

Camrose Primary With Nursery

St David's Drive, Edgware, Harrow, HA8 6JH

Inspection dates

14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It has improved since the previous inspection because the executive headteacher, staff and the governing body have concentrated on raising standards and improving the quality of teaching.
- Most of the teaching is good with some outstanding examples. Inadequate teaching has been eradicated.
- Senior leaders track pupils' progress carefully and provide additional support if pupils are falling behind.
- Links with the federated school have helped in making certain that pupils make good progress.
- By the end of Year 6, standards are broadly average in reading, writing and mathematics.
- Pupils behave well and have a good understanding of personal safety.
- Pupils from the many different minority ethnic backgrounds get on well together.
- The governance of the school has improved significantly and is good.

It is not yet an outstanding school because

- Pupils' progress in reading and writing is not as rapid as it is in mathematics.
- There are sometimes insufficient opportunities for pupils to develop their speaking and listening skills and to practise reading aloud.
- More-able pupils are not always given hard enough work.
- A few teachers are not sufficiently confident in teaching pupils who speak English as an additional language.
- Some teachers do not always mark pupils' work well enough.
- Pupils are not encouraged often enough to find things out for themselves in different subjects.

Information about this inspection

- Inspectors observed 22 lessons, of which five were joint observations with the executive headteacher and senior leaders. In addition, the inspectors made a number of shorter visits to lessons. They heard some pupils in Year 2 and Year 6 read.
- Meetings were held with members of the governing body, staff, groups of pupils and a local authority representative.
- Inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan.
- Inspectors took account of the school's survey of parents' and carers' views in making their judgements because there were insufficient responses to the online parent questionnaire (Parent View). Inspectors also took into account the 32 questionnaires returned by members of staff.

Inspection team

David Wynford Jones, Lead inspector	Additional inspector
Kate Robertson	Additional inspector
Kunsum Trikha	Additional inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The large majority of the pupils come from a wide range of ethnic backgrounds. The largest group is of White heritage but not White British. Pupils of Asian heritage form the second largest group.
- The proportion of pupils speaking English as an additional language is considerably higher than average. A few are currently at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is above average. There are no pupils whose families are in the armed forces.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils joining or leaving the school at other than the usual starting or finishing times is significantly higher than average.
- The executive headteacher shares her time between this school and Stag Lane Junior School, where she is the headteacher. The two schools are in a federation but it is anticipated that the level of support offered by Stag Lane Junior School will be reduced considerably by the end of this academic year. The schools have separate governing bodies.
- The school runs a daily breakfast club during term time.
- A special school shares the site but was not part of this inspection.

What does the school need to do to improve further?

- Ensure that all teachers consistently:
 - plan harder work for the more-able pupils
 - provide pupils with clear guidance of how to improve their work
 - encourage pupils to check their own work and that of their peers.
- Raise standards and quicken pupils' progress in reading and writing by:
 - giving teachers more opportunities to develop their skills in teaching pupils who speak English as an additional language
 - placing a greater emphasis on the teaching of phonics (the sounds that letters make) in Key Stage 2
 - making certain that pupils are given more opportunities to develop their speaking and listening skills and to practise reading aloud.
- Provide pupils with more opportunities to work and find things out for themselves in different subjects.

Inspection judgements

The achievement of pupils is good

- Standards in reading, writing and mathematics are rising steadily. Pupils are now making good progress because teaching has improved and pupils are enjoying learning.
- Most children enter the Reception classes with knowledge, skills and understanding below those expected for their age. In communication, language and literacy, they are low. A minority benefit from attending the school Nursery which prepares them well for their school career. They are joined in the Reception class by many children who do not have experience of pre-school settings. All children settle quickly and make good use of the shared indoor and outdoor areas to work and play.
- Improvements since the previous inspection have resulted in a steady trend of improved outcomes. By the end of the Reception class, the large majority reach the expected level of development in all areas of learning.
- Outcomes at the end of Year 2 and Year 6 have also risen. In 2009 and 2010, the outcomes at the end of both key stages were exceptionally low. In July 2012, standards in Year 6 were broadly average in reading and writing and close to above average in mathematics. In Year 2, standards were average in reading and writing and well above average in mathematics.
- At the end of Year 6 in 2012, pupils' progress in English and mathematics was significantly better than the national average. It was more rapid in mathematics than in reading and writing.
- In Year 6, pupils use a number of ways to read and understand unfamiliar words. Many are able to express their views about their favourite author and make comparisons with others. However, some lack confidence when reading out aloud. Some pupils who speak English as an additional language, and have joined the school during Key Stage 2, are uncertain how to use phonics to tackle unfamiliar words. In Year 2, pupils are developing their reading skills well. They use picture clues and their knowledge of phonics to help them in their reading.
- Although pupils reach broadly average standards in writing, they are not as high as those in reading and mathematics. Some do not use basic punctuation correctly, have difficulty in spelling common words and do not use imaginative and descriptive vocabulary to bring their writing to life. Many pupils have difficulty in writing well-constructed sentences. This is because they have not been encouraged to respond in full sentences during class and group discussions.
- The school is taking steps to help pupils develop these skills. Pupils write for a range of purposes and for different audiences. They write accounts, letters, stories and poems. They apply their writing skills in other lessons and are able to record key facts. Older pupils are being encouraged to use metaphors, similes and alliteration to improve their writing.
- In mathematics, there is a good emphasis on developing pupils' understanding of number and shape. Pupils use and understand basic mathematical terminology correctly. Pupils' skills in undertaking mathematical investigations are developing well. However, as in other subjects, potentially higher-attaining pupils are not challenged sufficiently.
- Pupils supported by the pupil premium made better progress than the national average for this group and for all pupils nationally. The 2012 Year 6 standards reached by pupils in this group in English and mathematics were similar to the national average for pupils eligible for free school meals. However, the overall figures mask slight variations. Standards were well above average in reading, below average in writing and close to above average in mathematics. The overall standards, for this group of pupils, in English and mathematics were roughly three months below those reached by 11-year-old pupils nationally.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs also make better progress than their peers nationally. This is because regular checks are made to see how well they are doing and they receive additional support to move learning on when necessary.
- Pupils who join the school part way through their school career are monitored carefully to ensure they settle quickly and make good progress. However, not all make as rapid progress as others

because of language difficulties. Nevertheless, their progress is at least average.

The quality of teaching is good

- Most of the teaching is good. Staff have worked closely with their colleagues in the federated school, attended courses and whole-staff training sessions to improve their professional skills.
- Most lessons are well planned. The work is pitched mainly at the right level across the full range of ability. In some lessons, the level of work produced by a few of the more-able pupils is not high enough. This is because the teachers do not make clear what pupils are expected to achieve by the end of the lesson.
- Nearly all lessons proceed at a quick pace. Teachers manage pupils' behaviour well. They skilfully build on pupils' earlier learning and make effective use of small-group work. As a result, pupils work with sustained concentration.
- Although pupils in all classes are encouraged to share their ideas with each other and with the adults, not all teachers point out grammatical errors when pupils answer questions or take part in discussions.
- Teachers encourage pupils to read on a regular basis but often provide only limited opportunities for them to read out aloud.
- The marking of pupils' work has improved. There are some good examples of marking which help pupils towards their targets. In some classes, there is good evidence that the pupils are responding to the comments, and are reflecting on their work and that of their classmates. This good practice has yet to become securely embedded across the school.
- Teachers strive to ensure that all pupils, including potentially vulnerable pupils, pupils who speak English as an additional language, disabled pupils and those who have special educational needs, are fully included and have equal access to the same learning opportunities as other pupils. However, some teachers are more skilled than others in ensuring that the needs of pupils who speak English as an additional language are fully met and make good progress.

The behaviour and safety of pupils are good

- Pupils' behaviour has improved considerably. Lessons are very rarely interrupted by incidents of inappropriate behaviour. Pupils are polite and routinely demonstrate good manners as they move around the school.
- Pupils are proud of their school. They treat equipment and the building with respect and contribute to the school by taking on a range of responsibilities.
- Pupils from different ethnic backgrounds get on well together. They value and respect each other's heritage. The diverse nature of the school, with in excess of 30 different nationalities, contributes effectively to pupils' cultural development.
- Pupils know how to keep themselves and others safe and have a good understanding of potential dangers, for example when using computers to access the internet. Pupils say that there have been no bullying incidents, such as name-calling, fighting, racist, religious or cyber-bullying. They are confident that if an incident occurred, it would be dealt with quickly and fairly.
- Pupils' attendance has improved steadily and is now average for primary schools. This is because pupils enjoy coming to school, lessons are more interesting and they are given more responsibilities.
- Pupils' good behaviour and positive attitudes to learning help them to make good progress.

The leadership and management are good

- The executive headteacher is working effectively with senior leaders and staff to bring about rapid improvements. Based on an accurate evaluation of the school's strengths and weaknesses,

a detailed plan for its continued improvement has been drawn up.

- Senior leaders set high expectations, and monitor teaching and its impact on pupils' learning closely. Pupils' progress towards their targets is assessed several times during the year. The executive headteacher discusses assessment information, lesson observations and pupils' work with each class teacher. The teachers are asked to explain if any pupil is not on track to achieve their target and what the teacher intends to do about it. This information is used to recommend to the governing body if individual members of staff should be paid more.
- Staff work together well. In all classes, there is an appropriate focus on developing pupils' literacy and numeracy skills. All subjects of the National Curriculum are taught but there are lost opportunities to develop pupils' skills in finding things out for themselves and undertaking in-depth research. Pupils are given many opportunities to enrich their education by taking part in educational visits and attending before- and after-school activities.
- Opportunities for pupils to work together in this culturally diverse school promote their spiritual, moral, social and cultural development well. Equality of opportunity is promoted well and discriminatory practices are not tolerated.
- The local authority has provided good support. The support has contributed to improving the quality of teaching, raising standards, and developing the skills of middle leaders and the governing body.
- **The governance of the school:**
 - Good working relationships with the federated school and the local authority, attendance at courses and input from the executive headteacher have resulted in significant improvements in the effectiveness of the governing body. Members provide a good level of challenge by asking senior leaders searching questions. They make certain that the school meets statutory requirements, including those for keeping pupils safe and for teachers' appraisal. They compare the school's results with national and local information, and are fully aware of the key areas for development. The governing body has a good overview of the quality of teaching and the impact on pupils' learning. Governors know what the school is doing to reward good teaching and how it tackles any underperformance. The school's financial position is monitored closely. The governing body makes sure that pupil premium funding is being spent appropriately, for example on additional staff for one-to-one teaching, small-group work, Saturday School and supporting extra-curricular activities, and that the impact is leading to improved attendance and higher standards for these pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102188
Local authority	Harrow
Inspection number	404811

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	290
Appropriate authority	The governing body
Chair	Keith Tarring
Headteacher	Helen Evans
Date of previous school inspection	9 March 2011
Telephone number	020 8952 3272
Fax number	020 8381 2017
Email address	office@camrose.harrow.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

