

Haberdashers' Aske's Crayford Academy

Iron Mill Lane, Crayford, Dartford, Kent DA1 4RS

Inspection dates

22–23 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Outstanding
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching across the school and subjects, although improving, is variable. Sometimes planning is not effective enough in supporting pupils to reach the standards of which they are capable.
- Although improving, pupils' outcomes are not routinely strong enough. This is especially the case in subjects other than English and mathematics in the primary schools and for disadvantaged pupils across the whole school.

The school has the following strengths

- Leaders, including the new primary headteachers and secondary subject leaders, are securing improvements in the school's effectiveness.
- The teaching of phonics is effective. In 2018, a significantly above proportion of pupils reached the required standard in the Year 1 check.
- Secondary pupils routinely make strong progress in mathematics.
- The school provides good support for pupils with special educational needs and/or disabilities (SEND), including those in the specialist resource provision.
- Pupils behave well and have good attitudes to learning. Rates of absence and persistent absence have reduced, as have exclusions.
- Pupils' spiritual, moral, social and cultural development is promoted well through the opportunities that leaders provide.
- Leadership of the early years is excellent. Children thrive in the highly stimulating provisions. Teaching strongly meets children's needs and interests, enabling them to make substantial progress in their learning and social development.
- Because of good leadership, teaching and an appropriate curriculum offer, students make good progress in the sixth form. The school prepares students well for their future lives and careers.

Full report

What does the school need to do to improve further?

- Improve teaching and outcomes so that they are routinely good or better across the school and across subjects by:
 - teachers having higher expectations for what pupils can achieve
 - providing activities that are appropriately challenging for all groups of pupils
 - leaders building on their work to improve teaching and outcomes of English and mathematics in the primary phase, and lower-performing subjects in the secondary phase
 - leaders and teachers continuing to implement their strategies to support disadvantaged pupils better to make much stronger progress
 - primary leaders implementing their planned changes for developing the rigour of teaching and learning across the range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders have successfully improved behaviour and attendance, which are now good. There is a mainly calm and purposeful ethos across the school. Leaders correctly identified that overall teaching and outcomes last academic year needed much improvement. They have successfully improved teaching and outcomes in English and mathematics at key stage 2. Improvements in the sixth form mean that it is good overall; and the early years provision is now outstanding. However, although improving, teaching and outcomes are not routinely good across all key stages.
- Primary school leaders prioritised improving teaching and outcomes in English and mathematics. They particularly focused their efforts on key stage 2 reading and on improving writing and mathematics. As a result, pupils in the primary schools make good progress in reading, writing and mathematics. Leaders have credible plans to improve the planning, teaching and depth of pupils' outcomes across the broader curriculum.
- Secondary subject leaders work with their counterparts across the trust. They are standardising their planning across the schools and sharing best practice. This shared practice, combined with effective training, is leading to improvements in teaching and outcomes. It is still a work in progress and so some variabilities in teaching and pupils' outcomes remain.
- Earlier this year, governors commissioned a review of the effectiveness of the spending of the pupil premium funding. This was because, over time, disadvantaged pupils made weaker progress than their peers. Furthermore, in many instances, they made significantly weaker progress compared to other pupils nationally. Leaders and teachers have begun to implement the recommended changes and there are signs that differences are beginning to diminish. There is, however, still a long way to go to ensure that disadvantaged pupils progress as well as other pupils nationally.
- Leaders use the funding for pupils with SEND effectively to enable these pupils to make good progress. The special educational needs coordinators (SENCOs) make sure that they tailor the curriculum, resources and support to the needs of pupils with SEND. As a result, they, including the pupils in the specialist resource provision, make good progress.
- The primary curriculum covers the range of the national curriculum subjects. However, teaching does not develop pupils' skills, knowledge and understanding with enough depth.
- The secondary curriculum offers pupils a range of academic and vocational subjects. Leaders consider emerging local needs and future employment opportunities. They therefore have introduced courses in engineering, and health and social care. A small proportion of pupils study the required subjects to qualify for the English Baccalaureate (EBacc) accreditation. This is because the uptake of a qualifying modern foreign language on offer is low. It is significantly below the government's ambition that 75% of all pupils should begin studying the full set of EBacc subjects by 2022.
- The curriculum makes a strong contribution to pupils' personal development. Pupils benefit from many enrichment opportunities, visits and visitors, and a good programme

of personal, social, health and economic education. Leaders thus prepare pupils well for their future lives in modern Britain.

- Leaders and teachers value the extensive training opportunities and consultancy support from the Haberdashers' Federation Teaching School Alliance (ATLAS). This helps leaders and teachers to improve their effectiveness.

Governance of the school

- The trust has overall responsibility for governance. Trustees delegate responsibilities to the local governing body (LGB) for monitoring and evaluating school improvement and for providing challenge and support to the principal and the leadership team.
- Governors visit the school regularly, meeting leaders, staff and pupils. They focus their visits on various aspects of the school's work. In this way they gain first-hand knowledge of the school's work.
- Governors consider reports on the quality of teaching and pupils' outcomes. These include from the federation-wide task groups leading on a range of aspects of the school's work. They use the information to challenge leaders and for brokering support.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's designated leaders for safeguarding have undertaken the required training. They keep careful records of all concerns. They train staff three times a year and give them regular ongoing updates. As a result, staff have a sound understanding of the risks to which pupils could be vulnerable. They are vigilant and report concerns.
- Leaders work closely with many external agencies to help pupils stay safe. Furthermore, they identify pupils who may be susceptible to unsafe practices. They therefore arrange for external agencies to mentor and support those young people to help prevent them getting caught up in inappropriate activities.
- Through the curriculum, pupils learn about risks and how to stay safe, in an age-appropriate way. Workshops include topics such as inappropriate physical contact, cyber bullying, gangs and child sexual exploitation.

Quality of teaching, learning and assessment

Requires improvement

- There are inconsistencies in the quality of teaching.. This means that pupils do not learn and progress as well as they should across the subjects and year groups.
- Sometimes teachers set work that does not meet pupils' needs and abilities. Teachers are not routinely ambitious enough for them. Subsequently, learning activities do not challenge all groups of pupils to fulfil their potential. Occasionally, teachers' explanations are unclear, leaving pupils confused about what the teachers expect them to do. In some lessons, teachers fail to check that pupils understand properly what they are learning. They therefore do not adequately address pupils' misconceptions. This limits pupils' progress in these instances.

- In the primary schools, the planned programmes of study for subjects other than English and mathematics have insufficient breadth and depth. Therefore, although teachers deliver lessons across the range of subjects, they are not effective enough to secure pupils' strong overall progress.
- Teaching of early reading is effective. Younger pupils can apply their phonic knowledge accurately in their reading. The new strategies to improve teaching of reading comprehension in key stage 2 are effective. As a result, pupils make good progress.
- Typically, in the better lessons, teachers use their secure subject knowledge to plan activities that meet pupils' needs. They make good use of ongoing assessments to help pupils falling behind and give more difficult work to those who find the work too easy. They make sure that pupils expand their general and subject specific vocabulary. They plan activities that build on pupils' prior learning. They incorporate recall opportunities to help pupils remember their learning in the long term. As a result, in these lessons, pupils make strong progress.
- Teaching of pupils with SEND is effective. This is because support staff give pupils good in-class support, targeted small-group sessions and one-to-one learning as needed. Furthermore, the SENCos train teachers in how to meet the needs of pupils with SEND. As a result, pupils with SEND, including those in the specialist resource provision, make strong progress overall.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders pay much attention to pupils' welfare, safety, emotional well-being and mental health. The school employs a full-time safeguarding and welfare officer in the secondary phase and three primary pastoral support managers. These staff attended specialised training on digital safeguarding and on how to promote mental health. They provide counselling and support pupils who need help, as well as for families when appropriate. They also broker support from other professional therapists when needed. Pupils learn about mental well-being in formal lessons and through visitors and workshops. The school is part of a national pilot with the National Society for the Prevention of Cruelty to Children (NSPCC) on mental health.
- Pupils say that they learn how to stay safe. Prefects run an anti-bullying club to promote an ethos of respect for all and opposition to any form of bullying. Pupils say that bullying only occurs on the rare occasion. They mostly feel that should it occur, staff deal with it effectively.
- Pupils have many opportunities to take on responsibilities and contribute to society. Currently, each of the 'houses' are raising funds to train dogs for the blind, for instance. Older pupils mentor younger ones and primary pupils act as playground friendship buddies. Pupils across the secondary school work together to produce an annual musical drama production.
- Pupils benefit from an effective careers guidance programme. This helps them in making choices in terms of their GCSE options. Further, at the end of Year 11 they are well informed about the various options they have for the next stages of their lives.

- Leaders keep a close eye on pupils who attend alternative provision. They have regular progress meetings with the providers and check on pupils' safety and attendance.

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour has improved this year. This is because staff implement effectively the new behaviour policy.
- Pupils behave well in lessons and at social times. They show respect to staff and greet and welcome visitors.
- There has been a reduction in permanent and fixed-term exclusions this year.
- Last year, rates of overall absence were slightly below the national average. Leaders work successfully to tackle persistent absence. As a result, absence and persistent absence rates so far this year have reduced and are below last year's national averages.

Outcomes for pupils

Requires improvement

- The proportion of pupils passing the Year 1 national phonics screening check in 2018 was well above the national average.
- In the 2018 Year 2 tests, an above-average proportion of pupils reached the expected standard in reading. For writing and mathematics, the proportions were similar to the national averages. In all three subjects, however, a lower proportion reached greater depth.
- In the 2018 Year 6 tests, the proportions reaching the expected standard in reading, writing and mathematics combined were below average. Nevertheless, it was an improvement on the previous year. The proportion of those attaining the higher standard was average. These outcomes represented significantly below national progress across key stage 2 in reading, writing and mathematics.
- Because new leaders in the primary have improved teaching of English and mathematics, progress is now good. Disadvantaged pupils, although improving, have not yet caught up with other pupils nationally. Progress in other subjects, however, require improvement as teaching does not help pupils gain sufficient and deep new knowledge, understanding and skills.
- In 2018, pupils working towards GCSE examinations made very strong progress in mathematics, as did the relatively low number taking languages. Progress in science, humanities, EBacc entries and overall progress in subjects within the 'open element' was significantly below national. In English, progress declined further from 2017 but remained broadly average. Disadvantaged pupils made significantly below average progress in all elements of Progress 8 other than mathematics. The proportion of pupils who entered and attained the EBacc qualification was well below average.
- Pupils currently in key stages 3 and 4 make progress that requires improvement. Although owing to some improvements in subject leadership and teaching, progress is getting stronger, it is not routinely good across subjects and year groups. Disadvantaged pupils are not yet progressing as well as they should.

- Pupils in the specially resourced provision and others with SEND make good progress. This is because leaders ensure that members of staff provide pupils with bespoke support that enables them to learn successfully.

Early years provision

Outstanding

- Leadership of the early years is highly effective. Leaders seek to learn from best practice and strive for excellence. Leaders have a deep understanding of how children learn. They adapt the curriculum and planning to make sure that all children thrive.
- From the time that they arrive in the early years, children make substantial and sustained progress across all areas of learning. They enter Year 1 with the academic and social skills that firmly set them up for success in primary school. The proportion of children leaving Reception with a good level of development is above average.
- Leaders, teachers and support staff check children's progress thoroughly. This means that they know precisely what each child needs to make substantial progress. Sharply focused extra support helps all groups of pupils, including those with SEND and disadvantaged children, to flourish.
- Children have access to highly stimulating resources, both indoors and outdoors. They very effectively promote children's inquisitiveness across all areas of learning. Children share equipment and gladly work together. They concentrate for extended periods and demonstrate resilience. They feel safe and secure as they know adults take very good care for them.
- Teaching is highly effective. Staff place a strong emphasis on developing children's literacy skills. There are plentiful opportunities for children to read and write. Adults model good standard English and constantly engage children in conversation. They ask children challenging questions to deepen their understanding. This extends children's vocabulary and develops their speaking and listening skills well.
- Teachers help children to understand the connections between different areas of learning and their experiences. For example, in Reception, children learned about halving in mathematics. To put their learning into practice, teachers instructed the children to cut fruit in half to make a fruit salad. They first washed their hands, thus learning about hygiene, and then practised using a knife safely. Thereafter, the teacher used the opportunity to discuss which foods are healthy and which are not.
- Leaders establish positive relationships with parents. They encourage parents to get involved in their children's learning by sending in 'wow' cards, for instance. Parents often come into school to learn with their children. Staff run workshops for parents such as on phonics and how to make and use playdough in helping children to learn.

16 to 19 study programmes

Good

- Leadership of the sixth form is good. Leaders reviewed the curriculum offer to make sure that it is better suited to students' needs and aspirations. In addition, they commissioned external expertise to train teachers in developing their pedagogical skills for post-16 teaching. As a result, teaching is good, as is students' overall progress.

- Teachers know their subjects well and have a good understanding of course requirements. They regularly assess students' progress and give them clear guidance on how to improve. They readily make themselves available for students who want extra help when they have difficulties in mastering a topic.
- In 2018, A-level progress improved on the previous year but remained well below average. Progress in vocational subjects was slightly above average. Because of improved teaching, leaders' strong quality assurance procedures and a better curriculum matched to students' needs, students make good progress.
- Students who have not attained a good GCSE pass in English or mathematics can study for a retake of the GCSE examination in those subjects. Almost all improve their grades.
- Students have good attitudes to learning. They work diligently in class and in the independent study room. Their attendance is high.
- Retention rates are high. Last year, all Year 12 students continued into Year 13.
- Students' personal development is good. They benefit from many enrichment opportunities and leaders encourage them to contribute to the school and wider community. Examples include standing for elections for positions of head boy and girl, and prefects. They contribute to the running of the school in a variety of ways, such as delivering assemblies and checking pupils' behaviour in the lower years. Every year, students take part in a national social action programme. Students learn about local issues and charities. They volunteer and raise funds for charities.
- The school provides students with a comprehensive careers guidance programme. This includes one-to-one interviews, career fairs, visits to universities and to businesses who offer apprenticeships. Some students benefit from work experience that is aligned closely to their future aspirations. Leaders do not, however, make sure that all students participate and benefit from work experience.
- In 2018, most students went on to study at university, with others proceeding to apprenticeships, employment or took a gap year. Last year there were no students who were not in education, employment or training.

School details

Unique reference number	135951
Local authority	Bexley
Inspection number	10103855

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,623
Of which, number on roll in 16 to 19 study programmes	126
Appropriate authority	Board of trustees
Chair of local governing body	Christopher Hardie
Principal	Richard Farrow
Telephone number	01322 402 180
Website	www.haaf.org.uk
Email address	creception@haaf.org.uk
Date of previous inspection	22 May 2018

Information about this school

- The school became an academy on 1 January 2009. It is part of the Haberdashers' Aske's Federation Trust.
- Academy trustees have overall responsibility for governance. They delegate day-to-day responsibilities to the local governing body (LGB). The current chair of the LGB took up his post this year.
- There is specialist resource provision for up to eight pupils in the primary school with autism spectrum disorder. There are currently six pupils in the provision.
- A small number of pupils attend the local pupil referral unit, Horizon Academy or the

Kent Health Needs Education Services.

- There have been several changes to leadership this year. Both primary headteachers took up their posts in September 2018, as did the primary SENCo. There are new leaders in the secondary phase for English, science and humanities.

Information about this inspection

- Inspectors observed pupils learning in a range of classes. Senior leaders joined inspectors during most of these visits.
- Inspectors looked closely at pupils' work to inform judgements about pupils' outcomes and the quality of teaching, learning and assessment.
- Inspectors met with four groups of pupils and spoke informally to other pupils in lessons and during social times. Inspectors met with school leaders and other members of staff.
- Meetings were held with the trust's chief executive officer, the chair of the local governing body and a parent governor.
- Inspectors examined a range of documentation related to pupils' attainment and progress. They also looked at records and documentation about pupils' behaviour, attendance and exclusions, and the ways that staff help to keep pupils safe.
- Inspectors considered the 80 responses to Parent View, Ofsted's online questionnaire for parents, which included some free-text responses. Inspectors spoke to some parents in the playground and considered three emails and a telephone message that parents sent directly to Ofsted. Inspectors took account of the views of 70 members of staff and 118 pupils who responded to the inspection surveys.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
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Bruce Goddard	Ofsted Inspector
Alison Moore	Ofsted Inspector
Teresa Davies	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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