

Crampton School

Inspection report

Unique Reference Number	100784
Local Authority	Southwark
Inspection number	323345
Inspection date	18 May 2009
Reporting inspector	Ian Wilson

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	234
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
Appropriate authority	The governing body
Chair	Mr Robert Hadfield
Headteacher	Miss Marian Kennedy
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Iliffe Street London SE17 3LE
Telephone number	020 7735 2219
Fax number	020 7820 3404

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues in particular:

- the progress and achievement of pupils particularly in English and mathematics
- how well teaching and the curriculum meet the needs of pupils
- the effectiveness of the action taken to bring about improvements since the last inspection.

Other aspects of the school's work were not investigated in detail. Evidence was gained from lessons and the school's own evaluations of its work. Discussions were held with governors, staff and pupils. A range of documentation was also evaluated. Pupils' work was scrutinised in English and mathematics. The views of parents were gathered from questionnaires.

Description of the school

Crampton is an average-sized school. It has Early Years Foundation Stage provision comprising a Nursery and a Reception class. The proportion of pupils from minority ethnic groups and having a home language other than English are both very high, with the main languages spoken being Chinese and Vietnamese. A very high proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities, such as dyslexia or moderate learning difficulties and/or disabilities, is above average. The school has gained the Healthy School and Primary Quality Mark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Crampton Primary is a good school. It successfully combines a friendly, caring and peaceful ethos with a rigorous emphasis on learning. Several aspects of its work are outstanding and parents are justifiably proud that their children attend the school. Typical of the many comments from parents was: 'Crampton is a wonderful school that creates an open, caring environment where every child genuinely matters. They offer a lot of initiatives and my child is making excellent progress.' The school is highly regarded in the local area and, as a result, is oversubscribed.

The personal development of pupils at Crampton is outstanding. Pupils are happy, enjoy learning and develop confidence and self-esteem. They get on well together and their behaviour is exemplary. There are no exclusions and the school is very good at integrating pupils who have come from other schools. Pupils have a very good understanding of how to eat healthily, how to keep safe and the importance of exercise. The very high take-up of the high-quality meals provided by the school reflects its status as a 'Healthy School'. Pupils are helped and encouraged to be responsible citizens through the very good opportunities they have to take responsibility in the school and through their work in the community. This includes being involved in decisions about the work of the school, support for charities and meetings with local authority officers to discuss the local environment. Pupils' excellent personal qualities, coupled with sound skills in literacy, numeracy and information and communication technology, ensure that they are well prepared for the next stage in their education. Their rate of attendance matches the national average.

Pupils achieve well in the school. From their below-average starting points all pupils, including those with learning difficulties and/or disabilities and those in the early stages of speaking English as an additional language, make good progress or better as they move through the school. This means that, by the end of Year 6, they reach average standards in English, mathematics and science, and this signifies good rates of achievement. Pupils' progress is, however, more rapid in some classes. In particular, high-quality teaching in some areas, for example in the Early Years Foundation Stage and in Year 6, results in pupils making outstanding rates of progress. Also, the exceptionally good support provided for pupils with learning difficulties and/or disabilities enables many to make outstanding progress too.

The overall quality of teaching is good and some teaching is outstanding. Teachers manage their classes well and prepare interesting lessons, making good use of resources, such as electronic whiteboards, to show examples and illustrations. Very good use is also made of support staff to work with those pupils needing additional help. The level of challenge of work is generally appropriate for different groups of pupils and, in the outstanding lessons, pace and expectations are particularly high. However, the pace and productivity of lessons across the school lack consistency. Also, although all lessons have clear objectives, on occasion there is insufficient focus maintained on these, causing pupils' progress to slow. Teachers mark pupils' work regularly and provide helpful comments on how to improve and targets to aim for. However, teachers do not ensure consistently that pupils respond to the marking and comments, which reduces the impact of the guidance offered.

The curriculum provided by the school has improved since the last inspection and is now good. New initiatives have been introduced to improve pupils' reading and writing skills and more are planned, resulting in better development of pupils' abilities in these areas. Pupils have

increasing opportunities to apply these skills through projects, such as a current world religions project where each class is leading the work on a particular religion, which will then be presented to other pupils. The curriculum is rich and varied. All pupils learn French and have the opportunity to learn to play a musical instrument. There is good provision for art and drama. Pupils undertake an excellent range of visits, including a residential trip to France and good use is made of visitors, for example a visiting artist, to further enhance pupils' learning. There is good range of clubs in which many pupils participate and these have a positive impact on pupils' enjoyment of school.

The school is very well led by the headteacher and she is well supported by a capable senior leadership team. She has high expectations for pupils, reflected in the aim to ensure that as many as possible attain above-average standards by the time they leave school, coupled with their development as responsible citizens. This vision, which helps ensure equality of opportunity for all, is shared by all who work in the school and by governors. Staff, including teaching assistants, are well deployed to make good use of their skills. The school is clean and tidy and classrooms provide pleasant learning environments. Senior staff have a good understanding of the strengths and weaknesses of the school, and use this information to set challenging targets. Subject leaders are also contributing well to improving their respective subject areas. Priorities for improvement are well thought through and teamwork is good. All the issues raised in the last inspection have been addressed well; for example monitoring is more focused and criteria for judging the success of developments are clearly identified. The school has a good capacity to continue to improve. Although the arrangements to track the progress of pupils systematically are being introduced, they are not yet sufficiently developed to help raise standards further.

Procedures to safeguard pupils' well-being, health and safety are rigorous and the school has strong links with a wide range of outside agencies to provide specialist help where needed. The school promotes community cohesion well. The range of cultures, both in the school and locally, are celebrated and drawn upon and there is very good racial harmony promoted in this diverse school community. There are good opportunities for parents to be involved in their children's learning and arrangements to involve parents further are being introduced. Governors are committed and well organised, and have a good knowledge of the school. They provide a good balance of support and challenge. Overall, leadership and management, including governance, are good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Most children join the Nursery and Reception class with skills that are lower than those expected for three- and four-year-olds in all areas of learning. Outstanding care and welfare, high-quality teaching and a very well planned curriculum ensure that the children make rapid gains and by the time they enter the Reception class, their skills are closer to expected levels of four-year-olds. During their Reception Year the children continue to make good progress and, by the end, many have exceeded the goals expected for children of their age. This excellent start that children make in the Early Years Foundation Stage gives them a very firm basis for their future education.

Leadership and management are outstanding. The staff work collaboratively and are committed to providing the best for the children. The children are happy and keen to take part in all that is offered. Their personal development is excellent. Routines are well established and children have good opportunities to develop social skills and independence. Very good use is made of

the outdoor areas to extend the children's play and learning, and resources and activities motivate children to use initiative and imagination in their play. Procedures for assessing and tracking children's progress are excellent and contribute to ensuring that provision is well matched to children's needs and that no one slips behind.

What the school should do to improve further

- Improve the consistency of teaching and learning so that they reflect the school's best practice, in order that pupils make consistent progress across the school.
- Improve the arrangements to assess and track pupils' progress, in order to raise standards further.

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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?	1
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?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	3
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 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?	2

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	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

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

02 June 2009

Dear Pupils

Inspection of Crampton School, London, SE17 3LE

You may remember that two inspectors recently came to visit your school. Thank you for making us feel so welcome. You were all very polite and confident, and told us what you thought very clearly. We really enjoyed meeting you, your teachers and other people who work in the school, and I am writing to let you know what we found out.

Crampton is a good school, which is led very well by your headteacher. Teaching is good overall and the school organises lessons effectively so that they are interesting and meet your needs well. However, there is some variation in the quality of lessons. Excellent support is provided for those of you who need extra help. Both you and your parents said how much you enjoy school and how well you all get along with each other. You feel safe, cared for and work hard. We were particularly impressed with your excellent behaviour and the way you develop your confidence. You are maturing into responsible young people and know about how to stay safe and healthy.

We have made two suggestions for improvement which are:

- to improve teaching even more so that all the lessons are as good as they possibly can be
- to ensure that adults check your progress better to help you achieve even higher standards.

We are sure that your school will carry on getting better and better. You can help by keeping up the excellent behaviour, coming to school every day and continuing to work hard.

Yours faithfully

Ian Wilson

Lead Inspector