

Crook Log Primary School

Crook Log, Bexleyheath, Kent, DA6 8EQ

Inspection dates 11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 and leaders at all levels are highly ambitious for the school. They understand precisely what needs to be done to improve the school further. Their plans for improvement are very clear and are checked frequently to ensure they are working.
- Pupils make good progress from their starting points. By the end of Year 6 most pupils reach standards that are above average in mathematics and broadly average in reading and writing. In 2013, the proportion of pupils who achieved the highest level (Level 6) in mathematics was twice the national average.
- Disabled pupils and those with special educational needs, including those within the specialist provision, make good progress from their starting points because their needs are carefully met by good teaching.
- Teaching is good across the school and some is outstanding.
- Children make good progress in the Nursery and Reception classes from starting points that are often low, because teaching is good and the classrooms and outside spaces are exciting places in which to learn.
- Pupils enjoy school and take a pride in their work. They have good attitudes to learning and behave well. Pupils say they feel safe.
- The governing body fully understands the school's strengths and areas for development. Governors hold leaders to account by rigorously assessing the school's performance.
- Pupils' spiritual, moral, social and cultural development is strongly supported by the interesting and exciting range of activities.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. Some teachers do not always recognise that the more-able pupils are ready to start work before their peers and do not need to listen to further instructions.
- Some teachers, in the lower year groups, plan work that is not hard enough for pupils, including the more able.
- New initiatives to involve the increasing number of families whose children are now attending the school are yet to have an impact on improving parents' and carers' understanding of the importance of regular attendance and the effect of taking holidays in term time.

Information about this inspection

- Inspectors observed teaching and learning in 22 lessons, including some in the specialist resource provision. Eight of these were observed jointly with the headteacher or deputy headteacher. They also observed some small-group sessions led by teaching assistants.
- Inspectors listened to some pupils from Years 2 and 6 reading.
- They analysed evidence from teachers' planning, pupils' books and classroom displays.
- Inspectors examined evidence relating to safeguarding procedures, including child protection, attendance, incidents of bullying or poor behaviour, and health and safety.
- Inspectors analysed the school's self-evaluation of its performance, action plans for improvement, information on pupils' standards and progress, and documents related to checks on the quality of teaching.
- Meetings were held with: the headteacher and deputy headteacher; members of the inclusion team, including the inclusion manager and lead teacher for the specialist provision; six members of the governing body including the Chair of the Governing Body; leaders responsible for the Early Years Foundation Stage, English, mathematics and physical education; some newly qualified teachers; and a representative from the local authority.
- Inspectors spoke formally to the school council and informally to pupils during playtimes and in the lunch hall.
- Inspectors took account of the 62 responses to the online survey, Parent View, in conjunction with the 106 responses to the school's own very recent survey. They examined two individual letters and spoke informally to 10 parents and carers at the start of the school day. Inspectors also took account of the 32 questionnaires completed by staff.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Kanwaljit Singh

Additional Inspector

Full report

Information about this school

- The school is larger than the average size primary school and is expanding. The school now has two forms of entry in each year group.
- The school has a specialist resource provision for up to eight pupils. The provision was originally provided for pupils with speech, language and communication difficulties. However it has recently been designated to provide for pupils with autistic spectrum disorder.
- The majority of pupils are of White British heritage and the remainder come from a wide variety of different ethnic groups. There are few pupils who speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium is below the national average. In this school these funds are used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection there have been several changes to senior staff, including the appointment of a new headteacher, deputy headteacher and lead teacher for the special resource provision.
- The school is currently undergoing major rebuilding in order to provide a large purpose-built teaching block to cater for the increased numbers.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further raise pupils' achievement, by making sure that:
 - all teachers consistently plan work that provides challenge for all pupils, but especially the more able
 - the progress of more-able pupils is not slowed during lessons by having to listen to further instructions when they understand the task and are ready to start.
- Involve all parents and carers in the life of the school and work to improve attendance further by promoting the importance of good attendance, especially for those families who take holidays during term time.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery and Reception classes with skills and knowledge that are generally below the levels expected for their age, especially in speaking, reading and writing. They make good progress and most pupils enter Year 1 well prepared for the next stage in their learning. The proportion of pupils achieving a good level of development is above the national average.
- Pupils continue to make good progress as they move through the school and standards at the end of Years 2 and 6 are above the national average in mathematics and broadly average in reading and writing.
- Achievement is not yet outstanding because too few pupils, especially the most-able pupils in the lower year groups, make rapid and sustained progress to reach their full potential. The most-able achieve well in Years 5 and 6 and the number of pupils attaining higher standards in all subjects is growing, including those pupils working at the highest level (Level 6).
- Improved teaching of the sounds letters make (phonics), following a dip in standards in 2012, has been successful. As a result the number of pupils reaching the required standard in the Year 1 phonics screening check rose above the national average in 2013.
- Younger pupils who read to inspectors were confident to use phonics when tackling unfamiliar words. Older pupils have developed a love of reading. They use a wide range of strategies and are confident and fluent readers.
- Provision for pupils within the special resource provision is good and pupils make good progress from their starting points. This is also the case for disabled pupils and those with special educational needs within the mainstream school. Activities are carefully planned to support their progress and as a result they achieve well.
- Pupils who are supported by the pupil premium make better progress than their peers and at the end of Year 6 in 2013 they reached similar or better standards in reading, writing and mathematics. Assessment information and work in books show that well-targeted support and regular checking by leaders continue to promote this good progress and in most year groups there is no difference in standards between these pupils and their classmates.

The quality of teaching is good

- Teachers and teaching assistants plan interesting and engaging activities that allow pupils to develop their skills across all subjects. For example, pupils were observed successfully combining their historical knowledge and English skills to create scripts that would allow them to take on the role of estate agents, selling Roman villas to prospective Roman home owners.
- Teachers question pupils effectively to assess their understanding and pupils work cooperatively together to discuss their ideas. As a result pupils learn well.
- Teaching assistants work well with small groups of pupils and individuals, including disabled pupils, those with special educational needs and pupils supported by the pupil premium. As a result they are fully involved in learning and make good progress. During whole-class teaching sessions, however, a few teaching assistants miss opportunities to encourage or support pupils to ensure they fully understand what is to be learnt.
- Most teachers plan activities that ensure all pupils are challenged to do their best. However on occasions, the more-able pupils have to wait too long to get started because they have to listen to repeated instructions that they already understand. When this happens their progress is slowed.
- Marking is detailed and informative. Pupils are given clear advice on how to improve their work and opportunities for pupils to respond to this feedback and improve their work are frequent.
- Pupils are clear about their learning targets and what they need to do to achieve them. Progress towards these targets is frequently checked by teachers.

- Teaching in the Nursery and Reception classes is good. The classroom environment is stimulating and good use is made of the excellent outside space to create exciting activities that develop independence and confidence.
- The school is committed to using its outside space to support learning. Pupils in Year 1 were observed during an outstanding Forest School session creating a variety of habitats for the golden goose, using the wooded area safely with confidence and skill.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The atmosphere in the school is purposeful and encourages good behaviour for learning. Pupils work together well and inspectors were impressed with the way in which pupils supported each other to succeed.
- Pupils take a pride in their work and this is reflected in the well-presented work on display and in their books. They like coming to school and want to do well.
- Behaviour around the school and in the playground is good and pupils cope well with the reduced space they have as a result of the current building works. Year 6 play leaders and playground buddies ensure everyone is involved in the good range of activities on offer during lunchtimes.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they know how to keep safe in a variety of situations including when cycling, going swimming, using the internet or when approached by strangers. Pupils understand the different types of bullying, including cyber bullying, and pupils who spoke to inspectors were confident that staff would quickly sort out any difficulties they might have.
- Pupils who have more challenging behaviour, often as a result of their disability or special educational needs, are managed well. The learning mentor, family support worker and specialised teaching assistants work well together to provide effective support that enables all pupils to be fully integrated in the life of the school wherever possible.
- Pupils say behaviour is good and that bullying is rare. Records kept by the school are detailed and show how any incidents are resolved, including contact with parents and carers.
- The vast majority of parents and carers are fully supportive of the school and feel their children are happy and safe. However a very small minority of parents and carers do not always feel they are given enough information on incidents that occur or how they are resolved.
- Attendance has been variable but is improving. The attendance officer, headteacher and linked governor are all involved in monitoring pupils who may fall behind and families are given support to improve before more official actions are taken. The school has worked successfully with parents and carers to reduce the number who take holidays in term time but this is still higher than the school would like and is an ongoing priority for school leaders.

The leadership and management are good

- The school's views on the quality of its work are accurate and plans for improvement are thorough. These focus on appropriate priorities with clear time frames for outcomes to be achieved. The checking of how these actions are progressing is effective and involves leaders at all levels.
- Leaders at all levels check the quality of teaching regularly by observing lessons, examining work in books, looking at teachers' planning and analysing the outcomes of tests and assessments. The accuracy of their judgements is secure and has been validated through partnership work with a Local Leader of Education from a nearby school and the local authority. The school's capacity for continued improvement is good.
- Assessment information for all groups of pupils is checked thoroughly and used effectively by leaders to provide extra support where it is most needed.
- Subject leaders give clear guidance to teachers as to how they can improve their teaching and

teachers appreciate the quality of professional training they receive. As a result most teaching is good with some that is outstanding.

- Newly qualified teachers value the support and training they receive which has enabled them to develop their practice.
- Teachers understand they are accountable for the progress pupils make and that this is linked to pay progression. Rigorous performance management arrangements ensure that teachers are set challenging targets for pupils' achievement.
- A thorough audit of teachers' expertise and pupils' achievement by the physical education coordinator has resulted in some of the national sports funding being used to provide training to develop teachers' confidence and skills when teaching gymnastics and dance. Money is also used to broaden the range of sporting clubs and competitions on offer for all pupils.
- There is a good range of subjects that pupils enjoy. Opportunities for pupils to use their reading, writing and mathematical skills across the subjects are planned well. The school uses the local area well and provides trips and visits to support learning and make it exciting.
- Opportunities to become a school councillor, eco champion, or play leader and to develop musical skills, learn a foreign language and participate in sporting events ensure that pupils' moral, social and cultural development is strongly supported.
- Leadership of special resource provision is strong and the pupils are included in all activities wherever possible. Leaders do not tolerate any discrimination or inequality for any pupil.
- Senior leaders allocate the pupil premium funding precisely, following careful analysis of assessment information. Booster classes support more-able pupils as well as those needing extra support. Specialist teachers are employed when necessary. Extra adults employed to support pupils who may not regularly read at home are successful in improving reading outcomes for this group of pupils.
- The local authority provided timely and effective support for the new school leaders to ensure the slight dip in 2012 was quickly rectified. Partnership work with a Local Leader of Education, high-quality training and opportunities for teachers to observe outstanding practice and moderate work together have meant the school has moved forward quickly and is now securely good. As a result the local authority is able to reduce the level of support provided.
- **The governance of the school:**
 - Governors work together as a skilled and effective team who offer a good range of support and challenge to leaders. Their approach of linking a governor to the main subject areas works very well and regular meetings between link governors, leaders and coordinators mean governors are very well informed. They oversee performance management arrangements to ensure teachers are only rewarded for the best practice. They have a good understanding of the school's performance in relation to the national picture because they are well trained to analyse and check assessment information accurately. They recognise attendance needs to continue to improve and are closely involved in working with the headteacher to monitor the impact of any actions the school takes. They are aware of how the pupil premium and sports funding is used and the impact this is having on pupils' achievement. They manage the budget effectively and have ensured the new building work is offering good value for money and will be completed to time.
 - Safeguarding requirements are rigorous and meet requirements. The governing body is working hard to ensure all parents and carers fully understand the school's procedures and policies relating to any incidents of bullying or poor behaviour and that communications are fully understood.

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	101402
Local authority	Bexley
Inspection number	440943

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Mr Richard Wood
Headteacher	Mrs Karen Donovan
Date of previous school inspection	22–23 November 2010
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