

Crowlands Primary

Inspection report

Unique Reference Number	135812
Local Authority	Havering
Inspection number	343818
Inspection dates	27–28 May 2010
Reporting inspector	RUTH McFARLANE

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 of pupils on the school roll	599
Appropriate authority	The governing body
Chair	Tony Wood
Headteacher	Eve Collis
Date of previous school inspection	Not previously inspected
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons or part lessons, and observed 19 teachers or teaching assistants. They held meetings with governors, staff, groups of pupils, a representative of the local authority, and individual parents. They scrutinised samples of pupils' written work accumulated over the academic year for each year group, and observed the school's work. They looked at attainment records, policies, procedures, minutes of meetings, progress records, plans and other documentation, staff and pupil surveys, and 165 parental questionnaires.

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

- the impact of strategies to raise attainment in mathematics
- how classroom practice ensures that progress is as good as it can be for those with above- or below-average ability
- how well leaders and managers at all levels work as a team to ensure that every pupil makes the best possible progress.

Information about the school

This is a very large new school, formed from the amalgamation of the former infant and junior schools in April 2009. Most pupils are of White British heritage, although an increasing number come from a wide range of minority ethnic groups including those from Bangladeshi, Eastern European, Black African and Black Caribbean backgrounds. A smaller-than-average proportion of pupils speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. The school has Healthy School status. The Early Years Foundation Stage comprises a Nursery and three Reception classes. A breakfast club is run by the governing body. An after-school club, for the 5 to 11-year-olds, is run at the school by other providers and was not a part of this inspection.

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, HMCI 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 and governing the school are not demonstrating the capacity to secure the necessary improvement.

Crowlands Primary School has been through a turbulent start-up period, with dissatisfaction among parents and staff that has not been managed well. This has led to inadequate provision. Although teaching and the curriculum are satisfactory for pupils up to and including Year 2, these aspects are inadequate overall because pupils in Years 3 to 6 do not make enough progress in their learning. Leaders' grasp of school documentation and performance data is weak so that teachers' effectiveness and, therefore, pupils' progress, is hampered by the lack of information and guidance.

Governors, leaders and managers have not ensured that all safeguarding requirements are in place or that policies and procedures are appropriate and implemented effectively. At the time of the inspection, some essential child protection training and risk assessments had not been carried out. As a consequence of this, the care, guidance and support offered to pupils are inadequate, despite a generally caring and supportive staff that has good relationships with their pupils. This care is reflected in pupils' satisfactory personal development. Pupils say they feel very safe in school and their parents agree. However, persistent absence is high and this is holding back the progress of those pupils who do not attend regularly.

Children make good progress in the Early Years Foundation Stage. They enter Year 1 with average skills and abilities. In Years 1 and 2, pupils make satisfactory progress overall, especially in reading. However, attainment by the end of Year 6 is low, particularly in mathematics and science. There are shortfalls in provision and progress for sizeable groups of pupils, especially in Years 3 and 4, including pupils with special educational needs and/or disabilities and the more able. As a result, too high a burden is placed on the upper Key Stage 2 teachers to close gaps in learning. This means achievement is inadequate overall, whatever pupils' background or ability.

The local authority has helped the school to introduce a range of strategies to improve standards in mathematics. This includes team teaching and observing good practice. A positive impact on pupils' progress was not evident during the inspection. Most lessons observed were either satisfactory or inadequate. Pupils' recent written work provides evidence of inadequate teaching in Key Stage 2. The main weaknesses include a lack of challenge, cursory marking, lack of focus on pupils' targets, low expectations, and tasks which do not meet the needs of pupils of differing abilities, particularly the more able

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and those who find learning more difficult. Lessons observed were characterised by a lack of pace. Pupils were asked to listen for too long and then complete a worksheet. Lesson planning is of variable quality because teachers lack direction from managers. Teamwork is at an early stage of development. Although appropriate steps were taken to share leaders' vision and initiate the drive for improvement when the school opened, some processes are not widely shared and this means that the impact of middle managers is limited. Self-evaluation is one example, and this means its value and accuracy are flawed. The capacity to improve is inadequate because the school's leadership has not been able to set Key Stage 2 on a path to bring about the required improvements in teaching or pupils' progress.

What does the school need to do to improve further?

- Take action immediately to provide training for all staff in child protection and enhanced training for the designated person(s) that meets statutory requirements.
- Carry out comprehensive risk assessments of hazards on the school site and for all activities.
- Improve the effectiveness of leadership, management and governance, by:
 - ensuring whole-school policies and procedures are comprehensive, reviewed appropriately and implemented effectively
 - sharing responsibilities for leadership and management more widely so that all managers can have greater impact on school improvement
 - improving the effectiveness with which systems for tracking pupils' progress are managed and the information shared with teachers
 - monitoring teachers' planning more effectively so that essential components are consistently included.
- Raise pupils' attainment through improved teaching, so that 75% or more is consistently at least good and attainment is broadly average in all subjects by September 2011, by:
 - making full use of assessment information to ensure higher expectations in lessons and increased challenge for all pupils
 - ensuring that activities match the abilities of the pupils
 - improving teachers' marking and the use of targets to ensure that all pupils are aware of how they can improve.
- Reduce persistent absence so that it is no higher than the national average by April 2011.

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

Pupils make satisfactory progress in Key Stage 1 because the majority of lessons engage them and meet individual needs. In a Year 1 numeracy activity, pupils weighed ingredients, full of excitement about making a 'smoothie', cooperating well together.

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Activities like this engender enthusiasm and enjoyment. However, by the time they leave Year 6, too many pupils have not made the progress expected of them, whatever their background or ethnicity, and they consequently underachieve. These include pupils with special educational needs and/or disabilities as well as those who speak English as an additional language. Progress made by pupils in Key Stage 2 is too often held back by poor teaching and marking.

Pupils' inadequate basic skills and the high persistent absence rate means they are inadequately prepared for their future. The school's Healthy School status and its work with outside agencies promote the safety and health of all learners, and pupils show satisfactory awareness of what constitutes a healthy lifestyle. Spiritual, moral, social and cultural development is satisfactory and some positive examples of pupils' social development are evident, for instance through being involved in decision making in the school council. Pupils are enthusiastic about the extra-curricular activities they are offered, and during the inspection the choir practice demonstrated high levels of enjoyment and skill for participants. However, the lack of challenge pupils experience in lessons limits their overall enjoyment of school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	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	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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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How effective is the provision?

The school's judgements for the effectiveness of its provision are too generous. While teaching and the curriculum show satisfactory elements in Key Stage 1, much is under review. There are shortcomings in Key Stage 2 because the needs of significant groups of pupils are not being met and their achievement is inadequate. Some good cross-curricular links exist, such as 'Healthy Week', observed during the inspection. However, most teaching observed was barely satisfactory and a few lessons were inadequate. Work scrutiny for the year confirmed inadequate teaching over time. It is this inadequacy that is at the root of the underachievement evident. The volume of work produced for two-and-a-half terms is meagre. Timetables include too much non-taught time, such as extended registration periods, and non-curriculum sessions. Key Stage 2 learning is least effective, although efforts to help pupils catch up in their progress are evident in Years 5 and 6.

Most lessons observed were characterised by a slow pace and work that was not well matched to pupils' different abilities. The range of teaching methods is too narrow and fails to motivate pupils. As a result, their interest wanes. Lesson planning does not draw on the results of previous assessment to meet the needs of individual pupils. Targets from the individual education plans provided for pupils with special educational needs are not used in lessons sufficiently well to help these pupils make progress. Consequently, all pupils are insufficiently challenged. Teachers' marking is perfunctory and frequently does not guide pupils on how to improve their work. In the best lessons observed, expectations were high, the pace was brisk and lively, and varied, well-planned activities engaged and sustained pupils' interest. In these lessons, teachers regularly check pupils' progress towards clear learning objectives and pupils understand how well they are doing and what they need to do to improve their work.

A range of multi-agency professionals works with the school's own staff to provide good levels of pastoral and emotional support to pupils, including those whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities. However, inadequate care, guidance and support are provided to pupils because there is a shortfall in the safeguarding arrangements and systems for improving attendance are ineffective in bringing about necessary benefits for long-term absentees.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

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How effective are leadership and management?

Dissatisfaction with the amalgamation amongst staff has been allowed to distract leaders, managers and staff from key priorities. This has contributed to the inadequate progress made by pupils in Key Stage 2. With support from the local authority through an intervention programme, a culture of accountability is beginning to emerge. However, leaders have not yet become effective in embedding action and driving the school forward to secure at least satisfactory outcomes once the external help comes to an end. Suitable methods for monitoring and analysing progress are very new and senior leaders find it difficult to access key information from the system. This means that poor rates of progress for significant groups of pupils, such as those in Years 3 and 4, and those with special educational needs and/or disabilities, are not identified quickly enough. Nor has effective action been taken to secure greater consistency in progress and attainment, to ensure that discrimination is tackled satisfactorily.

Promotion of community cohesion and engagement with parents and other partners are satisfactory because the school has developed a sound understanding of the local community. It has assessed the impact of its work in this area and has plans in hand to extend this understanding to the wider British and international communities. The governing body is beginning to hold the school to account but has not ensured that statutory requirements are met in terms of child protection or risk assessment. The school's track record to date, the embryonic nature of its systems for measuring and tracking pupils' progress and its current reliance on external support confirm an inadequate capacity to improve. The school provides inadequate value for money because too many pupils underachieve.

These are the grades for leadership and management

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

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<p>The effectiveness with which the school deploys resources to achieve value for money</p>	<p>4</p>

Early Years Foundation Stage

Good home–school links ensure that children settle quickly into Nursery and Reception. A strong emphasis on personal, social and emotional development and good teaching ensure that learning and development proceed well day to day. This is why most children make good progress and inspection evidence shows that they reach the Early Learning Goals in most areas of learning by the start of Year 1, in some cases from a low start. Children are mindful of safety, for example in handling scissors. They understand aspects of a healthy lifestyle. Teachers' planning is good. Well-resourced activities are balanced between those led by staff and those chosen by children. For instance, in an outdoor numeracy activity, nursery-age children excitedly counted the number of hops or jumps they needed to make, indicated by the dice thrown, and children in the Reception class helped each other to tally their success with hula hoops. Provision for children's welfare is inadequate. The suitability and safety of outdoor spaces has not been properly assessed. Risk assessments have not been carried out for hazardous activities that take place, such as pond investigations, or physical activities that take place too near the drain area. Leadership is inadequate because staff have not been trained in child protection and systems for ensuring effective documentation and its proper implementation are weak. Although day-to-day assessment works well, accumulated assessment data are not analysed thoroughly enough by managers in order to monitor or assess overall progress accurately. The failures in welfare provision and leadership mean that the overall effectiveness of the Early Years Foundation Stage is inadequate.

These are the grades for the Early Years Foundation Stage

<p>Overall effectiveness of the Early Years Foundation Stage</p>	<p>4</p>
<p>Taking into account:</p>	
<p>Outcomes for children in the Early Years Foundation Stage</p>	<p>2</p>
<p>The quality of provision in the Early Years Foundation Stage</p>	<p>4</p>
<p>The effectiveness of leadership and management of the Early Years Foundation Stage</p>	<p>4</p>

Views of parents and carers

About a quarter of eligible parents and carers responded to the questionnaire. A large majority of responses were supportive of the school, and strong support was indicated for the way the school promotes a healthy lifestyle and keeps children safe. Most are happy with the school overall. A minority of parents expressed some concerns, mostly regarding the leadership and management of the school, perceived shortcomings in the

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way the school prepares their child for the future, and a lack of regard for parental suggestions. Although inspectors found no evidence to indicate a lack of regard for parents' suggestions, they agreed with the other concerns raised by parents and carers, as indicated elsewhere in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crowlands 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 13 statements about the school.

The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 599 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	50	74	45	7	4	2	1
The school keeps my child safe	76	46	81	49	5	3	0	0
The school informs me about my child's progress	42	25	98	59	15	9	7	4
My child is making enough progress at this school	51	31	87	53	15	9	10	6
The teaching is good at this school	58	35	84	51	13	8	6	4
The school helps me to support my child's learning	48	29	84	51	20	12	9	5
The school helps my child to have a healthy lifestyle	50	30	100	61	10	6	2	1
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)	31	19	96	58	16	10	6	4
The school meets my child's particular needs	41	25	100	61	10	6	9	5
The school deals effectively with unacceptable behaviour	40	24	97	59	13	8	8	5
The school takes account of my suggestions and concerns	25	15	92	56	27	16	8	5
The school is led and managed effectively	32	19	81	49	22	13	21	13
Overall, I am happy with my child's experience at this school	60	36	83	50	9	5	8	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



3 June 2010

Dear Pupils

Inspection of Crowlands Primary School, Romford RM7 9EJ

Thank you very much for your help during the recent inspection of your school. The tour guides were very welcoming and helpful in explaining how the school works. They gave inspectors a splendid start. I am writing to let you know the judgements we have made.

You told us that your new school feels safe and that you can turn to adults for help when you need it. The youngest children enjoy their time in the Early Years Foundation Stage and make good progress there. Although most of you make satisfactory progress up to the end of Year 2, many of you are not making the progress you should after that, and are not doing as well as other children of your age by the time you leave. This means your school provides an inadequate standard of education overall.

Too many of you are absent from school for extended periods and, because of this, you miss too much of your learning.

Because of these shortcomings, we have made your school subject to 'special measures' and inspectors will visit regularly to check on how well the school is improving. In order to improve, we have asked your headteacher, staff and governors to reduce the number of pupils on long-term absence, to improve teaching so that you do as well as you can and to improve the way the school is led and managed. In particular, we have asked them to ensure the training and paperwork needed to keep you safe and reduce risks to your safety are kept up to date.

It is going to be very important that you work with your teachers in order to improve your school. You can all play your part by attending and working hard.

Best wishes for your future studies.

Yours sincerely

Ruth McFarlane

Lead inspector

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