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16 July 2013

Pamela Harbot and Dawn Clarke  
Headteachers  
Camp Hill Primary School and Early Years Centre  
Holly Stitches Road  
Nuneaton  
CV10 9QA

Dear Ms Harbot and Mrs Clarke

### **Requires improvement: monitoring inspection visit to Camp Hill Primary School and Early Years Centre**

Following my visit to your school on 15 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with yourselves, four representatives of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated along with a summary of the school attainment and progress data, and evidence from monitoring activities. Brief visits were made to six classrooms. A meeting was held with pupils from Years 1-6 during which they shared the work in their books.

#### **Context**

Since the last inspection, one teacher has resigned and left at the end of April. One teacher's contract will cease at the end of the academic year. One teacher will be starting maternity leave in July. Two teachers have recently returned from maternity leave and a further teacher will return in September. A new teacher has been appointed and will take up post in September.

## **Main findings**

The action plan is focussed on the areas identified for improvement. The plan indicates the senior leaders that will be responsible for monitoring the progress of the actions but it does not state how governors will be involved in the monitoring process. While it includes clear timescales and measurable targets these do not generate a sufficient sense of urgency in improvement work.

Evidence from my learning walk showed classroom displays include examples of pupils' writing that have been levelled and have been annotated to show different elements of good writing. Useful vocabulary and helpful writing hints are also on display. Senior leaders have not yet spoken to pupils to find out if this is helping them to improve their writing.

Teaching assistants have received training on how to support pupils more effectively in lessons. Monitoring by the school and by the local authority shows that this has been successful in helping teaching assistants to be more active in supporting pupils so that they make better progress in all parts of lessons.

Training has been provided to enable staff to include mathematics within other areas of the curriculum. Planning documents have been revised to ensure that opportunities to apply writing and mathematical skills in other subjects can be more carefully organised. The impact of this has not been fully evaluated.

The marking policy has been revised to provide clear guidance on how pupils' work should be marked. There is some evidence that teachers are now beginning to give pupils advice on how to improve their work and that pupils are given time to respond, however this is inconsistent across the school.

Governors have a good understanding of the areas identified for improvement. They visit the school regularly to check for themselves how well the school is progressing. An external review of governance has very recently been undertaken by the local authority. The governors intend to organise future training based around the recommendations of this review.

While you and senior leaders have implemented a large number of strategies to address the areas for improvement, your timescales for monitoring the implementation and impact of your actions are not always sufficiently swift and as a result this may delay the progress that you make.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- indicate clearly in the school's action plan the role of governors in the monitoring process

- ensure monitoring takes place in a sufficiently timely way to ensure a rapid pace of improvement
- employ a wider range of monitoring strategies including talking to pupils.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided effective support and advice in key respects. As a result of regular observations and coaching, teachers are beginning to improve their practice. Senior leaders are starting to be more precise in the observations they make of teaching, focussing more on the progress that different groups of pupils make in lessons. The headteachers have made effective links with a local outstanding school, enabling teachers to observe good and outstanding practice.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Warwickshire.

Yours sincerely

Rachel Howie  
**Her Majesty's Inspector**