

Crook Log Primary School

Inspection report

Unique Reference Number	101402
Local Authority	Bexley
Inspection number	286050
Inspection date	26 September 2007
Reporting inspector	David Whatson

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 on roll	
School	309
Appropriate authority	The governing body
Chair	Mr R Wood
Headteacher	Mrs S Brown
Date of previous school inspection	17 September 2001
School address	Crook Log Bexleyheath DA6 8EQ
Telephone number	020 8303 9203
Fax number	020 8304 5990

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, the quality of provision in mathematics, and science, and the strength of pupils' personal development. This was evaluated by gathering evidence from the most recent test results, school data, lesson observations, discussions with pupils and staff, and the analysis of parent questionnaires and school documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate.

Description of the school

This is a larger than average primary school. The proportion of pupils eligible for free school meals is average. The majority of pupils are white British, but there are significant numbers from a wide variety of other ethnic backgrounds. Eleven percent of the school population speak English as an additional language, with six percent being at the early stages. The level of children's skills on entry to the school varies from year to year but is broadly in line with those expected. They are slightly lower in English and mathematics. A smaller proportion of pupils have learning difficulties and disabilities (LDD) but there are far more pupils with statements of special educational need than found in most schools. The school has received both the Basic Skills and Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents wrote very positively and accurately about the school, commenting for example on, 'the exceptional standards of pastoral care', 'the strong sense of community', 'the responsibility of the pupils' and importantly, their 'love of learning'. These features are a result of the vision and focus of the headteacher who, together with leaders and managers, ensures high quality experiences are provided for all pupils at Crook Log Primary. One pupil said 'The school makes learning fun'. The school council was unanimous in its praise for all that the school offers. Pupils' enjoyment of learning is evident in their good attendance. Relationships are excellent and the school community is very strong. On community days, older pupils pair with younger ones and organise activities in which they can all participate. Pupils have a keen sense of responsibility. They appreciate that by walking to school they are helping to save energy and look after the planet. Pupils say that they feel incredibly safe at school, always knowing that they will be listened to. They affirm that teachers are 'firm but fair'. In this very orderly school, where all pupils have a thorough understanding of what is right and wrong and what constitutes very good behaviour, learning proceeds at a good pace.

Pupils' enthusiasm in lessons and discussions demonstrate their thirst for learning and enjoyment in all that the school provides through its exciting and varied curriculum. Pupils spoke passionately about their favourite subject being information and communication technology, the many clubs that the school offers and the interesting trips they had been on.

Teachers use their good knowledge of each pupil to plan lessons that build on previous learning. They challenge pupils to exceed their own goals and help in this by deploying teaching assistants to good effect. In a lively and playful start to a mathematics lesson, the eldest pupils had to very quickly provide the square root of a number and in another lesson, younger pupils eagerly solved the problem of how to divide 19 bananas between three hungry monkeys. These well thought out lessons captured pupils' interest resulting in attentive and industrious pupils.

Most pupils, including those with learning difficulties and the more able, achieve well, especially in English. Standards at the end of Year 6 are above the national average overall. The basic skills that pupils gain equip them well for the next stage in their education. Although standards in English are very good, in mathematics and science they are not quite as high and are broadly average. Since the last inspection, achievement in English has improved considerably because the school's leadership introduced new assessment procedures and provided high quality additional support. Although pupils in science have good investigative skills, their recall of scientific facts is not as well developed. In mathematics, pupils' knowledge of number is very good, but they do not always know how to use this knowledge to solve problems.

The analysis of the success in English by the school's leaders has helped them to modify practices in mathematics and science to tackle these areas of relative weakness. New assessment procedures have been introduced in science that focus on pupils' scientific knowledge and closely involve them in monitoring their own learning. Pupils now regularly participate in problem solving, and additional training in mathematics is helping teaching assistants to become as effective as they are in English. Standards in mathematics and science are improving, but they are still not as high as those in English.

The school provides healthy lunches and many opportunities for physical exercise. Pupils have an excellent understanding of what it means to be healthy. Pupils know that a balanced diet is not enough and that exercise is as important. Pupils said that they particularly like physical

education lessons and the wide open spaces of the school grounds to run around in at break times.

The headteacher and staff have successfully maintained many of the good features identified at the time of the last inspection. Through very thorough self-evaluation and careful planning, standards at the end of Year 2 have improved considerably since the last inspection and are now above the national average. This demonstrates that the school's capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is described by one parent as a 'joy to belong to, where each child is greeted individually and with such a warm welcome'. At this early part of the year, parents were very complimentary about the arrangements to settle their children into both the Nursery and Reception classes. The very attractive and well resourced accommodation provides a great wealth of exciting activities both indoors and outdoors, that encourage children to love learning and settle into new routines. All adults demonstrate a high level of care. Their calm and purposeful manner contributes very well to establishing safe and caring classrooms. Close collaboration between the leadership of the Foundation Stage and the rest of the school ensures that priority areas, such as communication skills, are targeted from a very early age. Children, therefore, make good progress in the Foundation Stage and most exceed the expected levels for when they start Year 1.

What the school should do to improve further

- Accelerate pupils learning in mathematics and science so that all pupils make at least good progress by providing high quality additional support in mathematics and focusing on the quick recall of knowledge in science.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

5 October 2007

Dear Pupils

Inspection of Crook Log Primary School, Bexleyheath, DA6 8EQ

Thank you for contributing to the inspection of your school. I really enjoyed spending time with you, watching some of you working in lessons and chatting with you. Everything I saw convinced me that you go to a good school. I can understand why many of your parents are so pleased with the way the staff help you. Those of you in the Nursery and Reception have settled into your new classes very well; it was lovely to see you working hard and happily playing together.

Your behaviour is excellent and you show great care and respect for each other. Relationships at the school are very good and you concentrate and work hard. The school gives you many opportunities to take responsibility. You particularly enjoy those ones that encourage you to be healthy. You are also very well looked after when you are in school. You have good teachers who often plan interesting and challenging lessons and activities, which you find exciting.

You describe your work enthusiastically and show that you enjoy school in lessons, assemblies and at playtimes. I also found that your work is of a high standard, especially in English, and most of you make good progress. However, standards in mathematics and science are not quite as high. For them to be as high as those in English all of you need to make at least good progress. The school is led well and the headteacher is very keen to make the school even better for you. The adults in the school are going to help you make even more progress in mathematics and science. It is important that you also help to raise standards in these two subjects even higher by working very hard.

Thank you once again for being so friendly and helpful. I did enjoy my visit and I send you my best wishes for the future.

David Whatson (Lead inspector)