| <b>School category</b>                     | Community                       |
| <b>Age range of pupils</b>                 | 4–11                            |
| <b>Gender of pupils</b>                    | Mixed                           |
| <b>Number of pupils on the school roll</b> | 240                             |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Nick Williams                   |
| <b>Headteacher</b>                         | Jane Fairbourn                  |
| <b>Date of previous school inspection</b>  | Not previously inspected        |
| <b>Telephone number</b>                    | 020 8684 8283                   |
| <b>Fax number</b>                          | N/a                             |
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