

# Camp Hill Primary School and Early Years Centre

Holly Stitches Road, , Nuneaton, CV10 9QA

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although standards have improved since the last inspection, they are still below average. Not enough pupils make the good progress needed for them to catch up.
- Teachers do not consistently plan activities that meet all pupils' needs, especially those who are more able, and lessons do not engage the interest of boys sufficiently.
- Teaching assistants are not always effectively deployed. They are too passive during teachers' explanations and are not directly involved in supporting learning and helping pupils to make rapid progress.
- When marking, teachers do not always give pupils precise guidance on how to improve. Pupils do not routinely correct their work.
- There are insufficient opportunities across different subjects for pupils to practise their mathematical skills or to write extensively.
- There are not enough language-rich displays around the school to encourage pupils to extend their literacy skills.
- When checking on the quality of lessons, leaders do not take account of how well teaching strategies are improving pupils' progress.
- Development plans do not always make clear how planned actions will lead to better teaching and achievement.

### The school has the following strengths

- The school offers a warm welcome to all its pupils as well as to their families, and is especially supportive of those whose circumstances make them vulnerable.
- Pupils are polite and courteous and say they feel safe. They enjoy good relationships with staff and each other, which contributes to a positive working atmosphere in all classes.
- The new provision and arrangements for the Early Years Foundation Stage are ensuring that children are happily engaged in their learning and are making good progress in their language and social development.
- Effective training last year in the teaching of reading has led to pupils making faster progress in their reading.

## Information about this inspection

- Inspectors observed 18 lessons taught by 15 teachers. In addition, inspectors observed the teaching of phonics (letter patterns and the sounds they represent). Some of these observations were made jointly with the headteacher.
- Meetings were held with the Chair of the Governing Body and two other governors, parents and carers, staff, including senior and middle leaders and groups of pupils. The lead inspector also met with a representative of the local authority.
- Inspectors observed the school's work and looked at school documentation, including teachers' planning, the school's self-evaluation and development plans, assessment information, monitoring files, governing body minutes, safeguarding documentation and samples of pupils' work.
- Inspectors listened to pupils read and talked with them about their enjoyment of books.
- Inspectors considered the 11 responses to the on-line questionnaire (Parent View) and 27 responses to the staff questionnaire

## Inspection team

David Radomsky, Lead inspector	Additional Inspector
Susan Wood	Additional Inspector
Shela Rowan	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- A well above average proportion of pupils are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families).
- The proportion of pupils supported through school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is well-above average.
- The school's governing body manages and runs a breakfast and an after-school club.
- There is a Children's Centre on site which provides childcare, family support and health care services. It is subject to a separate inspection and did not form part of this inspection.
- The proportion of pupils joining and leaving the school at other than the usual time is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has expanded to become a two form entry school and additional accommodation has been built. The Early Years Foundation Stage has been reorganised, with Reception relocating to a new purpose built wing at the start of this academic year.
- Since September 2012, the headteacher has reduced her hours to half the week. The deputy headteacher acts as headteacher on the remaining two and a half days. Seven new governors joined the Governing Body in September 2012.

### What does the school need to do to improve further?

- Ensure that all pupils make consistently good progress by improving the quality of teaching so that it is good or better by:
  - planning activities that always meet the needs and interests of all pupils and help them to do their very best, especially the more- able pupils and boys
  - ensuring that teaching assistants are always effectively deployed and play a full part in supporting learning during all parts of lesson.
  - providing more language-rich displays in all classrooms to develop pupils' use of language
  - ensuring teachers' marking always tells pupils the next steps that they need to improve their learning, and that pupils are given time to edit and correct their work
- Plan more opportunities for pupils of all ages to apply their mathematical skills across different subjects and provide more opportunities for extended writing outside literacy classes.
- Improve the effectiveness of leadership and management by:
  - ensuring that leaders' judgements of teaching place more emphasis on whether pupils make sufficient progress in their lessons
  - making clear how intended actions in improvement planning will help all pupils achieve well.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Pupils make inconsistent progress as they move through the school and do not always reach the levels they are capable of achieving, especially the more able pupils and some boys.
- Most children start school with skills that are well below those typically expected for their age, especially in their language and social development. In previous years, progress was slow across the Early Years Foundation Stage. Inspection evidence however, confirms the school's view that with the new expanded and improved provision and better quality teaching, children currently in Reception are making faster progress and are on track to enter Year 1 with skills that are close to those found nationally.
- Attainment in reading, writing and mathematics at the end of Year 2 has increased year on year since the time of the previous inspection though it remains below average, with few pupils reaching the higher Level 3.
- Progress across Key Stage 2 is inconsistent. As a result, while the proportion of pupils making expected progress is broadly average, the proportion making good progress is below average.
- In 2012, the proportion of Year 6 pupils who attained Level 4 in both English and mathematics increased from being below the government's floor standards in 2011 to just above. Girls outperformed boys significantly. Attainment at the higher levels remains well below average in all subjects.
- During the last year the school introduced a new reading scheme and all staff have been trained in the effective teaching of early reading skills. There have been marked improvements in pupil's reading skills and leaders have purchased additional texts that are likely to interest boys. Pupils have opportunities to read in school every day and those experiencing difficulties are given effective one-to-one support by teaching assistants and parent volunteers. Home reading is actively encouraged.
- Carefully planned and individualised support for disabled pupils and those with special educational needs, and those who join at other than the usual time, ensures that these groups make similar progress over time to their peers, with those on school action making better progress than similar pupils nationally.
- Pupils known to be eligible for the pupil premium funding are supported through additional small group teaching across the key stages, one-to-one tuition, and opportunities to enhance their personal development. As a result, they make better progress than their peers and the standards that they reached in English and mathematics at the end of Year 6 last year were approximately two terms ahead of the pupils who did not receive the grant.

### The quality of teaching **requires improvement**

- The quality of teaching varies across the school so that there is not enough good or better teaching to ensure that all pupils learn well and make consistently good progress.
- Aspects of teaching require improvement. Typically this is because:
  - activities are not always hard enough to stretch the most able.
  - too often pupils are prevented from getting on with their work while they sit through whole-

class explanations which they do not need.

- activities do not fully interest and engage boys, thus slowing their progress
- marking and feedback do not always pick up pupils' misconceptions or offer clear guidance on how they could improve their work to reach higher levels, and pupils are not expected to edit and correct their work so that they can learn from their mistakes.
- the learning environment in several classes does not contain sufficient high quality display to stimulate pupils' enthusiasm for literacy.

- Teaching assistants generally plan and deliver well targeted one-to-one and small group activities to help pupils who have additional learning needs. They make good use of a variety of resources to support their pupils well. Good planning ensures a consistency of approach as pupils move through the school. However, too often they are required to sit for long periods during teachers' explanations to the whole class and, on these occasions, their effectiveness is reduced.
- In the better lessons, teachers consistently help pupils understand what they are going to learn and pupils find the 'steps to success' a useful tool to assist them in structuring the stages of their learning. These teachers set a rapid pace, target their questions to match individual pupils' abilities and communicate high expectations of what all can achieve.
- In a good writing lesson for example, pupils enjoyed talking about their recent trip to Warwick Castle and worked together to create a 'word bank'. Before undertaking a writing task they were reminded by the teacher of their targets to improve their punctuation. The effective support provided by all the adults present meant all pupils made good progress, including boys

### **The behaviour and safety of pupils are good**

- Staff nurture positive relationships with pupils. As a result, pupils display good attitudes to their learning and feel confident that adults in the school care for them and will help them resolve any problems they might have.
  - Behaviour is consistently well managed. Pupils and their families experiencing difficulties with learning, behaviour or regular attendance are well supported by the school's learning mentors. As a result attendance has improved since the time of the previous inspection and there have been no exclusions for a number of years.
  - Pupils are well aware of various types of bullying and say it is not a problem in the school. When minor playground disagreements do occur, they are resolved quickly, often by the pupil peer mediators.
  - Pupils learn to appreciate and respect the diversity of religions and cultures in the country through organised visits to cities where many different ethnic minorities are to be found and to a range of places of worship.
  - Pupils say they feel safe in school and are well aware of unsafe situations. They know, for instance, about 'stranger danger' and how to keep themselves safe when using the internet.
  - Pupils appreciate the opportunities offered to them to take responsibility, such as being in organising lunch time activities for younger pupils.
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**The leadership and management** requires improvement

- The school's self-evaluation is accurate; senior leaders and the governing body recognise that teaching and achievement require improvement. However, action plans, whilst detailed, do not contain measurable milestones to enable leaders to gauge the success of actions designed to improve pupils' progress.
  - Leaders observe lessons regularly but do not always pay enough attention to whether the school's chosen teaching techniques are having the desired impact on pupils' progress.
  - Teaching programmes meet statutory requirements and encourage pupils to develop good attitudes to learning and safety. With additional opportunities, such as visits to museums, art galleries, places of worship and extracurricular activities available during breakfast and after school club, pupils' spiritual, moral, social and cultural development is supported well. There are not however, enough planned opportunities across the subjects for pupils to write extensively or to apply their mathematical skills.
  - Leaders keep a close eye on the progress of pupils to ensure that any falling behind are quickly supported. Teachers are held to account for their pupils' progress through annual appraisal reviews and termly pupil progress meetings with the literacy and numeracy leaders. Teachers receive a broad range of training to improve their performance including through learning from best practice in other schools. Only teachers shown to be effective are awarded pay increases.
  - The care and support which staff provide for those pupils and their families whose circumstances make them vulnerable is a strength of the school. Through the Children's Centre, parents have access to health, family support and adult learning opportunities. Additionally, parents are invited into school to learn with their children and as a result they are better able to support their children's learning and wellbeing.
  - The school does not tolerate discrimination and tries hard to offer all pupils an equal opportunity to succeed. For example, additional income received by the school to support pupils eligible for the pupil premium is used to ensure that they achieve as well as their peers do in school. However, the school recognises that some pupils are not yet making the progress of which they are capable.
  - The local authority provides regular support for school leaders and teachers, helping them to evaluate the school's performance and to improve the quality of teaching.
  - **The governance of the school:**
    - Governors are aware of the quality of teaching and pupils' achievement, and know that more needs to be done to raise standards. Governors are well-trained and experienced and know how the school's results compare to the national average. They support and challenge leaders well and have identified the need to encourage new governors to undertake visits to the school to check more directly all aspects of its work. They understand how teachers' performance is measured and ensure any increases in pay reflect their impact on achievement. They check how the pupil premium funding is spent and know its impact. They ensure that all statutory responsibilities, including those relating to the oversight of the budget and safeguarding, meet requirements.
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## 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

<b>Unique reference number</b>	132059
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	402535

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

<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 of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eric Foster
<b>Headteacher</b>	Pamela Harbot
<b>Date of previous school inspection</b>	14 October 2009
<b>Telephone number</b>	024 76383230
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