

Campsbourne Junior School

Nightingale Lane, London, N8 7AF

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- This is a good and improving school, well led by the headteacher and leadership team.
- Governors are a strength of the school and provide good challenge, with funding allocated well to school priorities.
- The quality of teaching is good and ensures that pupils make good progress and achieve well.
- The use of assessment to track pupils' progress is effective. Any underachievement is picked up quickly and dealt with.
- This is a welcoming school community where pupils enjoy good relationships with adults and each other.
- Pupils' behaviour in lessons and around the school is good and the school ensures they feel safe.
- The school engages well with parents and carers.
- Partnerships with other schools and agencies, especially with the federation, are having a beneficial impact on improving teaching and raising achievement.

It is not yet an outstanding school because

- Pupils' progress is not outstanding. There is some uneven progress in English and mathematics, due to minor weaknesses in teaching. The shortcomings have not been picked up during managers' checks on the quality of teaching.
- Teachers do not always plan activities and resources that are demanding enough for pupils to make rapid progress, and teachers' marking does not always provide enough help for pupils to improve.
- There are not enough planned opportunities for pupils to apply their English and mathematics skills through other subjects.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 16 part lessons, and observed all teachers, a number of them jointly with senior leaders.
- Discussions were held with the headteacher as well as with other leaders and managers, members of the governing body, an officer from the local authority and pupils.
- The inspection team looked at the school’s website and a range of documents, including the self-evaluation and development plan, minutes of meetings of the governing body, safeguarding arrangements and work in pupils’ books. They also heard pupils read.
- Inspectors took account of the views of parents and carers at the beginning and end of the school day, as well as those of the 49 parents and carers who responded to the Ofsted online questionnaire, Parent View.

Inspection team

Jennifer Barker, Lead inspector

Additional Inspector

Stephanie Rogers

Additional Inspector

Full report

Information about this school

- The school is an average-sized junior school. It is in a federation with the infant school and a children's centre, both inspected separately, but led and managed by the same headteacher and leadership team, including the governing body.
- The proportion of pupils eligible for pupil premium funding, which provides additional resources for children looked after by the local authority, pupils known to be eligible for free school meals and children of service families, is above average. There are no children who come from service families in the school.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above the national average, as is the proportion at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Eliminate inconsistencies in teaching, in both English and mathematics, so that more is outstanding and leads to pupils' outstanding achievement, by:
 - ensuring teachers consistently use assessment information to plan resources and activities that actively involve and challenge pupils in lessons, whatever their needs and abilities
 - strengthening marking so that it is consistently linked to pupils' targets and next steps and pupils have opportunities to respond to it and correct misconceptions
 - developing planned opportunities for pupils to use and apply their reading, writing and mathematics skills purposefully in other subjects.
- Ensure that the work of leaders and managers, including governors, is sharply focused on the key priorities for improvement and that the checks they make are linked more systematically to improving teaching.

Inspection judgements

The achievement of pupils is good

- Standards at the end of Year 6 are broadly average overall. On entry to the school, pupils' attainment is lower than average and so this level of attainment means that they make good progress through the school and achieve well.
- Evidence in pupils' books, and from the school's checks on progress, show a strong trend of continuing improvement in all year groups. There was a dip in 2011, with accelerated progress since then.
- Standards in mathematics have improved since the previous inspection, with more pupils reaching standards well above those expected for primary schools. Well-focused home learning tasks which challenge pupils and extend the work done at school are the key to the good progress in this area. Progress in mathematics lessons is more variable and is not always good.
- A focus on reading is developing pupils' wider reading well. Links with the federation has meant that there are many more books for pupils to enjoy. They discuss the work of a range of authors with interest and enjoyment. They learn well because reading is taught systematically across the school. However, younger pupils and those who find it harder to read do not always use phonics (the sounds that letters make) to work out unknown words and there are too few opportunities to extend pupils' reading skills across subjects.
- A regular focus on assessment through pupil progress meetings ensures any pupils at risk of falling behind are identified early. This ensures that pupils have equal opportunities to catch up and improve. A range of appropriate intervention programmes for literacy and numeracy are in place. Well-trained support staff lead on these programmes and progress is evaluated so that most pupils are catching up with their peers.
- Pupil premium funding is used well for those pupils who are looked after by the local authority or known to be eligible for free school meals. A range of small group work and individual support ensures that these pupils are catching up with their peers. Their attainment in 2012 improved to about a year behind other pupils in the school in English and just over a year in mathematics.
- Pupils who speak English as an additional language and those from ethnic minorities are making at least adequate, and frequently good, progress. However, teachers do not always plan lessons well enough for those at an early stage of learning English in order to link vocabulary development more strongly to visual resources to accelerate progress for these pupils.
- Disabled pupils and those with special educational needs make good progress as a result of additional programmes, but teachers do not always use assessment information to plan and adapt appropriate activities and resources in lessons and across the curriculum.

The quality of teaching is good

- There are many strengths in teaching in all classes throughout the school. Well-structured lessons are linked to well-planned schemes of work. Teachers have high expectations and their subject knowledge, use of questioning and opportunities for pupils to discuss their work ensures they are engaged well in lessons. As a result, they enjoy learning.
- A school focus on language development and improvements in teaching have emanated from joint work with the federation. As a result, pupils are extending their vocabulary using dictionaries and thesauruses. In consequence, pupils' writing is improving rapidly and they are able to write well in a range of styles, making consistently good progress.
- However, sometimes too much teacher-direction slows down the pace. Pupils are given opportunities to discuss their work, for instance supporting each other with things they find difficult in mathematics, where one pupil showed another about working out percentages and conversion to fractions. Excellent learning was taking place. However, teachers do not always maximise these opportunities, and on a few occasions do not assess pupils' learning during lessons or give them enough chances to share and present their work to each other, or clarify misunderstandings.

- Pupils' progress is tracked well across the school. Nevertheless, some teachers do not use this information consistently to plan activities and resources that challenge all groups of learners in lessons, or make links with the additional programmes outside the class. Support staff are not always deployed effectively to help the lowest achieving pupils learn to work independently.
- Teachers' marking includes helpful comments to ensure that pupils are clear about how to improve their work. This has a positive impact on pupils' achievement. However, pupils are not always given opportunities to respond to this guidance and correct their work, and link it to their own targets and next steps for improvement.
- Reading is taught very effectively for the most able pupils, who are skilled in thinking beyond the text, for instance in asking about why Rudyard Kipling used particular techniques in *The Jungle Book*. However, on the few occasions where teachers are 'keeping to the plan' this sometimes restricts staff in following up on pupils' excellent ideas and adapting the plan and taking pupils' ideas further.

The behaviour and safety of pupils are good

- Parents and carers are very positive that behaviour is good in this welcoming school community. Pupils enjoy coming to school, as seen in their improving attendance, which is average overall.
- Pupils agree that behaviour is good. They engage and collaborate well in lessons, listening to each other and responding well to teachers' questioning. There is some restlessness if they have to listen to the teacher for too long, and so behaviour is not outstanding.
- Pupils are encouraged to develop consideration and cooperation with others, for instance in the Saturday football club, led by staff and well attended by girls and boys. This is a key to developing a range of other skills, including teamwork, fitness and good health as well as relationships with the local community.
- Pupils are safe and have a good understanding of how to keep themselves safe, for instance when using mobile phones and the internet. They understand well about different types of bullying, including homophobic and racist bullying, although these incidents are rare and well followed up by the school.
- Relationships with parents and carers and families and well-targeted programmes of support for pupils who have particular behavioural needs ensure pupils' behaviour improves well. Many pupils arrive during the year, but the level of support and the school's pupil-friendly behaviour policy ensures that exclusions and incidents are greatly reduced and there have been no exclusions this year.

The leadership and management are good

- The headteacher's drive and ambition has raised expectations and brought together a team strongly committed to raising achievement to the highest levels for all pupils.
- Staff with responsibilities for subjects or aspects of the school work well together and use a range of strategies to check the quality of teaching and learning in the school, including observations and looking at pupils' work and reviewing progress. However, there are too many initiatives overall so that the work of leaders and managers, including visits by governors, is not focused sharply enough on key priorities in the development plan, linked to teaching and pupils' progress.
- The role of the local authority in supporting improvements in the school since 2011 is well focused.
- Partnerships with other schools in the federation have brought significant benefits, such as expertise to develop teaching through working together in lessons, particularly for literacy. Consequently, the school is back on track with a continuing trend of improvement. Other benefits of the federation include the joint moderations of work when pupils transfer from Key Stage 1 to Key Stage 2 and a better understanding of the teaching of basic skills such as reading and handwriting.
- The school engages well with parents and seeks and acts on their views. For instance, concerns they raised about getting better information about the progress of children are being acted

upon, so that parents are much clearer about the progress their children are making. The school website, as well as the intranet, provides a good range of information, including weekly curriculum and attendance updates for all classes. The development of mathematics home learning tasks is accelerating achievement in this area and demonstrates good partnership with parents.

- The curriculum is wide-ranging. Pupils have opportunities to learn through a range of topics, including science, and information and communication technology (ICT) is taught well, with opportunities to share work and ideas across the school through blogging.
- The school promotes pupils' spiritual, moral, social and cultural development through good opportunities for them to reflect on their learning through discussions in lessons. Issues about recycling and the environment and fair trade across the globe are features of the school's work and there are plenty of opportunities for pupils to learn musical instruments throughout the school.
- **The governance of the school:**
 - The governing body is a strength of the school. Governors bring a range of skills to their roles and responsibilities within the governing body and expertise in finance provides stability. Spending is well focused on raising achievement and governors have a full understanding of how this is spent, including the pupil premium and how the gap is narrowing for this group of pupils. The headteacher regularly reports to governors and they have an accurate view of the school's performance, challenging the school well, for instance in improving standards in reading. Links to salary progression and the performance of teachers are good. Governors are well trained and some have more specific training in key areas, such as safe recruitment. Regular visits are made to ensure safeguarding arrangements are secure. Governors have identified that visits to the school need to be more sharply focused on priorities in the school development plan, with stronger links to teaching and the progress of 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	102084
Local authority	Haringey
Inspection number	412096
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Dr Stephen Millard
Headteacher	Ms Angela Ryan
Date of previous school inspection	24–25 June 2010
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