

Crampton School

Iliffe Street, London, SE17 3LE

Inspection dates

4–5 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make exceptional progress as they move through the school from the Nursery and Reception classes. By the end of Year 6, they reach standards which are above average in reading, writing and mathematics.
- Teaching over time is outstanding and pupils respond well to their teachers' very high expectations of them. Teachers' excellent written and spoken advice on how to improve further is regularly followed by pupils.
- Pupils from different groups, including disabled pupils, those who have special educational needs and those who receive the pupil premium funding, make at least good and often better progress because adults understand their individual needs and provide excellent support for them.
- Children in the Nursery and Reception classes receive very effective help and soon gain confidence, becoming keen, motivated learners.
- Pupils' behaviour is outstanding. They show their exceptionally positive attitudes to learning and freely use their initiative to help others around the school. Pupils feel very safe and are excellent role models, representing their peers' views through the school council known as 'Crampton Voice'.
- The school vision is evident everywhere and mutual respect and success for all are at the heart of the school's work. All pupils enjoy a varied and stimulating learning experience; they study French, play musical instruments and participate in choral and highly regarded drama performances. This helps to keep motivation high and contributes strongly to their spiritual, moral, social and cultural development.
- Leadership is outstanding. School leaders work very closely together as a team to maintain the highest quality teaching in all classes. Their regular checks on learning prompt swift actions to coach and support staff, and have helped new staff to settle quickly into the school. Staff and parent support for the leadership team is unanimously positive and praiseworthy.
- Governors are skilled, knowledgeable and know the school extremely well. They provide high levels of support and challenge, ensuring that the school continues to improve rapidly.

Information about this inspection

- Inspectors observed 17 lessons, six jointly with the headteacher. They also observed support for pupils at risk of falling behind.
- Inspectors visited the school’s breakfast club, listened to pupils read in class, and spoke to two groups of pupils and several others informally.
- They spoke with two parent governors, the school improvement adviser, the independent speech and language therapist and school staff, including senior and subject leaders.
- Inspectors noted the views of 22 parents and carers who responded to the online Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 13 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Carole Skinner	Additional Inspector

Full report

Information about this school

- Crampton is a slightly smaller-than-average-sized primary school, which offers part-time nursery places and Early Years Foundation Stage provision in the Reception class.
- The headteacher has worked at the school for more than 20 years and been the headteacher for ten of them. There are currently three new members of the teaching staff who joined within the last school year.
- The majority of the pupils are from minority ethnic groups with a quarter being of Black African heritage. The proportion who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is above the national average.
- There is a breakfast club which caters for pupils from Reception through to Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Extend the use of digital technology to support pupils' learning across all areas of the school.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils join the Nursery and Reception classes with skills and abilities that are generally below the levels expected for their age. They have an excellent start and quickly grow in confidence, developing a keen interest and enjoyment for learning. All pupils make at least good progress through the school and, by the end of Year 6, are reaching standards that are above average. School information and current work indicate that pupils, including the most able, are on track to continue to improve further in 2014 with an increased number set to achieve the highest level (Level 6), particularly in mathematics.
- Pupils known to be eligible for the pupil premium achieve well and gaps in attainment between these pupils and their classmates are closing rapidly. Their attainment in reading is less than half a term behind others' in school, in writing they are two terms behind and in mathematics little more than a term. Gaps are closing because the extra funding is used effectively to provide targeted support; and there are small groups for more-able mathematicians. It is also used to allow eligible pupils to access clubs and a range of trips, and a nurture group has been created for more vulnerable pupils.
- Year 1 pupils exceed national results in the annual screening check in phonics (letters and the sounds they make) and those in Year 2 repeating the check have been equally successful.
- Pupils' standard of reading has risen consistently over recent years and remains above average. All pupils have very positive attitudes and high levels of enthusiasm about their enjoyment of reading and adults from an international investment bank visit regularly to act as reading partners for selected pupils.
- Writing standards have remained high since the previous inspection and more pupils are gaining the highest national levels. Writing is entwined with many activities in the school and pupils write for a range of purposes, with high levels of competence and confidence. They redraft and edit their own work so that they are constantly improving and present their work with exceptional neatness.
- In numeracy, pupils have excellent opportunities to explain and talk about their understanding of mathematics principles, so that they can then confidently apply their skills to problem solving. The school has raised the profile of mathematics and created smaller sets taught by specialist teachers, which is having a very positive impact on raising achievement across the school.
- Additional sports funding is used to great effect and the range of activities offered has increased with the help of a specialist coach. Sport has a higher profile in school and more pupils are engaging in team competitions with other schools. Their lifestyles have become healthier and their physical well-being has improved as a result.
- Disabled pupils and those who have special educational needs receive very good quality support and achieve extremely well as a result. Additional pupil premium funding to provide specialised adult support for individuals and smaller groups daily has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is also consistently good, with some making outstanding progress. The school's speech and language therapist quickly identifies their needs early on and provides the very best quality support to enable them to quickly overcome barriers and successfully get on with their learning.

The quality of teaching

is outstanding

- School leaders have placed a strong focus on teaching and learning and this is one of the main reasons why the quality of teaching has improved since the previous inspection and is now outstanding.
- Pupils enjoy lessons because the pace of learning is typically swift and there is a wide variety of

activities. Teaching assistants know the pupils well and this makes a huge contribution to pupils' excellent learning and progress. Pupils rise to the high expectations of adults. They are confident and adept at finding answers for themselves and explaining their thinking.

- Pupils learn exceptionally well, because they use available resources, such as dictionaries, 'word walls', displays and key word lists to help themselves and few are reliant on adults to provide them with the answers. For example, a group of very able Year 6 mathematicians working on solving algebra problems were encouraged to explain their answers, then allowed to very quickly move themselves beyond the work set, reaching levels beyond those expected, with minimal help from the teacher.
- Children in the Early Years Foundation Stage are encouraged to make the right choices and to think for themselves early on. They quickly develop high levels of confidence as their communication skills improve and stimulating resources, such as a range of dinosaur models, grab their interests, prompting a series of conversations and exchange of detailed dinosaur facts between them in a play session. Early reading and writing skills develop particularly well and provide an excellent basis for their next steps in learning.
- Pupils have many opportunities to develop their reading, writing and mathematics skills across different subjects and enjoy the occasions when information and communication technology is incorporated into lessons. Leaders recognise that there is scope to enhance learning even further by providing more digital equipment for pupils to use across the school.
- All disabled pupils and those who have special educational needs receive high-quality support from teachers and specialist teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Pupils appreciate this and in the relaxed and friendly environment are encouraged to do their best.
- Marking across the school is excellent in all lessons and subjects. Pupils take great care to keep their books tidy and present work neatly, and teachers mirror this in the quality of their own, written marking comments. Helpful feedback includes questions which pupils readily respond to, showing that they know how to improve their work even further.
- Homework is set regularly and pupils view it as an extension of what they are learning in class. A Year 5 class studying the water cycle and cloud formations were happy to be given homework checking the sky, noting the different clouds and the weather associated with each pattern.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding. Pupils are exceptionally positive in their attitudes to learning and take great responsibility for their own and others' behaviour in the school, playing a very active part in maintaining the positive, friendly atmosphere. Pupils regularly express their views through questionnaires and council representatives and have devised their own classroom rules and the whole-school behaviour policy.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep themselves safe in and outside school. They are insightful about e-safety and the perils of misusing the internet and readily refer to school assemblies and talks which have raised their awareness.
- The parents, carers and staff agree that pupils' behaviour in lessons and around school is excellent and pupils' attendance levels have risen since the last inspection because the school's home liaison officer is quick to follow up absences. Pupils are also very receptive and keenly competitive in their desire to gain 100% attendance certificates and end of term prizes.
- School councillors (also known as Crampton Voice) represent pupils well and regularly involve themselves in areas for school improvement, such as the review of the school's anti-bullying policy and the addition of soup to the lunchtime menu. Many act as very positive role models for others in the school.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. A Year 6 pupil

commented that staff 'always use compassion and often sort out concerns quietly, without making a fuss'. The positioning of the 'I think I am being bullied box' adds to the high level of mutual care and concern which runs through every aspect of the school. There are very few racist incidents and discrimination in any form is not tolerated.

- Pupils are very proud of their school. The school buildings and grounds are impressively litterfree, bright and filled with stimulating resources, so that even on a 'wet play' day, the school retains a purposeful buzz of activity and a notably high level of the very best behaviours. Pupils all speak positively about how much they enjoy and value being a part of the school and this is evident in their smart appearance and impeccable manners.

The leadership and management are outstanding

- Leadership and management are outstanding because members of the senior and middle leadership team work exceptionally well together to maintain a focus on continually improving the school. Every child is known as an individual and provided with the very best care and understanding to support their learning. Their high expectations are reflected throughout the school.
- School leaders are aware of the potential of the most able pupils, particularly those in receipt of pupil premium funding. Information on the progress being made by these pupils has been successfully shared with teachers and support staff to maintain a high profile in raising the achievement of these pupils.
- Staff are highly supportive of senior and middle leaders and the atmosphere within the school is one of a close-knit team all pulling in the same direction. Staff responses to the questionnaire were unanimously positive about and praising of school leaders.
- The school reviews all aspects of its work thoroughly and acts very quickly to address any gaps so that the pace of improvement remains high. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress.
- High-quality staff, training and the very effective appointment of qualified teaching and support staff, such as the speech and language therapist, have led to marked improvements across the school since the previous inspection. Staff are more skilful in identifying and supporting individual pupils and early gaps in learning are swiftly addressed and dealt with.
- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. Every member of the senior and middle leadership team is involved in checking the quality of teaching and the outcomes are shared with the teaching and learning committee of the governing body. The management of teaching and learning is recognised by all staff as a shared responsibility and this has helped to improve the quality of teaching so that the overall quality is now outstanding.
- Pupils greatly enjoy the range of subjects studied and are highly enthusiastic about themes and topics. Music and drama have a high profile and pupils have received drama scholarships to secondary schools and been recognised for their musical abilities. Activities in lessons are supplemented by a vast number of extra-curricular clubs and activities, enhanced by the sports and music specialists who work with the school.
- The promotion of health through sport is greatly enhanced by the use of additional funding to enable all pupils to learn to swim and make regular visits to the local pool. There is an increase in the enjoyment of competitive sports and the numbers attending after-school clubs. Every pupil has the chance to take part in a residential visit, either to the Isle of Wight or abroad to France. This greatly enhances pupils' views of the world and opens up a raft of possibilities for their own futures.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well, and a strong pastoral programme ensures the all-round development of each pupil.
- The local authority has supported the school very well. It has contributed to improvements in

the quality of teaching and learning over time and this has driven up achievement, especially centring on the most able who receive pupil premium funding and on raising achievement in mathematics. The local authority continues to offer light touch support to the school at all levels.

■ **The governance of the school:**

- Governors are highly skilled and active in their support of the school. Their work with school leaders is exceptional and has been essential in the drive to become an outstanding school. Keeping their training up to date has secured their excellent understanding of information on pupils' progress and use of the most recent data to make comparisons with other schools, locally and nationally. Governors make regular visits to check directly on key areas of the school's work and see that the quality of teaching remains high and new staff are settling in. Governors ensure that financial resources are efficiently managed, including pupil premium and sports funding, and check on the impact of these on pupils' achievement. They have noted the progress of pupils in the smaller mathematics groups and how this has helped more of the most able pupils to gain higher levels in their work. All pupils now swim regularly and the numbers participating in sports, clubs and activities, and wanting to compete in team sports has increased. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They are highly motivated and visible in the school. They check that safeguarding meets statutory requirements and that the breakfast club is well run.

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

Unique reference number	100784
Local authority	Southwark
Inspection number	431307

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Robert Hadfield
Headteacher	Marian Kennedy
Date of previous school inspection	18 May 2009
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