

# Crown Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	100593
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	307418
<b>Inspection dates</b>	25–26 November 2008
<b>Reporting inspector</b>	Kathryn Taylor

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	383
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Virginia Waterhouse
<b>Headteacher</b>	Mr Ian Hyde
<b>Date of previous school inspection</b>	7 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crown Lane Streatham London SW16 3HX
<b>Telephone number</b>	020 8670 4713
<b>Fax number</b>	020 8766 6094

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pupils in this large school come from a wide range of minority ethnic backgrounds. A well above-average proportion are from homes where English is not the first language. The percentage of pupils identified as having learning difficulties and/or disabilities is much higher than average and the percentage that have statements of special educational need is above average. Learning difficulties and/or disabilities mainly relate to specific learning, moderate learning, speech, language and communication difficulties, visual impairment and behavioural, social and emotional difficulties. Entitlement to free school meals is well above average, as is the level of pupil mobility. A new headteacher has been in post since September 2008. Children enter the Early Years Foundation Stage (EYFS) in Nursery. A Children's Centre was established onsite recently, which currently provides family support and workshops. The school has gained the Artsmark Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Crown Lane is a satisfactory school. The school has a very positive and supportive ethos. Staff work well with parents and other agencies to promote pupils' well-being and ensure they are well cared for. The school is increasingly successful in involving parents in their children's learning and family learning.

Leadership and management are satisfactory. The headteacher is providing a strong steer towards improvements. He has an accurate picture of the school's strengths and recognises where changes are needed in order to raise standards quickly. In partnership with staff and other senior leaders, he has already been successful in bringing about improvements to provision, behaviour and attendance. He is beginning to extend the role that other leaders have in making improvements and evaluating provision and increasing their responsibility for raising standards.

Parents responding to the questionnaire are generally positive about the school. They welcome the improvements that are being made. They say that they find the headteacher and staff approachable. They would like to see pupils reaching higher standards. As one remarked, 'I do hope the school's attainment levels get better than they have been.'

Achievement is satisfactory. The good EYFS provision ensures that children here make good progress. Therefore standards at the end of Reception have been rising. Those at the end of Year 2 have also started to improve, but there is still some way to go to raise standards at the top of the school. These have been too low in recent years, especially in mathematics and science. Pupils are held back by gaps in their learning, knowledge of number facts, weaknesses in their skills in problem-solving and investigations. The school has started to determinedly address these weaknesses, for example by raising the profile of mathematics and science, improving resources and strengthening teaching. This is having a good impact on raising pupils' confidence, enthusiasm and their knowledge of what they need to do to improve in the short term. It is also ensuring that pupils are now making satisfactory progress. As yet the staff and leaders at different levels have not made enough use of the school's assessment data to plan a coherent, whole-school approach to bridging the gaps in pupils' learning and devising interventions to support them in this endeavour.

Pupils' personal development and their spiritual, moral and social development are good. Pupils take a genuine pride in their school, demonstrate high self-esteem and respect for themselves and each other. They enjoy helping others by raising funds for their school and charities, and contribute well to the local community and nearby hospital. Pupils appreciate one another's cultural and religious differences so that relationships and racial harmony are very good. Pupils' willingness and ability to work with others productively is a strength. However, the limited opportunities for independent learning and pupils' satisfactory progress in basic skills, means that overall their preparation for the next stage in their education is satisfactory.

The curriculum, along with extra-curricular activities, makes a positive contribution to pupils' cultural development, enjoyment of school and their knowledge of how to stay safe and healthy. Teaching and learning are at least satisfactory across the school. There are some good and outstanding lessons. General strengths include good classroom organisation and lesson preparation, and providing hands-on practical activities to make learning interesting and purposeful. Advice and staff training are helping to strengthen mathematics and science teaching to ensure lessons are more lively and practically based. The school now knows its strengths and weaknesses and is focused on the right priorities. This, along with staff commitment, pupils'

good attitudes to learning, and the strengths in teaching means the school has a good capacity to make further improvements.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Good induction procedures enable children to settle in quickly, feel safe and develop confidence. One parent noted, 'My child is in her first term in the Nursery. She was made very welcome from the start.' Good leadership ensures there is a strong focus on raising children's achievement and ensuring their well-being. Teaching and learning are good. Staff have high expectations of children, are enthusiastic and provide good role models. As a result, children learn well, behave well and form strong friendships. Regular assessment, based on observation, informs the next steps in children's learning.

Staff forge good relationships with parents in order to involve them in their children's learning and development. They provide the right balance of child-initiated and adult-led learning within a stimulating environment. Children are taught the basic skills well and have good opportunities to choose from a wide range of activities on offer indoors and outside. The outside space in Reception is fairly limited, but there are plans to address this.

### **What the school should do to improve further**

- Raise standards and improve pupils' progress in mathematics and science, especially in Years 4, 5 and 6.
- Extend leaders' accountability for raising standards and their role in making improvements and evaluating the impact of provision.
- Develop a whole-school approach to addressing the weaknesses in attainment and gaps in pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children enter Nursery with standards that are well below those usually found. As a result of good EYFS provision and the high expectations of staff, they make good progress. Consequently, standards at the end of Reception have been improving and in 2008 were in line with those achieved nationally.

Overall standards reached at the end of Years 2 and 6 have been low since the last inspection. Factors such as higher than average numbers of pupils joining or leaving the school other than at the usual time and the proportion of pupils with significant learning difficulties, especially at the top of the school, have had an impact on overall standards. However, there has also been some underachievement, especially in mathematics and science. Nevertheless, there have been improvements recently. In 2008, standards in Year 2 improved significantly. Standards were below average in reading and mathematics and average in writing. The school's data shows improving rates of progress in English for most pupils in 2007/08 and there is an upward trajectory in the targets being set for pupils at the end of Years 2 and 6. Inspection evidence and the school's evidence show that pupils of all abilities are making satisfactory progress and

that weaknesses in mathematics and science standards are being tackled determinedly. This is beginning to have a positive impact on improving pupils' confidence, interest and learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils are good ambassadors for their school. They are very polite, friendly, eager to help and keen to chat about themselves and their work. Pupils enjoy very good relationships with each other and with the adults in the school. They develop confidence and self-esteem. Though opportunities to take on responsibility are still limited, pupils do enjoy helping the school to run smoothly, for example, acting as interpreters, buddies and peer mediators. Because of the renewed focus on tackling unacceptable behaviour, the majority of pupils behave well in class and lessons are not disrupted. Pupils with behavioural difficulties are supported well to manage and improve their behaviour. Playtimes are active and sociable occasions. Pupils say that any rare incidences of bullying are dealt with. They are kind to each other and aware of one another's needs. A good example was when one child asked another why she was unhappy. The child replied that she had no one to play with and the immediate response was, 'I'll play with you then!' Pupils understand the importance of healthy eating and exercise. Lunchtimes are sociable occasions when they chat and choose from a varied and healthy menu.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although teaching is satisfactory, there are enough good lessons and general strengths in teaching to help raise the overall profile quickly. Teachers have good skills in classroom organisation, behaviour management, lesson delivery and using the interactive whiteboards. They explain tasks carefully and plan and prepare activities well. This means lessons are purposeful and run smoothly. Aspects of teaching that are relatively weaker include providing too little time for pupils to work on independent tasks, either by themselves or as part of a group. Also too much of the teaching and tasks are pitched at the lower or middle ability groups, which does not always challenge the potentially higher attainers. Learning support for pupils with statements of special need is generally good. Support staff also make a good contribution to pupils' personal development, welfare and to ensuring that pupils with disabilities and/or learning difficulties are included. There are missed opportunities in some lessons for support staff to have an equally strong impact on developing pupils' independence and learning and raising their achievement.

The current focus on strengthening mathematics and science teaching and learning is already beginning to have a positive impact. For example, pupils are responding well to the whole-school focus on making mathematics lessons lively, varied and fun. There is a good emphasis on improving pupils' knowledge of basic number facts, multiplication tables and their skills in mathematical and scientific investigation. Furthermore, pupils are clearer about what they need to do to improve, are rising to the challenges, taking greater ownership of their learning, and say that mathematics and science are now some of their favourite subjects.

## **Curriculum and other activities**

### **Grade: 3**

Strengths lie in the EYFS curriculum, provision for pupils' personal, social and health education and some good links between subjects. English provision is relatively stronger than that in mathematics and science, because this is where most of the focus has been placed in recent years. Provision for information and communication technology (ICT) benefits from a recently upgraded suite which allows each pupil to have their own computer to work on. Extra-curricular activities, including the use of visits, visitors to school and themed weeks, help to promote pupils' enjoyment. Pupils' celebrate a range of cultural traditions, including Chinese New Year, Black History Month and International Week. These, along with thought-provoking assemblies in which the children are invited to participate, all contribute well to pupils' spiritual and cultural development.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is very good. Pupils' very good relationships with each other and with adults, strong safeguarding procedures and the high standard of cleanliness are all testimony to the school's strong focus on caring for pupils and ensuring their health, safety, personal development and well-being. Arrangements for helping pupils settle into school, including those who join late (sometimes without any previous schooling in this country), are very effective. Support for secondary transfer is similarly very strong. Vulnerable pupils, including those with learning difficulties and/or disabilities, receive much additional support so that their needs are met well and they can start learning. As a result of the strong focus recently on sharing learning intentions, success criteria and targets with pupils, day-to-day academic guidance for pupils is good. Pupils therefore talk about their learning confidently. They know what they need to do to improve and are taking increased responsibility for assessing their learning and improving their work and progress.

## **Leadership and management**

### **Grade: 3**

Staff and parents recognise that the headteacher's strong leadership has had an immediate impact on the school, for example in improving behaviour and attendance and empowering subject leaders to begin to address weaknesses in mathematics and science provision. The headteacher has set a very clear direction for the school, which rightly focuses on improving pupils' learning to ensure that they make the best possible progress.

Monitoring and evaluation of teaching and pupils' finished work is regular and usually incisive, though lesson observations should have an even sharper focus on evaluating the impact of lessons on pupils' learning. Target-setting has not had enough impact in the past on raising performance, but the school has begun to set more challenging targets to raise standards for all pupils. The school promotes community cohesion well through its inclusive ethos and curriculum and its celebration of diversity. It has productive links with the local and wider communities. Governors are supportive of the school and involved. Their role as critical friend and in providing challenge to the school is not yet sufficiently developed.

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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?	3
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

**Annex B**

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

08 December 2008

Dear Pupils

Inspection of Crown Lane Primary School, London, SW16 3HX

Thank you very much for making us welcome when we visited you recently. We really enjoyed talking to you and finding out about your school. We think that Crown Lane Primary provides you with a satisfactory standard of education.

It was good to see that the children in Nursery and Reception are making good progress. We found that you are sensible and very polite and had lots of questions to ask us and many interesting things to tell us. You take good care of each other and help your school to run smoothly. You told us how much you like the staff. Staff help you if you have a problem. They encourage you to do well, to develop good relationships and to understand how to keep fit and healthy. In lessons we saw that you listen well, are keen to learn and behave well. We also noticed that you take part in after school and sporting activities and have good opportunities to learn from themed weeks, visitors and trips.

We have asked your headteacher, subject leaders and staff to work together across the school to help you to make better progress and to reach higher standards, especially in mathematics and science. The staff have already begun to make improvements. We noticed that you like the changes and how well you are responding to them. We were pleased to see that you know what you need to do to improve your learning, are enjoying your mathematics and science lessons and, are learning your times tables.

You can help by always doing your best.

Wishing you the very best in your future education.

Yours sincerely

Kathryn Taylor

Lead Inspector