

# Crawford Primary School

## Inspection report

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<b>Unique Reference Number</b>	100785
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	335596
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Michael Milton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Chantal
<b>Headteacher</b>	Nicky Powell
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Crawford Road Camberwell London SE5 9NF
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and analysed pupils' work, school policies, improvement plans, and 74 parental and 90 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' standards and rates of progress
- the improvement of teaching
- the use of marking and target setting to help increase pupils' rates of progress
- the impact of the work of middle managers on improving provision and increasing pupils' progress.

## Information about the school

Crawford Primary is a large school which serves a diverse community. Around half of the pupils, much higher than average, have a home language other than English. Many of these pupils are at an early stage of learning English. Nine out of ten pupils come from a wide range of minority ethnic groups. The largest of these groups are Black African and Black Caribbean. A slightly above average proportion of pupils have special educational needs and/or disabilities. Some of these pupils have complex needs, but most face behavioural and emotional problems or experience particular learning difficulties with English and mathematics. The school has three national awards: Healthy Schools Status, Activemark and Sportsmark. More than double the national average are eligible for free school meals. The number of pupils who join or leave the school at other than the usual times is above average.

The Early Years Foundation Stage provision has a nursery, with morning and afternoon groups, and two Reception classes. There is a new children's centre on the school's site. An independently-run club provides care for pupils before and after school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children join the school with skills and understanding that are well below the expectations for their ages. They make insufficient progress during their time at the school. Consequently, the attainment of Year 6 pupils is well below national averages in English, mathematics and science. This has been the case for the last four years. The school has made a number of improvements to its provision to try and accelerate pupils' rates of progress with their learning. As a result, writing standards are improving and some individual pupils and classes are making better progress. However, this improvement is not yet enough to close the gap between the school's and national standards or improve pupils' achievement.

The school's five key values are well known to pupils and underpin their good spiritual, moral, social and cultural development. The school's effective care, guidance and support for pupils results in their good personal development and well-being. Pupils' behaviour is good and, where teaching is effective, their very positive behaviour makes an important contribution to their more rapid learning. They feel safe and understand the dangers of the internet. Pupils' good healthy lifestyles reflect the school's achievement of three national awards. Pupils make a valuable contribution to the day-to-day life of the school and their good work in the local community reflects well on the school. The school works hard to improve attendance, which is broadly average. Despite their developing personal and social skills, pupils are not well prepared for their next phase of education because of the weakness in their key skills of literacy and numeracy. Pupils enjoy a wide range of the school's provision such as the specialist physical education lessons and the termly visits to places such as the British Museum. The quality of teaching is satisfactory and has recently improved. However, this satisfactory teaching is insufficient to ensure that the pupils catch up quickly with the learning they have missed in previous years. In the more effectively taught lessons, there is concise, brisk teaching, and well-chosen activities engage pupils and enhance their learning. Where teaching is less effective, the tasks are not well matched to pupils' differing learning needs and explanations and questions lack clarity. The inconsistent use of assessment also hampers pupils' progress. Teachers regularly mark pupils' work and the best written comments make clear to pupils how to make improvements. In lessons where there is good learning, teachers provide oral feedback to show pupils how

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to improve their standards. For example, at the end of an English lesson, a pupil read out his work while the rest of the class followed his writing on the interactive whiteboard. The rest of the class then used the assessment criteria to suggest how the work should be improved. Pupils have targets for improvement in English and mathematics but not all Year 6 pupils know these confidently.

Key strengths of the curriculum include the good range of lunchtime and after-school clubs, the termly visits linked to classroom work, and the benefits of partnerships with a range of organisations, including local theatre groups. However, the planning for English, mathematics and science provided insufficient advice to teachers about how to match work to pupils' differing learning needs. The care, guidance and support for pupils have a good range of strengths. The needs of potentially vulnerable pupils are carefully assessed and their needs met through well-organised provision.

Senior and middle managers work hard to improve the school. As there are only two members of the senior leadership team, this limits their capacity for addressing persistent weaknesses, ensuring that improvements are consistently adopted throughout the school, and evaluating the impact of improvements in accelerating pupils' rates of progress. Some improvements result in effective care for pupils that leads to their good personal development and well-being. The actions to improve pupils' attainment and progress have been ineffective, as have the actions to improve teaching. For example, the previous Ofsted inspection report required improvements to pupils' standards and the quality of teaching but these are not appreciably better. Consequently, the school does not have a track record of improvement that demonstrates a capacity for sustained improvement in the future. Governors know the school's strengths and weaknesses, and are increasingly holding the school to account for the education that it provides. However, they have had insufficient impact on improving teaching and pupils' standards.

## **What does the school need to do to improve further?**

- Secure consistently good teaching that accelerates pupils' rates of progress with their learning by:
  - ensuring that teachers receive the appropriate professional development to help them plan lessons which enable all pupils to make at least good progress
  - making sure that senior leaders regularly check that the actions taken to improve the quality of teachers' lesson plans are accelerating the rate of pupils' progress
  - ensuring that, by February half term, all lesson planning for English, mathematics and science includes tasks matched to pupils' differing learning needs.
- Immediately secure consistent use of assessment in each class so that:
  - marking makes clear to pupils how to improve their work
  - the use of targets means that all pupils know the next steps they need to take to improve their work

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- lessons are well matched to pupils' learning needs so that they make more rapid progress in gaining knowledge, skills and understanding.
- Build the capacity of the school's leadership by:
  - building the capacity of the senior leadership team as soon as possible
  - strengthening the leadership skills of middle managers by the end of this term, with a plan for their ongoing development for the rest of the year.

**Outcomes for individuals and groups of pupils****4**

Achievement is inadequate because pupils have made insufficient progress in the past. The rate of pupils' progress in lessons has improved since the start of this term as a result of improvements in the quality of teaching. Whilst pupils now make good or better progress in some lessons as a result of better teaching, this is too recent a development and not sufficiently widespread to counter long term underachievement. Nevertheless, in lessons, current rates of progress are beginning to accelerate enabling pupils to catch up on weaknesses in learning over previous years. Recently, the more accurate assessment of pupils with special educational needs and/or disabilities has been used to ensure that the intervention groups they join meet their learning needs more effectively. As a result, these pupils are starting to make more rapid progress. Some pupils who speak English as an additional language make good progress in learning English as a result of better individual learning support.

Pupils understand how the school's values of truth, respect, integrity, love, and peace should be reflected in their behaviour. Pupils accept each other's differences and consider different points of view. Each half term, 'core value ambassadors' are recognised in assembly. The school teaches pupils how to stay safe in a range of contexts and uses external experts to help advise pupils. There is a low incidence of racist behaviour. Pupils report that they feel safe at school and that bullying is not tolerated. The school council makes a positive contribution to the school's improvement. It has helped to improve school lunches and the toilets for Key Stage 2 pupils. Pupils are good at carrying out their responsibilities as peer mediators, sports leaders and lunchtime monitors.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Although the quality of teaching is satisfactory and improving, more of it needs to be good or better to ensure pupils make consistently good progress. The use of teaching assistants is usually carefully planned and contributes to pupils' learning in all parts of lessons. Lessons have clear learning objectives and, in the best lessons, these are used to focus pupils on what they need to learn and to help them assess their own learning. In lessons where tasks and questions are well matched to pupils' differing learning needs, their rate of learning increases. In an outstanding lesson, for example, the teacher used questions to involve all pupils in the process of improving their use of connectives in retelling a story, ensuring that the questions were well matched to the abilities of individual pupils. In some less effectively taught lessons, activities and tasks were not sufficiently challenging for some pupils or did not give enough support for others to accelerate their learning.

Specialist teaching for music, physical education and philosophy helps provide a broad curriculum. The good range of visits contributes to pupils' enjoyment. Most Year 6 pupils take part in a residential visit. The majority of pupils attend one of the many after-school clubs. Some improvements have been made to the curriculum to help raise standards, for example with the use of role play and drama as a stimulus for pupils' writing. However, these improvements have yet to have a significant impact on raising pupils' overall achievement. The recently improved assessment and provision for pupils with special educational needs and/or disabilities is helping their progress. There is effective targeted support for vulnerable pupils and this often results in significant improvements to their attitudes, behaviour, confidence and relationships. This support is

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provided by external agencies, the school's own learning mentors and its pupil development centre.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff work hard and are keen to improve the school. The school knows its strengths and weaknesses, and it evaluates teaching accurately. However, the actions taken to improve teaching have only recently begun to be felt in the classroom. Consequently teaching remains satisfactory overall. Actions taken since the last inspection to improve pupils' personal development and well-being have been more effective. This term, the school has devised a clear systematic 'raising achievement plan' that has some challenging targets for improvement. This plan is starting to help remedy weaknesses and to accelerate pupils' progress by having an impact on the quality of teaching and learning.

Middle managers' action plans are not specific in linking actions for improvement to the expected impact on pupils' attainment. Governors ensure that safeguarding arrangements are thorough. The school adopts recommended good practice across all areas of its work for ensuring the safety of its pupils, including effective working with other agencies. Safe staff recruitment routines and records are comprehensive and robust. Staff work hard to ensure that all pupils are fully involved in the life of the school. However, actions to promote equality of opportunity have not been effective in improving the standards of different groups of pupils.

The school has a wide range of partnerships which make a strong contribution to pupils' health and well-being. For example, a theatre group helped Year 5 pupils make outstanding progress in drama activities and in raising their self-esteem. The impact of partnerships on pupils' attainment is not as strong, however. The school knows the needs of its local community extremely well. As a result, it provides good induction support for families and their children who have just arrived from overseas, and English classes for the parents. The school promotes good community cohesion as it ensures harmonious race relations, celebrates different religious festivals and models effective conflict resolution. As a consequence, pupils from different backgrounds get on well with each other. A high proportion of parents consider the school to be a valuable part of the local community.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children join the school with communication and literacy skills that are well below those expected for their ages. They make good progress in the Nursery and Reception classes, especially in their personal, social and emotional development and physical development. Children's standards when they join Year 1 have risen recently but are below average, especially for communication, language and literacy. There are good relationships among children and between adults and children. Children behave well and have good opportunities to work independently and collaboratively.

There are welcoming and stimulating learning areas both inside and outdoors, and these provide good opportunities for children to develop in all areas of learning. However, not all areas provide a language-rich environment. There is a good balance between child-initiated and adult-directed activities. Adults monitor children's progress carefully and intervene to extend learning without undermining their independence. Occasionally, adults miss opportunities to work with groups of children. The good teaching uses a wide range of resources. For example, in the Nursery, the teacher used a glove puppet effectively to involve pupils actively in working with resources to make good progress in linking sounds to letters. There are detailed accurate assessments of children's learning. These assessments help match the curriculum to the learning needs of individuals and groups of children. The good curriculum includes planning to meet the needs of those who speak English as an additional language and those with special educational needs and/or disabilities. A sufficient number of learning activities are planned or developed spontaneously in response to children's interest. For example, one child in Reception

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found a beetle in the outdoor area and placed it in a magnifying box. Then an adult joined him and used sensitive prompts to help him maximise his learning.

The good leadership of the Early Years Foundation Stage has created an effective team of adults and accurately identifies the key aspects for improvement. With the strong support of the children's centre, there are good relationships with parents. There are well-attended workshops such as English for parents, and parents as partners in early years education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are happy with the education provided by the school. Inspection evidence supports most, but not all, of parents' views of the school. High proportions of parents consider that their children are making good progress and that teaching is good. However, the evidence collected during the inspection does not support these views as teaching is only satisfactory and most pupils do not make enough progress with their learning. A small minority of parents disagreed with the statement that the school is dealing effectively with unacceptable behaviour. The inspection evidence is that a minority of pupils face emotional and behavioural difficulties and the school has effective strategies for helping these pupils make good personal progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crawford Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	50	35	47	2	3	0	0
The school keeps my child safe	32	43	39	53	1	1	1	1
The school informs me about my child's progress	31	42	36	49	4	5	0	0
My child is making enough progress at this school	25	34	41	55	3	4	2	3
The teaching is good at this school	27	37	44	60	1	1	1	1
The school helps me to support my child's learning	22	30	48	65	3	4	0	0
The school helps my child to have a healthy lifestyle	21	28	46	62	1	1	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	34	35	47	5	7	1	1
The school meets my child's particular needs	16	22	50	68	3	4	2	3
The school deals effectively with unacceptable behaviour	20	27	40	54	7	10	5	7
The school takes account of my suggestions and concerns	16	22	49	66	5	7	1	1
The school is led and managed effectively	25	34	36	49	6	8	3	4
Overall, I am happy with my child's experience at this school	31	42	38	51	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 October 2009

Dear Pupils

Inspection of Crawford Primary School, Camberwell SE5 9NF

We really enjoyed visiting your school and meeting many of you and the staff. Thank you for making us so welcome. Your headteacher and staff work hard and are very keen to help improve your school but we think they need the additional help in order to improve teaching and assessment, and to find ways of helping you to raise your standards of work. We have said the school needs 'special measures'. This means that your teachers will also get extra help to make things better and that inspectors will come back to check up on the progress the school is making.

Your school is good at helping you develop as young people. All adults take good care of you, especially if you need some extra support. We were impressed by your politeness and self-confidence. It was good to hear from you that you feel safe at school and know how to stay safe in different circumstances. You enjoy the interesting activities and visits, and are excited about going to the Isle of Wight next term. The school council made clear to us how it is helping the school to improve. We were most impressed by your understanding of the school's values. Your behaviour is good. The school helps you to lead healthy lifestyles.

The standards your school reaches in English, mathematics and science are well below average. This is because many lessons do not enable you to learn and progress at the rate you should. Some marking of your work makes clear to you how to improve your work. Because of this some of you know your targets and are clear about how to move your standards to the next National Curriculum level. We have asked the school to make all marking and target setting as good as its best because this will help you make more progress.

You can all help your school to improve by making sure you all come to school every day and on time. Also, you can help by thinking carefully about how you can improve your work and taking action when you have read teachers' comments in your exercise books.

Yours sincerely

Michael Milton

Lead Inspector

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