

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



19 November 2018

Mrs Karen Donovan  
Headteacher  
Crook Log Primary School  
Crook Log  
Bexleyheath  
Kent  
DA6 8EQ

Dear Mrs Donovan

### **Short inspection of Crook Log Primary School**

Following my visit to the school on 6 November 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Leaders provide children with the confidence and skills to achieve a high standard in all areas of school life and strive to improve every aspect of the school. An inclusive ethos is clearly seen around the school and in particular through the care that the autistic pupils receive in your resource provision. Through a personalised curriculum, the school ensures that, by Year 6, these pupils are capable of spending the majority of their time within a mainstream class. School leaders, including governors, hold a clear vision for the resource provision. Parents told me that they are listened to by members of staff and that their children are very happy at the school.

Leaders swiftly addressed recent underperformance in reading standards. An internal review of test papers showed pupils were not adequately prepared for the latest style of examination. Action plans were put in place which included involving parents and carers in reading together with their children. Such was the high profile that leaders placed on improving reading, the school joined a national reading programme and subsequently pupils represented the school at national events. Consequently, pupils are once again capable readers who perform in line with their peers nationally.

The areas identified for improvement from the previous inspection have been addressed. The most able pupils are supported well and interesting activities captivate their attention. Consistent behaviour management methods across the school ensure that pupils are rarely off task. Teaching had the greatest impact when

teachers had the highest of expectations. Attendance, although improving, continues to be below national levels.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff use their regular safeguarding training and updated information to protect children at the school. When issues arise, staff quickly follow school policies and procedures so that pupils are protected. Leaders keep accurate safeguarding records, and governors regularly check their accuracy. Leaders reflect on their safeguarding procedures, adjusting them according to the needs of pupils and external guidance. Staff recruitment is overseen by suitably trained school leaders and governors.

Pupils told me that they are taught how to stay safe at the school when using modern technology. As a result, pupils are knowledgeable about e-safety and know how to report issues should they arise.

### **Inspection findings**

- At our initial meeting, we agreed on three lines of enquiry. The first of these focused on recent outcomes in writing. This was chosen because school leaders had recognised pupils' underachievement in writing.
- Through the school's regular review cycle, leaders quickly identified progress in writing, for pupils in Years 3 and 4, as being below national expectations. Writing is now a particular focus for the school and secure plans to improve outcomes in writing are in place.
- Pupils told me how eager they are to obtain their pen licences. They understand the school's high expectations and compete with one another to improve their writing. Pupils' best piece of writing from their previous year is placed at the beginning of their current exercise book. Pupils and teachers use this as a benchmark for measuring progress throughout the year.
- The work in pupils' books showed improvements in handwriting, sentence structure, vocabulary and punctuation. In their writing books, pupils used their editing skills to improve their work successfully. Pupils regularly scrutinise each other's work and react well to receiving constructive criticism from their classmates.
- The second line of enquiry centred on the curriculum offer for those pupils who attend the school's resource provision. This was chosen because these pupils spend a significant amount of time in mainstream classes and therefore require a more individualised curriculum than their peers.
- Resource provision pupils make progress at an appropriate rate. Their special educational, social and academic needs are balanced through an adapted curriculum. Pupils in the resource provision benefit from the opportunities to work with their peers and from receiving individualised support in their base.

Mainstream pupils respond well to working with their peers, based in the provision.

- The third line of enquiry was based on attendance. This was chosen because, historically, absence rates have been above national levels.
- Despite recent improvements in pupils' attendance, absence rates are still higher than national levels. The school analyses the attendance of all groups of pupils and quickly seeks to highlight and address issues. Case studies show that, where interventions and penalty notices have been issued, attendance for the majority of pupils has improved.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- outcomes for pupils at key stage 2 in writing improve to be consistent with those found in reading and mathematics
- the school's focus on pupils' absence leads to attendance levels at least in line with those found nationally.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bexley. This letter will be published on the Ofsted website.

Yours sincerely

Jason Hughes  
**Ofsted Inspector**

### **Information about the inspection**

I spoke to several parents at the beginning of the school day. I looked at a range of pupils' work, together with middle and senior leaders. I met with governors. Leaders accompanied me on visits to classes where we observed teaching and learning, spoke with pupils and looked at their work. I examined a range of documentation relating to safeguarding, including the single central register and external safeguarding audits. I scrutinised Ofsted's online survey for parents (69 responses) and associated commentary (66 comments), as well as responses to the staff survey (14 responses). I examined the school's website and reviewed information about pupils' progress, attainment and attendance. I also considered the school's self-evaluation of how well it is doing, its improvement priorities and assessment information for current pupils. Finally, I met with the school's improvement partner.