

Campsbourne Infants School

Nightingale Lane, London, N8 7AF

Inspection dates 22–23 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers lead teaching well, consistently communicating high expectations for pupils' achievement and staff development.
- Children begin school with levels of skill and knowledge that are below those expected for their age. They make good progress in literacy and numeracy because of engaging and well-planned activities.
- Pupils who speak English as an additional language make good progress because their needs are well met by teachers and their assistants. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium.
- Teaching is consistently good, with some that is outstanding. As a result, most pupils achieve well. They make good progress across the school and attainment is rising.
- Teachers are skilled in checking pupils' learning in lessons and providing verbal feedback on how to improve their work.
- Pupils' behaviour and attitudes to learning are a strength. They feel safe in school and are very respectful towards each other and adults.
- Parents and carers speak highly of the school's ability to keep their children safe and happy.
- Governors ensure resources are well allocated and that pupil premium funding makes a positive contribution towards the achievement of the pupils.

It is not yet an outstanding school because:

- Although teaching is good, it is not yet outstanding across the whole school because a few higher-attaining pupils are not always sufficiently well challenged.
- Marking in books does not always ensure that all pupils check their targets and respond to their teachers.
- Data tracking and analysis for the Early Years Foundation Stage are not yet robust. The impact of this is that rates of progress are not clear enough to be helpful to staff in their planning.

Information about this inspection

- Inspectors observed 16 lessons, of which seven were seen jointly with the headteacher. In addition, the inspection team made shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended an assembly.
- Meetings were held with a group of pupils, the headteacher, subject leaders, and members of the governing body. A phone call meeting was held with a representative of the local authority.
- Inspectors took account of the 56 responses to Ofsted’s Parent View online questionnaire. Members of the inspection team also spoke to parents and carers while they were bringing their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector

Full report

Information about this school

- The school is an average-sized infant school.
- A high proportion of pupils are eligible for the pupil premium, the extra funding provided by the government to support children in care, those who are known to be eligible for free school meals and children from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- Most pupils are from minority ethnic backgrounds or speak English as an additional language.
- The school is part of a hard federation with Campsbourne Junior School and a children's centre which are both on the same site and overseen by the governing body.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - ensuring that marking consistently expects pupils to check and respond to their teachers' comments
 - ensuring that teachers consistently set challenging tasks in lessons for all higher-attaining pupils.
- Improve the tracking and analysis of data for the Early Years Foundation Stage so that information is better used to improve the rates of progress made by the children.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and understanding that are below the levels expected for their age. They make good progress so that by the time they enter Key Stage 1 they have caught up to age-related expectations. From their different starting points, almost all pupils make at least the expected progress by the time they reach Year 1, with more accelerated progress in Year 2 because of the interesting activities pupils experience.
- Children in the Early Years Foundation Stage enjoy learning through games, songs and outdoor activities. The phonics screening indicates they attain below national averages, however the school is aware of this, and actions put in place are now ensuring better progress.
- In the Early Years Foundation Stage pupils are very motivated and develop their skills in working independently as well as working well with other children. This is as a direct result of the teachers' ability to plan effectively, and to monitor and track pupils' development to ensure that they are interested and motivated. Children were fascinated when they collected worms from the soil to feed to the ducks that were in their playground, for example.
- Although attainment is low compared to other schools nationally, it is improving at a faster rate than nationally in both literacy and numeracy across the school. Most pupils from all ethnic backgrounds are making rapid progress in reading and writing. They are taught phonics (letters and the sounds they make) systematically and successfully. They are encouraged to read through book events where they dress up as characters, and by speaking to various authors.
- Pupils are improving their skills in mathematics because of the well-planned curriculum and fun outdoor tasks. For example, Year 2 pupils talked with excitement about making Venn diagrams in the playground with hoops.
- Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and effective support provided by all staff.
- The pupil premium funding is used successfully to support eligible pupils by providing extra teaching staff to work with them. These pupils are making good progress in both English and mathematics and their attainment is similar to that of their peers.

The quality of teaching is good

- The quality of teaching is good overall across the school, with some outstanding teaching. All teachers communicate clear learning objectives at the start of every lesson. Work is usually planned well so that all pupils are provided with motivating tasks appropriate to their ability. However, there are occasions in some classes when the tasks set for some of the higher-attaining pupils are not sufficiently challenging.
- Positive relationships and vibrant classrooms and corridors contribute to a very stimulating atmosphere for learning across the whole school. Photographs of pupils' achievements raise their self-esteem and their pride in their school.
- Teachers use electronic whiteboards to make lessons fun and interesting. For example, in Year 1 children were practising number lines. A pupil who had initially found the work challenging was encouraged by his teacher and his peers to come to the board and demonstrate his good learning. They applauded him.
- Teachers provide pupils with a clear understanding of how well they are doing in their learning through verbal feedback, which praises and guides them to improve. However, not all teachers are consistently following up their marking in books to ensure that all pupils check and respond to their comments.
- The teaching of disabled pupils and those with special educational needs is good. Teachers use their teaching assistants extremely well to support both these and other pupils. In all classes, teaching assistants were closely involved in encouraging and questioning pupils to keep them focused on their learning.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. They are keen to explain what they are learning and can articulate what they could do better next time. Pupils help one another with their learning and are independent in their choices. For example, in a Year 2 lesson pupils chose to write about people who were inspirational to them, and their discussions with their classmates were stimulating and focused.
- Pupils' behaviour around the school and in lessons is excellent. It is managed consistently well by teachers and other adults through positive language and attitudes. Consequently, pupils are polite, respectful and confident. They were keen to talk to inspectors about themselves and their school.
- Pupils' emotional well-being is developed through encouraging activities and opportunities organised by the lead learning mentor and teachers. As a result, pupils are considerate of others and able to express themselves clearly.
- Pupils are happy in school and say that bullying is rare. They have a good understanding of how to keep safe from bullying, including e-safety. They explained that their school provides them with clubs and activities that they love, such as drumming, art, yoga and sports.
- Pupils' attendance is average and punctuality is good. Attendance has improved as a result of the action taken by senior leaders.
- Pupils are keen to take on roles of responsibility in school. They take on jobs around the school such as line monitors, book corner monitors and tidying up monitors.

The leadership and management are good

- The headteacher and her leadership team communicate their high expectations and ambition in a way that brings together the school community. As a result, the pursuit of excellence for pupils and staff is a team effort.
- Senior leaders are accurate in their evaluation of how much the school is improving and what they need to do next to ensure there is further improvement. However, the process of tracking and analysing the progress of the Early Years Foundation Stage is not sufficiently robust, and does not always give details of the progress pupils make at different times.
- Teachers and learning support assistants are provided with a range of good quality training, which has a positive impact on learning for all pupils.
- Leaders and managers regularly check how good teaching is in lessons, and provide support for teachers to develop their practice to make sure pupils' progress is good. They involve all staff in the planning of learning, and diligently track the progress of individual pupils.
- Literacy is a key focus of the curriculum and is celebrated through activities, displays and assemblies. Pupils enjoy reading and learn a lot about other cultures, religions and parts of the world. For example, for World Book Day, pupils dressed up as book characters and celebrated the importance of reading.
- Teachers regularly share information about their classes in progress and data meetings. They use these data to understand exactly what stages pupils are at in their learning, and are able to plan their teaching specifically so that all pupils deepen their knowledge in their learning activities. For example, during the topic 'under the sea', pupils visit an aquarium to extend their learning.
- The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils through provision such as small-group support or extra staffing in classes. As a result, the progress made by these pupils is good.
- The curriculum provides pupils with opportunities to have fun, develop their skills and become

responsible learners. Pupils' spiritual, moral, social and cultural development is good. They take part in organising events to raise money for an orphanage in Tanzania, and regularly communicate with the children there through writing letters. Pupils also visit various places of worship and are very aware of equality and respect for different languages and cultures.

- Discrimination in this highly diverse school is non-existent. Equal opportunities are embedded in every aspect of school life. Pupils achieve well, and all staff are supported to perform at their best.
- Parents and carers are extremely happy with the work of school leaders in improving the progress pupils are making, and they believe their children are safe and happy in the school. They are also pleased with the support they receive as parents and carers, through numeracy and literacy workshops, to enhance learning at home.
- The local authority provides effective help to the school through a variety of training to support the specific development of literacy and tracking of progress.
- Requirements for safeguarding are fully met. The school is secure and the safety of all pupils is a priority at all times.

■ **The governance of the school:**

- The governing body ensures that senior leaders carry out their responsibilities to improve teaching and raise achievement. The Chair of the Governing Body leads governors with dedication and commitment. As a result, governors have had a positive impact on the school's financial situation. They visit the school regularly and carry out focused reviews on pupils' learning in order to judge the quality of teaching. They take part in whole-school training as well as specialised training provided for them by the local authority. Governors support the headteacher as well as challenging her positively in regular meetings. They use data well in order to understand the school's performance and targets. Where appropriate, governors ensure that teachers are rewarded through promotion for good performance related to the progress of pupils. They make sure that pupil premium funding is allocated in the best interests of the pupils concerned and they check to make sure it is having the desired effect.
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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

Unique reference number	102085
Local authority	Haringey
Inspection number	413370
Type of school	Infants
School category	Maintained
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Dr Stephan Millard
Headteacher	Angela Ryan
Date of previous school inspection	24–25 June 2010
Telephone number	020 83407153
Fax number	020 83412658
Email address	Head@campsbourne.haringey.sch.uk

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