



Crawford Primary School

Inspection Report

Unique Reference Number 100785
Local Authority Southwark
Inspection number 285882
Inspection dates 18–19 January 2007
Reporting inspector Christine Canniff

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

Type of school	Primary	School address	Crawford Road
School category	Community		London
Age range of pupils	3–11		SE5 9NF
Gender of pupils	Mixed	Telephone number	02072741046
Number on roll (school)	420	Fax number	02077383226
Appropriate authority	The governing body	Chair	Ms Gail Brooks
		Headteacher	Mrs N Powell
Date of previous school inspection	8 July 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Crawford is a large, ethnically diverse primary school situated in an area of high social and economic disadvantage. The percentage of pupils entitled to free school meals is well above average. As an Extended School provider it offers links to the community and access to learning for parents. Around 10% of pupils are White British and the remainder are from a wide range of ethnic backgrounds. Almost half speak English as an additional language. The number of pupils with learning difficulties and disabilities is above average. A higher proportion of pupils than in most schools joins or leaves during the school year. The school gained the Healthy School status in 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Crawford Primary School provides a satisfactory standard of education. It is an improving school because the headteacher and her deputy give clear and accurate direction to its work. Pupils are well cared for. The school places a strong emphasis on pupil's personal development and well-being, which are good. Teachers succeed in creating a positive environment in which pupils become confident and ready to learn. Parents are happy with the school and agree that pupils enjoy being there.

Standards are well below average, as has been the case for a number of years, but are now improving. Given, the pupils' starting points, their achievement is satisfactory. In mathematics and science, more pupils now achieve the expected level by the time they leave in Year 6. In English, pupils' reading skills are closer to the expected level. Improvements in their writing skills have not been consistent, however. In the Foundation Stage, provision is satisfactory and children make steady progress from their low starting points. Many pupils have poor language skills in English, including those who have English as an additional language. Teachers do not provide enough opportunities to develop pupils' speaking skills.

In the last few years there have been significant staffing difficulties leading to weaknesses in teaching and lack of continuity in pupils' learning. This accounts for the unsatisfactory progress previously made by some pupils until recently. Teaching and learning are satisfactory because the senior management team has placed a strong emphasis on developing teachers' skills and have been successful. Consequently, pupils achieve satisfactorily. Teachers plan well-focused lessons but do not use assessment well during sessions to accelerate pupils' learning. Well-chosen visits and strong links with the community contribute to an interesting curriculum and add to pupils' enjoyment of school.

Leadership and management are satisfactory. The senior leadership team has accurately identified the need to improve standards, particularly in writing and mathematics, as the main priority. Action taken is beginning to have a positive impact on pupils' progress. The school's evaluation of achievement, standards, teaching and learning is broadly correct but does not take full account of pupils' starting points or the impact of recent measures to raise achievement. The school's monitoring systems are rigorous but there is not enough emphasis on the evaluation of pupils' learning in lessons.

What the school should do to improve further

- Raise standards, especially in English and mathematics, by improving teachers' use of assessment in lessons.
- Provide more planned opportunities in lessons for pupils to develop their speaking skills.
- Ensure that monitoring of lessons places greater emphasis on the impact of teaching on pupil's learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, although standards are well below average by the end of Year 6. Current standards show a dip in writing but a rise in mathematics and science. Termly monitoring enables teachers to track pupils' progress and identify those at risk of underachieving. This contributes to the improving progress. Children start in the Foundation Stage with skills and knowledge much lower than is usually expected. Many have complex social and emotional needs or are new to learning English. Although they make satisfactory progress many do not achieve the expected targets for their age, particularly in personal development and language skills. However, now that children spend three full terms in the Reception class, their learning is becoming more secure. Standards achieved by Year 2 rose in 2004 and 2005, but in 2006 fell to well below average. This drop in standards is largely explained by the high proportion of pupils in the 2006 year group who are learning English as an additional language or have learning difficulties and disabilities. The school accurately identified that some pupils whose first language is English do not do as well as they could. Action is taking place to improve their attitudes and motivate them by using a more active approach to learning. Pupils with learning difficulties and disabilities make good progress in targeted withdrawal sessions and satisfactory progress overall.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Their personal qualities, particularly attitudes and behaviour, develop well during their time in the school. Pupils' behaviour is satisfactory and most behave well. However, some pupils, especially in the younger age groups, have difficulty concentrating and sometimes misbehave. Pupils use peer mediation well to resolve some problems and feel safe in school. They are developing a good understanding of healthy lifestyles. As one pupil said, 'healthy eating is good for my heart and gives me energy to learn in lessons'. Pupils enjoy school and show great pride when receiving awards for achievement, behaviour, attendance and punctuality. Attendance is satisfactory. Pupil's punctuality has improved and is now good. Pupils enjoy school and are proud of their contribution to its community, for example, by using the profits from 'the fruit tuck shop' to help others. The good development of pupils' personal skills and the provision of opportunities for pupils to work collaboratively help prepare them satisfactorily for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Relationships between teachers and pupils are strong which helps to create a good working environment. Pupils generally behave well, but when the pace of a lesson is too slow and the work uninteresting some become restless and inattentive. In the most effective lessons teachers make the purpose of the lesson clear to pupils and tasks are motivating. For example, in a good literacy lesson careful structure and a brisk pace enabled Year 6 pupils to develop confidently their arguments about the use of animals in circuses. Good termly tracking arrangements now enable teachers to plan activities that match pupils' levels of attainment. However, teachers do not make enough use of assessment within lessons to accelerate pupils' learning. The range of methods that teachers use is relatively narrow and opportunities to develop pupils' skills in speaking and listening are missed. Teaching assistants are well deployed and provide effective support for pupils with learning difficulties and disabilities and for those learning English as an additional language. This contributes well to pupils' learning. The individual teaching of children with learning difficulties or disabilities promotes confidence and good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It offers a wide, balanced range of well-planned activities. These are supplemented by a variety of well attended before and after school clubs which support pupils' learning effectively and generate much enthusiasm. Provision for information and communication technology is good and the computer club provides opportunities for pupils to consolidate their skills. A good range of support programmes boosts the progress of pupils with learning difficulties or disabilities because the activities provided are well suited to their needs. Visits out of school to places of interest are carefully linked to curriculum objectives. These greatly enrich pupils' experiences and learning. An effectively planned curriculum in the Foundation Stage provides exciting, practical opportunities which stimulate children's interest, promote their social skills and encourage learning. The programme for personal, social and health education is strong. Pupils' understanding of healthy lifestyles is enhanced by the good provision for physical exercise.

Care, guidance and support

Grade: 2

The school provides a welcoming, safe and caring environment for pupils. Pupils receive good pastoral support. As a result, pupils feel safe and happy in school. Pupils know they can talk to staff if they have concerns. Systems for safeguarding pupils' health and safety are thorough. These are backed up by very good procedures for child protection and regular risk assessment. Termly and annual assessment data is used

well to identify pupils' progress and the levels at which they can work effectively. Pupils know their targets for improvement in English and mathematics but do not always know what they have to do to reach them. The use of marking to help pupils to improve their work is not consistent throughout the school. Pupils with learning difficulties or disabilities are well supported. The school liaises well with outside agencies to support its vulnerable children. Support for pupils for whom English is an additional language is satisfactory. However, in some cases, assessments do not accurately reflect their fluency in English.

Leadership and management

Grade: 3

Leadership and management are satisfactory with several good aspects. The headteacher and deputy provide good leadership and a clear vision for the school. Together they have introduced effective systems for monitoring teaching and assessing pupils' progress. The recently introduced termly reviews of progress in English and mathematics, together with target groups of pupils and curriculum targets in each class, are already contributing to improved progress. The middle management arrangements which were implemented in September 2006 are contributing well to improved communication on pupil progress and standards. However, it is too soon for these arrangements to have had a sustained impact on the standards the pupils' achieve in national tests at the end of Years 2 and 6. The school's self-evaluation accurately identifies key priorities for improving pupils' achievement. The school improvement plan is sharply focused on these priorities with clear, measurable success criteria. As a result of these measures and the satisfactory response to key issues in the last inspection, the school's capacity to improve is satisfactory. Monitoring of the quality of the teaching is systematic and well planned. Observations focus carefully on teaching but do not identify clearly enough the link between teaching and learning. Governors are supportive of the school but do not provide enough challenge to the school's leadership.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school. Everywhere we went children were polite, friendly and helpful. That made our visit a very pleasant one. I am writing to let you know what we found out. Our main finding is that Crawford Primary is a satisfactory school which is improving.

Teachers and staff take good care of you and they work hard to help you develop good social skills, such as working with and respecting others. You get on well with staff and each other. You contribute your ideas well through the school council. We were impressed with the successful way that you manage peer mediation. You told us how you feel safe and happy at school. You know about healthy living and many of you try to carry this out in your food choices and by taking physical exercise.

Your school is giving you a satisfactory education. Teachers plan interesting things for you to do and there is a good variety of clubs which you enjoy going to. Staff are keen to make the school better for you. These are things we have asked them to work on.

- Help pupils to get their work up to a higher standard, especially in writing and mathematics.
- Plan more opportunities for you to develop your speaking skills.
- Make closer checks on how well you are learning in lessons.

Thank you again and we wish you well in your future learning.

Yours sincerely

Christine Canniff

Lead inspector