

Camrose Primary With Nursery

Inspection report

Unique Reference Number	102188
Local Authority	Harrow
Inspection number	355142
Inspection dates	8–9 March 2011
Reporting inspector	Peter Clifton

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	243
Appropriate authority	The governing body
Chair	Neetha Atukorale
Headteacher	Helen Evans
Date of previous school inspection	7 July 2008
School address	St David's Drive Edgware Harrow HA8 6JH
Telephone number	020 8952 3272
Fax number	020 8381 2017
Email address	office@camrose.harrow.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed nine teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information and evidence of safeguarding procedures, as well as pupils' books. They analysed 54 responses to the parental questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which attainment is being raised and progress strengthened for pupils from different ethnic backgrounds in English and mathematics.
- How well teaching provides challenging work for pupils of different abilities, leading to improvement in learning and progress and elimination of any underachievement.
- The effectiveness of the work of leaders in the school to promote improvement especially in the quality of teaching and learning.
- The quality of additional provision in English and mathematics to enable pupils to catch up on learning.
- The effectiveness of procedures to improve attendance.

Information about the school

This is an average-size school with nine classes, including separate Nursery and Reception classes, both with their own outdoor learning areas. The proportion of pupils who are known to be entitled to free school meals is well above average. The large majority of pupils comes from a wide range of ethnic backgrounds. The largest group of pupils are of White backgrounds other than White British, with the next biggest group being of Asian or Asian British origin. The proportion of pupils with special educational needs and/or disabilities is slightly above average and their main needs are behavioural, emotional and social and specific learning difficulties. A high proportion of pupils speak English as an additional language, including several who are at an early stage of language acquisition. There have been a considerable number of changes to staffing since the previous inspection, including the executive headteacher who started in the school in May 2010. The school is in a federation with two local schools with the executive headteacher sharing her time between this school and a local junior school. The schools have separate governing bodies. An associate headteacher, who is full time at Camrose, has been in post since September 2010. There is a daily breakfast club.

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?

3

The school's capacity for sustained improvement

3

Main findings

Camrose is a satisfactory school. Since the previous inspection it has gone through a period of considerable turbulence which led to pupils underachieving because of weaknesses in teaching. However, the current picture for the school is much brighter. Low attainment is being tackled with urgency and the senior leaders and teachers are sharply focused on accelerating progress. Pupils from different groups are now making faster progress and attainment is being raised quickly and securely in both English and mathematics because of improved teaching. This means pupils' achievement is satisfactory rather than inadequate. Pupils comment very positively about the changes that have been introduced and say they feel 'loads' happier at school and are well cared for and safe at all times. They have a strong sense of fairness and get on noticeably well with each other.

For some time the attendance of pupils has been consistently well below average, with too much persistent absence. Punctuality has also been poor and pupils were sometimes marked absent for arriving too late. The headteacher and other leaders have taken firm action, through working with parents and celebrating good attendance with pupils, to tackle this. Attendance, although still low, is now rapidly improving and the proportion of pupils who are persistently absent has fallen sharply. Pupils apply skills with growing confidence in both mathematics and English. Weaker areas in mathematics are mental mathematics and understanding of word problems. In English, reading for comprehension and understanding of writing structure remain weaker areas. Pupils demonstrate good personal qualities to equip them for the future, including perseverance and a willingness to work things out for themselves. Therefore, overall, their future economic well-being is satisfactory.

The quality of teaching is satisfactory and improving. Relationships in lessons are positive and pupils' good response is a consistent feature of lessons. Planning for pupils of different abilities is based on accurate assessment information, but is not always sufficiently fine tuned. Pupils' individual targets are securely based on their current work to help pupils to understand what they need to do to improve. However, the use of these is not yet sufficiently embedded across the school. There is an effective range of additional provision in English and mathematics to enable pupils to catch up on learning.

The executive headteacher of the federation, with support from other key leaders, has taken positive steps to accelerate pupils' learning through ensuring better teaching. Support for planning in the Early Years Foundation Stage helps the children to make good progress. However, the school recognises that there is a need to develop the capacity of leadership within the school by extending links with the other schools in the federation. A number of coordinators are newly appointed and beginning to develop their role. Action taken to overcome weaknesses in teaching has been effective, but changes are not yet fully embedded. Self-evaluation is accurate and provides a secure framework for leaders

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to plan further developments. Given these improvements, particularly to tackle those areas of the school's work where outcomes are inadequate or low, the school demonstrates a satisfactory capacity for sustained development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by improving pupils':
 - reading for comprehension
 - understanding of writing structure, grammar and punctuation
 - mental mathematics and understanding of word problems.
- Improve attendance and punctuality so that it is at least 94% by the end of this academic year by continuing to promote a range of successful strategies.
- Ensure that the large majority of teaching is good or better by:
 - matching provision more closely to the individual needs of pupils
 - embedding the use of pupils' targets in lessons to make learning more individual.
- Develop the capacity of leadership within the school by extending the links already established with partner schools in the federation. ♦

Outcomes for individuals and groups of pupils**3**

Children start school with skills, knowledge and understanding that are well below expectations for their age. Low attainment in English and mathematics is being tackled robustly through better teaching and targeted support. As a result, the progress of pupils with special educational needs and/or disabilities and those who are at an early stage of acquiring English language is at least satisfactory and improving. There is a rising trend of attainment in mathematics which has been a key focus for improvement. More-able pupils in Year 6, for example, are applying skills securely to solve different probability problems. In several lessons, the use of talk partners helps the pupils to extend their vocabulary and explain their understanding about key ideas. In Year 3, this helped the pupils to decide which mathematical operation to use. Basic skills to decode words using sounds are developed securely in Years 1 and 2. More-able pupils in Year 2 use different connectives confidently to write more complex sentences.

The gains being shown in the school's tracking information since September 2010 were mirrored in the lessons observed during the inspection with the majority of teaching promoting good learning. The achievement of pupils is satisfactory because of this accelerating progress. The proportion of pupils who are persistently absent has halved since the start of the academic year and there have been good gains in attendance with Traveller pupils and older pupils in Key Stage 2.

Pupils' positive behaviour makes a strong contribution to their learning. Pupils say they feel safe because any concerns they have are quickly dealt with by staff. They know about the possible dangers of using the internet. Pupils have a good understanding about the factors that can have an impact on their health and well-being. They have responded well

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to initiatives to eat fruit and many join in with after-school sporting and dance activities. Some are taking on more responsibility, for example, in helping to run the netball club. Pupils actively take on additional duties and play a constructive role, including as 'prefects', to help the school run smoothly. However, their participation in the wider community is less well developed. Pupils from different ethnic groups respect each other's similarities and differences. For instance, they join in with celebrations of the different faiths represented in the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There is a purposeful learning atmosphere across the school. In the better lessons, pupils are given challenging tasks and responsibility for their own learning in group work. However, on a few occasions, pupils of different abilities sit as a whole class for too long and learning slows, particularly for more-able pupils. Teachers typically use questioning well to promote thinking and this is supported through paired talk and discussion. This is well established in most, but not all, classes. Teaching assistants work effectively with individual groups, for example to explain ideas in more depth and help with basic vocabulary. Planning is distinctive for different levels of ability, although it is not always fine tuned sufficiently well to enable learning to move on quickly. Individual targets have recently been introduced and the pupils are beginning to refer to these to help to promote their own learning. During the inspection, older pupils used 'writing ladders' to help them

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to assess their work in pairs and this gave them a sharp understanding of what they needed to do to improve their work.

The curriculum has some good features. An emerging strength since September 2010 is the way the curriculum has been modified to meet the specific needs of individual pupils, in particular the provision to strengthen basic language and numeracy skills including for those pupils who speak English as an additional language. Collaboration within the federation has helped to widen the curriculum offered including through clubs and 'Saturday School'. Breakfast club provides a calm start to the day. Links between subjects that enable the pupils to apply skills in literacy and numeracy are beginning to develop.

Leaders have good arrangements in place, including 'parent ambassadors' to strengthen links with parents and carers, including those who are hard to reach. This has enabled better support for pupils and improved behaviour and attitudes. Much good work has been done to promote good attendance and punctuality and to explain the importance of coming to school regularly to parents and carers. This has led to significant improvement in the attendance of some pupils, but has yet to raise overall attendance to an acceptable level. Good arrangements ensure that new arrivals quickly settle into school. Additional support is provided to help pupils with special educational needs and/or disabilities to make a successful transition to their next school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In a relatively short time, the executive headteacher has established improvements in teaching so that that learning is at least satisfactory in all classes. This has involved working with individual staff to strengthen practice as well as introducing initiatives across the school. All staff are now aware of senior leaders' vision for the future of the school. Effective use has been made of the partner school to help to strengthen the capacity of the school to improve, through shared leadership arrangements. As a result of this work, progress is accelerating and gaps in performance between different groups and classes are beginning to close. Provision to secure equal opportunities and tackle discrimination is satisfactory. Members of the governing body have firmly supported development of the federation. Re-organisation into 'strategy groups' enables them to have more influence on the school's future direction. The governors are beginning to monitor the impact of policies, including that for attendance. Staff have been well trained in child protection and the school follows good practice in the recruitment of staff. Risks are fully assessed for educational visits, including any relating to the specific needs of pupils, and overall safeguarding procedures are effective. The school has a satisfactory analysis of its

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religious, ethnic and socio-economic context. Leaders' efforts to develop cohesion amongst different groups in the school have been successful. However, plans to develop links with a contrasting school to improve the pupils' understanding of others from different backgrounds are at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Significant improvement in provision since September 2010 has boosted the quality of provision in both Nursery and Reception. Children make good progress from starting points. In Nursery, purposeful intervention by adults builds children's use and understanding of English. When using ride-on toys, the children are given commands such as 'stop' and 'turn around'. Adults check the children's knowledge of different shapes, play counting games and discuss the meaning of terms, for example 'more,' 'less,' 'full' and 'empty' during water play.

In Reception, children use their understanding of different letter sounds to begin to write sentences about animals. Adults support this work well by encouraging the children to have a go and then checking what they have written. One child wrote, for example, 'the fox is soo scar(y)'. However, on a few occasions, too much time is spent reinforcing sounds that are already known rather than moving on to more challenging activities. In outdoor play, the children help to measure each other's height and particularly enjoy building with the large blocks wearing their safety hats and 'high-vis' vests. Induction arrangements to help the children settle into the settings are good. Staff work closely together, and with leaders from the federation, to ensure that planning meets the needs of the children. Children's development is closely tracked through the 'learning journeys' and in records.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The responses to the questionnaire reflect a very positive relationship with most groups of parents and carers. The number of questionnaires received was below average and there were very few comments made. The number of parents coming into school to help out or find out about their children's progress is increasing. Meetings in school with parents show that they are keen to share views. They show a growing understanding of the need to send their children to school regularly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camrose Primary with Nursery 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	59	21	39	1	2	0	0
The school keeps my child safe	29	54	23	43	2	4	0	0
My school informs me about my child's progress	28	52	26	48	0	0	0	0
My child is making enough progress at this school	18	33	30	56	2	4	1	2
The teaching is good at this school	22	41	27	50	1	2	2	4
The school helps me to support my child's learning	24	44	26	48	0	0	2	4
The school helps my child to have a healthy lifestyle	19	35	27	50	6	11	2	4
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)	17	31	27	50	5	9	1	2
The school meets my child's particular needs	15	28	37	69	0	0	1	2
The school deals effectively with unacceptable behaviour	17	31	33	61	0	0	1	2
The school takes account of my suggestions and concerns	15	28	31	57	0	0	1	2
The school is led and managed effectively	17	31	29	54	2	4	1	2
Overall, I am happy with my child's experience at this school	27	50	22	41	2	4	1	2

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



10 March 2011

Dear Pupils

Inspection of Camrose Primary with Nursery School, Edgware HA8 6JH

Thank you for welcoming us to your school and for talking to us so readily about your work. You were very polite and friendly. You go to a satisfactory school, but it is improving and you are well cared for. Here are some of the things we particularly liked about your school.

- Since September 2010 you have been making better progress.
- Changes made by leaders have made you much happier at school and your behaviour has improved.
- You get on noticeably well with each other.
- Your attendance is improving, but is still not high enough.
- You work well on your own and together in groups, persevering to find things out for yourselves.
- Children in Nursery and Reception get off to a good start.
- The federation is helping to improve teaching in your school.

We have asked your headteacher and the other adults to make a number of improvements to help you to learn better.

First, they must make sure you reach the levels expected by the time you leave school, particularly in English and mathematics. We have asked your headteacher to work more closely with your parents to make sure that you come to school as regularly as possible. You also need to be given work that is not too easy or too difficult but just right for each one of you. More also needs to be done to help you understand what you need to do to improve your work. Finally, we are asking staff in the federation to work even more closely together to help you to learn better.

You can help your teachers by always coming to school on time.

Yours sincerely

Peter Clifton

Lead inspector

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