

# Crampton School

## Inspection report

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<b>Unique Reference Number</b>	100784
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	276386
<b>Inspection dates</b>	5–6 July 2006
<b>Reporting inspector</b>	Robin Hammerton HMI

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 on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Hadfield Ms Marian Kennedy
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Iliffe Street London SE17 3LE
<b>Telephone number</b>	02077352219
<b>Fax number</b>	02078203404

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

This is an oversubscribed, average-sized primary school with nursery. It serves an area with social deprivation. However, some nearby areas have experienced reductions in social deprivation which has influenced the school population. An average proportion of pupils has learning difficulties or disabilities, but the percentage with a statement of special educational need is about three times the national average. A rich range of ethnic backgrounds is represented, with the largest single group being White British. About one in every five pupils speaks English as an additional language, and this is above average. The school formerly held Beacon status and now holds the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- \* Make sure that the school improvement plan is clear about how outcomes for pupils are intended to be improved; and that self-evaluation activities clearly measure and summarise the impact of the school's work on pupils' learning and well-being.
- \* Ensure that pupils who are learning English can take a fuller part in lessons and that their progress is carefully monitored
- \* Use assessment data more precisely to meet individual pupils' needs
- \* Ensure that the planned innovations in the curriculum provide greater coherence in the way skills, knowledge and understanding are developed through the school.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

Teaching and learning are good. Teachers have good subject knowledge, particularly in English and mathematics. Lessons contain a good range of interesting activities which add to the pupils' enjoyment. Staff are generally skilful in the use of interactive whiteboards which are used well to focus interest. Resources are well organised. A particular strength is the management of behaviour. Teachers and support staff establish a calm, working atmosphere in lessons and are quick to praise pupils when they achieve well. The teaching of pupils with learning difficulties and disabilities is skilful and these pupils take a full part in lessons. Teaching in the Nursery and Reception classes is splendid; a wide range of well-organised and purposeful activities is provided to meet individual needs, pupils make apt choices and progress is carefully assessed.

The main area for development is the use of assessment data in planning work for individual pupils and groups. Teachers and support staff are not making sufficient use of pupils' starting points and targets when planning activities. This is particularly true of the most able pupils and those for whom English is an additional language. Additionally, in some lessons, teachers talk for too long without involving pupils enough.

#### Curriculum and other activities

**Grade:**

The curriculum is satisfactory with some good, exciting features. Subjects and topics are covered in sufficient breadth and depth. The effective curriculum for literacy and numeracy in all year groups is reflected by the achievement of the Basic Skills Award. The curriculum for the Nursery and Reception classes is good because it is adapted particularly well to meet individual needs.

However, the Reception class accommodation is barely satisfactory and some activities are restricted by the lack of indoor and outdoor space.

The school has developed the curriculum soundly this year, with flexibility to link units from different subjects. Extra subjects, such as philosophy in Year 4, provide enrichment. However, these links and additions depend on individual teachers and do not contribute enough to the coherent development of skills and knowledge throughout the school. Improvements have been made in design and technology and information and communication technology (ICT) which have helped raise standards. The school acknowledges, however, that ICT could be better used in other subjects. There is a wide range of popular and well-organised extra-curricular activities, including chess, gardening, music and sports clubs. Instrumental music lessons are of high quality.

### **Care, guidance and support**

#### **Grade:**

The care, guidance and support for pupils are outstanding; parents are right to see these as major strengths. Staff are very positive; they want the very best for the pupils. They are highly skilled at motivating and engaging pupils and strategies for supporting those with behavioural problems are highly effective. Pupils find staff very understanding when they need help. The learning mentor makes an exceptionally valuable contribution to the behaviour and engagement in learning of many pupils who experience social difficulties. The school liaises very effectively with other agencies in providing support for vulnerable pupils. Procedures to safeguard pupils, including risk assessments, are excellent. Pupils' attainment is carefully tracked and targeted and, although not enough use is always made of this data to plan lessons, excellent use is made of extra classes to follow up any identified problems.

### **Leadership and management**

#### **Grade:**

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## Text from letter to pupils explaining the findings of the inspection

### Pupils

The other inspectors and I really enjoyed our visit to your school. You know that it's a really good place to be and you helped us to see this too. We are not surprised that you are very proud of your school. Everyone gets on really well together. You learn well in all year groups and achieve good results. Your teachers teach you well and you help them by listening carefully most of the time, joining in, working hard and helping each other. Well done! We saw that the teaching is good and that the grown ups look after you all very well. You get the chance to contribute also by being on the school council, or a peer mentor, a street leader and in lots of other ways. It's great that so many of you join in with sport and music. Your singing in assembly is lovely too. If you're one of those who doesn't like to join in the singing too much, why not have a go? It's good fun!

You go to a good school and some of the things that happen at Crampton are outstanding. We have a few suggestions to help the school get even better. These are: \* Help the children who don't speak English so fluently to join in more. \* Make sure that when the school wants to improve something it knows how much you, the pupils, have benefited. \* Make sure the work you get in lessons is exactly right for each of you. \* Try to ensure that all the subjects are carefully planned so that what you learn in one year is carried on the next year.

You can help by knowing your targets, telling the staff politely how you think you can learn best, and by continuing to look after each other and working hard. You are lucky to go to Crampton School but the school is lucky to have you too! I wish you all the best for the future and a special 'Good Luck!' to those of you moving on to secondary school after the summer holidays.

Yours sincerely

Robin Hammerton

Her Majesty's Inspector