

Crofton Infant School

Address: Towncourt Lane, Petts Wood, Orpington, Kent, BR5 1EL

Unique reference number (URN): 138611

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional ●

Personal development and wellbeing

Exceptional ●

The school prepares pupils, including those who are disadvantaged, extremely well for their futures. Pupils benefit from a wide range of opportunities that help to build resilience, empathy and essential life skills. For example, the school's mental health and wellbeing curriculum supports pupils to understand their feelings. Pupils learn how to take positive action to support their own and others' wellbeing. As a result, pupils are respectful, reflective and recognise the importance of kindness. This work begins in the Nursery and develops each year, with thoughtful adaptations for pupils who face greater barriers. As a result, when pupils leave the school at the end of Year 2, they can use a range of strategies to support themselves and others emotionally and socially.

This carefully sequenced work is complemented by a broad range of wider experiences that deepen pupils' personal development, including visits to theatres and art galleries. In the resource provision, pupils develop important life and self-help skills, such as communicating their wants and needs, managing sensory challenges and navigating community spaces, such as eating out at restaurants. Many parents and carers say this has not only helped their children succeed in school but has also had a positive impact on family life.

Pupils are encouraged to develop confidence, independence and their self-esteem. They take part in poetry recitals and whole-school performances, for example. The personal development programme is further strengthened by an extensive range of extra-curricular activities, such as learning new languages, computer coding and exploring the arts. Leaders have also mapped out a wide range of cultural experiences to broaden pupils' interests and deepen their understanding of fundamental British values and life in modern Britain. Pupils visit places of worship and celebrate different festivals. All pupils have access to this offer, regardless of circumstance or disadvantage.

Strong standard ●

Achievement

Strong standard ●

Pupils gain the knowledge and skills in reading, writing and mathematics that they need to move confidently into the next stage of their learning. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, build strong understanding and effective communication skills from their individual starting points. This helps them access the wider curriculum successfully and supports their readiness to learn well.

Leaders are determined that every pupil, whatever their circumstances, has the opportunity to achieve highly. They maintain consistently high expectations and work proactively to remove barriers to learning. Leaders' commitment goes beyond academic success. Pupils' social and emotional development is nurtured effectively, helping them develop confidence, resilience and positive attitudes to learning.

As a result of this well-considered and inclusive approach, pupils achieve highly across the curriculum and are well prepared for the demands of the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders take a highly proactive approach to improving attendance. This is supported by clear expectations and well-established procedures. Leaders oversee attendance information closely and act quickly when concerns arise. Consequently, current attendance figures show sustained improvement. Leaders and staff work effectively with parents and carers to promote regular attendance. They make clear the impact that absence has on learning and on pupils' opportunities to engage fully with the school's extensive curriculum and enrichment offer.

Pupils behave very well. Leaders have embedded a culture of high expectations in which bullying is never tolerated. When children join the school in the early years, clear routines help them understand what is expected. Pupils act with kindness, tolerance and consideration. As a result, classrooms are calm, and children and older pupils play and work alongside one another well.

Staff track any behaviour incidents carefully and respond promptly. Pupils who need additional help receive it quickly and sensitively. Targeted support is closely aligned with the school's pastoral provision, ensuring that this is purposeful and has impact. As a result, over time those pupils develop effective strategies to manage their feelings if they become upset or worried.

Curriculum and teaching

Strong standard ●

Leaders are highly ambitious for what pupils can achieve, and this is reflected in the school's well-designed curriculum. From Nursery through to Year 2, learning is carefully sequenced so that important knowledge and vocabulary build securely over time. Establishing firm foundations in reading, writing and mathematics is a clear strength of the school's work. Early reading is taught systematically, with phonics matched accurately to pupils' stages of development. Staff teach writing and mathematics progressively. As a result, pupils increasingly apply prior learning with confidence and independence.

Teachers routinely share best practice with one another. They receive regular training from leaders and external professionals and apply this training effectively. Teachers use questioning skilfully to check pupils' understanding and provide swift feedback. Consequently, gaps in knowledge or misconceptions are addressed quickly. This ensures that pupils are ready to move on to new or more complex learning. Adaptations to teaching enable all pupils, including those with special educational needs and/or disabilities, to access the curriculum successfully.

Leaders enhance classroom learning with a range of enrichment activities. For example, pupils in the resource provision visit local shops to apply their knowledge of money. Pupils also learn outdoors and in nature, developing scientific enquiry skills through hands-on exploration.

Early years

Strong standard 

The early years provision is a vibrant and nurturing environment where children are highly engaged in learning. Classrooms and outdoor areas are thoughtfully organised to promote exploration and independence. From the moment children join the school, staff prioritise the development of language and communication. They use high-quality interactions to extend children's vocabulary and deepen their understanding. Children benefit from a wide range of purposeful, play-based experiences that support their social, emotional and cognitive development. As a result, children demonstrate confidence and enthusiasm in their learning.

The curriculum is ambitious and enables children to develop secure knowledge in reading, phonics, writing and number. Staff identify gaps swiftly and address misconceptions through well-sequenced teaching. This ensures that children, including those with lower starting points, make progress. Consequently, children leave Reception with the knowledge and skills needed to thrive in Year 1. Where additional support is required, leaders work effectively with parents and carers and external agencies to secure timely intervention, ensuring that no child is left behind.

Routines are well established, helping children feel secure and ready to learn. The inclusive ethos ensures that every child is celebrated and supported, creating a learning culture where children are encouraged to flourish.

Inclusion

Strong standard 

Leaders have embedded an inclusive culture in which every pupil is valued and supported to succeed. Leaders have a clear understanding of their community and use this knowledge to shape the school's provision. Robust systems are in place to identify pupils' needs swiftly and accurately. Leaders make effective use of pupil premium funding and other resources to ensure that disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), receive timely and appropriate support.

Staff benefit from regular, well-targeted training that develops their expertise in meeting a wide range of needs, including those with complex learning needs. Leaders monitor the effectiveness of this work closely. They work with, and alongside, external agencies to ensure that procedures, interventions and provision remain purposeful. This partnership strengthens the support offered to disadvantaged pupils and those with SEND.

Staff know pupils very well. The school's pastoral offer is a significant strength. Staff anticipate when additional resources may be needed, and support is precisely tailored to individual needs. Leaders track the impact of this provision carefully to ensure it makes a difference. As a result, pupils are well supported to thrive both academically and personally.

Leadership and governance

Strong standard 

Leaders have a clear and insightful understanding of the school's strengths and the steps needed to sustain and enhance its high standards. Trust leaders and governors have a shared ambition of continuing improvement and a robust grasp of the school's priorities. They use well-established systems to ensure that they fulfil all statutory duties and that they

receive the information needed to assure themselves that school leaders' decisions are in pupils' best interests.

Leaders promote an inclusive culture where all staff's talents and expertise are recognised. They have embedded a well-designed professional learning offer. It draws on the expertise of school staff and colleagues from across the trust and external professionals. Training is closely matched to staff needs and those of the pupils. This supports staff to feel confident and knowledgeable. Leaders have worked with staff to make improvements to workload and wellbeing. As a result, staff feel valued and well equipped to carry out their roles.

Leaders contribute to the wider community through shared practice. For example, they hold regular parent events, such as curriculum fairs and workshops. Leaders also work with the trust, the local authority and other professionals to share the school's effective practice, including its innovative work on supporting pupils' wellbeing.

What it's like to be a pupil at this school

Pupils thrive in this school. They are happy, well supported and safe. Clear routines and consistent systems make this a place where all pupils can succeed and grow.

Behaviour is exemplary in lessons, during social times and around the school. Classrooms, including those in the early years, are calm and purposeful, and learning is not disrupted. Pupils meet the school's high expectations for behaviour. They treat one another with kindness and consideration. Bullying is not something they worry about happening here.

The school's wider offer enriches pupils' personal development incredibly well. The school's values and ethos run through this work and are lived out by the whole community. As a result, pupils are respectful, reflective and recognise the importance of wellbeing. Pupils are encouraged to think carefully about their responsibilities within the community. All pupils take on school-wide roles. For example, pupils, including children in the early years, can become 'first-aid buddies'. They receive training and learn how to help friends who are hurt. They can also become 'wellbeing ambassadors', ensuring that everyone has someone to talk to if they feel worried or upset. Pupils take part in regular local litter-picking and choose to support charities by raising money and collecting donations for people facing homelessness or needing foodbanks. They understand the impact of their actions and why helping others matters.

Learning across the curriculum is highly effective. The well-designed curriculum enables pupils to build securely on prior knowledge, helping them to know and remember more over time. The curriculum is enriched through many positive experiences. As a result, pupils typically enjoy and are very engaged in their learning. Consequently, all groups of pupils achieve well. Pupils leave the school very well prepared for the next stage of their education and for life in modern Britain.

Next steps

- Leaders should build on current strengths by deepening their use of research-informed practice to further strengthen the precision and effectiveness of teaching adaptations.
-

About this inspection

The school is part of the Mosaic Schools Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrea Harris, and overseen by a board of trustees, chaired by Scott Pinder.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, trustees, governors and members of staff during the inspection.

The inspectors confirmed the following information about the school:

The school has a specialist resource provision for pupils with complex speech, language and communication needs, many of whom have an autism diagnosis. Currently, there are 19 places within the provision.

The school currently uses no alternative provision.

Headteacher: Susie Sargent

Lead inspector:

Kieran Bird, His Majesty's Inspector

Team inspectors:

Joanna Franklin, Ofsted Inspector

Miz Mann, Ofsted Inspector

Diana Valcheva, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

School and pupil context

Total pupils

590

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

560

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

2.70%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.25%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

2.71%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	13.3%	Below
2023/24 (3 term)	5.8%	14.6%	Below
2022/23 (3 term)	5.6%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright