

Camp Hill Primary School and Early Years Centre

Holly Stitches Road, Nuneaton, CV10 9QA

Inspection dates 14–15 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Pupils' progress is not yet consistently good. Although leaders are focusing on improving the quality of teaching it is too variable, especially the teaching of reading during guided reading lessons.
- While standards are rising, too few of the most able pupils in Key Stages 1 and 2 reach higher levels in reading, writing and mathematics. Staff do not always use the information they collect about progress to stretch these pupils.
- Although gaps in attainment between disadvantaged pupils and others are closing in some years, this is not the case in all year groups.
- Disabled pupils and those who have special educational needs, and those who are lower attainers, do not always have access to the resources they need to help them to make faster progress.
- The progress of lower attaining pupils in problem solving is hampered by the lack of practical and visual resources in mathematics lessons.
- Spelling is weak across the school and this prevents pupils from making faster progress in writing.
- Teachers do not consistently check pupils' understanding in lessons. Marking does not always identify the next steps to be taken to improve pupils' learning.
- In the early years adults do not always identify what children need to learn next in their learning journals.
- Recently appointed teachers with responsibilities for developing subjects do not check the progress made by different groups of pupils rigorously enough.

The school has the following strengths

- The acting headteacher is directly responsible for the school's recent rapid improvement. As a result of her leadership, the curriculum and provision in the early years are good.
- The quality of teaching and pupils' achievement are improving, especially in writing.
- The introduction of the new scheme to teach the link between letters and sounds is having a positive impact on pupils' reading in Key Stage 1.
- Pupils behave well and enjoy school. They feel safe and well cared for.
- Governors provide increasingly strong leadership. They have attended training and now regularly question leaders about the progress of different groups.

Information about this inspection

- Inspectors observed pupils' learning in 21 lessons covering all year groups. Of these 15 were observed with either the acting headteacher or deputy headteacher.
- Inspectors talked to pupils about their reading and heard several pupils read.
- Meetings were held with pupils, the Chair of the Governing Body, staff and representatives from the local authority.
- The 22 responses to the online questionnaire, Parent View, were taken into account and the inspectors also spoke with a small number of parents.
- The views expressed in questionnaires returned by 30 members of the school staff were considered.
- Inspectors scrutinised a range of documents during their visit including the acting headteacher's monitoring of teaching and learning, teachers' planning, pupil performance data and school self-evaluation.
- The school's child protection and safeguarding procedures were scrutinised.

Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Suha Ahmad	Additional Inspector
Patrick Amieli	Additional Inspector

Full report

Information about this school

- Camp Hill Primary School and Early Years Centre is a larger-than-average primary school.
- The Early Years Centre, which is run by Barnardo's, provides stay and play sessions for 0-5 year olds and provision for 2 year old children is subject to a separate inspection.
- The school has a purpose built early years unit on site, and offers part time nursery and full time Reception provision.
- Most pupils are from White British background with a few from a wide variety of ethnic minority backgrounds. The proportion of pupils of who speak English as an additional language is lower than the national average. None of these pupils are at the early stages of English language acquisition.
- The proportion of disabled pupils and those who have special educational needs is above national averages.
- The proportion of pupils, which includes those who are disadvantaged, supported by additional government funding, known as the pupil premium, is above the national average.
- An acting headteacher, who has been in post since January 2014, leads and manages the school. The school is in a soft federation with Wembrook Primary School, whose headteacher has undertaken the role of executive headteacher and has worked closely with the school. This arrangement will cease this term once a substantive headteacher has been appointed.
- The nursery co-ordinator has been in the post since January 2015.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that all groups of pupils make good progress and achieve well in reading, writing and mathematics by ensuring that:
 - disadvantaged pupils, in all year groups, receive the extra teaching they need to close the gap in attainment with other pupils
 - guided reading lessons focus sharply on developing pupils' reading skills
 - staff consistently check the understanding of all groups of pupils in lessons and modify tasks to make sure pupils make good progress
 - teachers' marking provides more information for pupils on what they need to do to improve
 - teachers make full use of the information they collect about pupils' progress to set more challenging tasks for the most able
 - every opportunity is taken to improve pupils' spelling
 - lower attaining pupils have more access to both visual and practical resources when they undertake problem-solving in mathematics
 - a broad range of resources are available to help disabled pupils and those who have special educational needs, and those who sometimes find learning difficult, to make faster progress
 - in the early years, adults clearly identify in children's journals the next steps for learning so that this information can be used by teachers to plan more challenging activities.
- Develop the skills of leaders with responsibility for areas of the schools' work, in order that they check the progress made by different groups of pupils to have a greater impact on improving pupils' learning.

Inspection judgements

The leadership and management are good

- The acting headteacher is relentless in her drive to improve teaching. This is having a positive impact on raising achievement, developing the curriculum and improving the provision in the early years. She is establishing a culture where pupils are expected to behave and achieve well. She has implemented training for all staff on what constitutes good teaching. Subsequently, any shortcomings in teaching are identified as performance management targets, which are monitored regularly.
- Training for staff on mastery in mental mathematics and the implementation of a new phonics scheme has ensured that all groups of pupils are making at least expected progress in these important areas. In Years 5 and 6, pupils' progress is improving rapidly. However, not all of the teachers who lead subjects are playing a significant role in the drive for further improvement because they have not yet received training to develop the skills they need.
- Regular reviews of pupils' progress by the acting headteacher and deputy headteacher have identified any underachievement and put in place appropriate support, so that all pupils have equal access to the curriculum. The school is committed to promoting equality of opportunity for all pupils and the progress of all groups of pupils is monitored regularly both by the senior leadership team and governors. Discrimination is not tolerated.
- Checks by leaders on how well the school is doing are both accurate and thorough. Staff know what they need to do to continue to accelerate pupils' progress. Teachers are striving to improve their practice. They are aware that there are still inconsistencies to address.
- The school receives effective support from local authority advisers and the executive headteacher. Recent support from the early years adviser has improved provision. The nursery has been transformed into a highly effective learning environment.
- Safeguarding procedures meet statutory requirements. They are effectively implemented so that the school is a safe place for pupils. All staff have received training on child protection and the 'Prevent Strategy'. Staff work well with a wide range of agencies.
- The curriculum is broad, balanced and interests pupils. Activities beyond the school day and classroom provide pupils with experiences that enhance learning. These have a positive impact on both their individual and social learning. The strong emphasis placed on British values and tolerance, prepares pupils well for life in a multicultural society. Older pupils have a good knowledge of democracy and the way in which parliament works. The school is preparing pupils well for life in modern Britain. The behaviour log demonstrates that there are very few instances of pupils falling out and that they respect one another, creating a harmonious learning community.
- The sports premium is used well and pupils are now participating in inter-school sports. Younger children are learning the importance of team games and all pupils know the importance of healthy eating and lifestyles.
- Governors keep a check on spending and the impact of pupil premium funding on pupils' progress and performance. It is increasingly used to good effect to ensure that eligible pupils receive the correct support that they need. This enables them to participate in all of the extra activities provided by the school. The breakfast club is subsidised so that disadvantaged pupils can have a healthy start to the day.
- **The governance of the school:**
 - Governance has improved since the last inspection and is now good. At their own request governors undertook an external review and acted swiftly on the recommendations. They now have the correct mixture of skills to hold staff to account for the progress of different groups. The Chair of the Governing Body is experienced, well informed and supportive of the school. Governors now have a better

knowledge of data and they ask pertinent questions. Governors receive regular updates from subject and phase leaders and have an independent view of the school and the quality of teaching. All governors keep up to date with training to make sure that the school meets all statutory requirements. Governors are effective and supportive of the acting headteacher in making sure that only teaching that enables pupils to make good progress is rewarded and that all aspects of underperformance are eradicated.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well in and around the school. They are courteous and polite and have positive relationships with staff knowing that they can ask for help when they need it. The effective deployment of support staff, an improvement on the previous inspection findings, is having a positive impact on attitudes to learning, because they help pupils to maintain their concentration.
- The acting headteacher has implemented a new behaviour policy, which is used effectively in lessons. Pupils talk in depth about the impact and consequences of their actions. The school's behaviour policy is consistently applied and this contributes to pupils' safety in lessons. Pupils say that everyone is treated equally and that everyone knows the school rules.
- Behaviour logs are used effectively to identify patterns of behaviour. Both governors and senior leaders analyse and monitor behaviour. The school has reduced the number of exclusions by well over half since the acting headteacher took up her role. Effective follow-up and support systems are in place for the few pupils excluded from school.
- Pupils show respect for the school environment. The school is a calm and purposeful place to learn where an ethos of doing one's best is becoming embedded in many aspects of school life. The school is meticulously clean and the work in pupils' books demonstrates an improved pride in their presentation. Pupils have positive attitudes to learning and are keen to undertake corrections when their teachers ask to do so. They listen attentively in lessons.
- Attendance has not been good enough. It is now broadly average and improving rapidly due to the work of the acting headteacher and her pastoral team. Support plans are in place to help the handful of parents who do not send their children to school every day.

Safety

- The school's work to keep pupils safe and secure is good. Risk assessments and policies in relation to keeping pupils safe are up to date and reviewed regularly. Members of the governing body undertake regular health and safety checks and all staff training in child protection is up to date.
- Pupils say that they feel safe in the school and are adamant that there is no bullying. Systems are in place to deal with bullying should any instances occur.
- Pupils know about cyber-bullying and what to do in order to keep themselves safe. They know about the importance of road safety, fire safety and who to go to should they have any worries about feeling unsafe.
- Pupils are developing good self-esteem. They know about dangers of becoming involved with gangs, belonging to any one group with strong views and being swayed by the views of others. The school council members have a say in all aspects of school life and have helped to improve both attendance and advise the school on what pupils want to learn about.

The quality of teaching requires improvement

- Teaching is not consistently good. Teachers' expectations of pupils, especially the most able, are sometimes too low and work does not challenge them sufficiently. Teachers do not always build on pupils' prior learning in order to move them on quickly.

- While teaching is improving, especially in Years 5 and 6, due to the effective monitoring by the acting headteacher and deputy headteacher, there are still some inconsistencies in the teaching of guided reading, marking of spellings and checking pupils' understanding in lessons. Furthermore, teachers do not make enough use of practical and visual resources to support the learning of lower attaining pupils in mathematics so that they can fully grasp the problems that they are asked to solve.
- The quality of the teaching of guided reading varies too much. It ranges from teachers demonstrating to pupils how an author conveys meaning, to reading aloud in lessons with insufficient questioning to challenge pupils' comprehension.
- The teaching of writing has improved and staff now pay particular attention to ensuring that pupils use a wider range of descriptive words in their writing which capture the interest of the reader. This has had a positive impact on pupils' progress.
- Through well-focused training, visiting other schools and working alongside a good school, the executive head and the acting headteacher, with support from the local authority, have shown teachers what good teaching looks like. Teaching in Year 5 and 6 has benefited from this advice and progress in reading, writing and number is improving. However, new systems have not had enough time to become established across the school.
- Marking has improved. All teachers now mark regularly but comments on how to improve work lack sufficient detail and are not always clear enough to help pupils take the next steps in learning.
- Since the last inspection the teaching of literacy and numeracy in other subjects has improved and this is helping to increase the rate at which pupils are making progress. The teaching of sounds that letters make, which was identified as a weakness following last year's phonics screening check, has improved.
- Teachers make good use of homework to support learning and those children who cannot do their homework at home, are given opportunities in school for private study.
- Teaching is good in early years and all staff know how young children learn. In small group work teaching is well focused and all groups of children make good progress.

The achievement of pupils

requires improvement

- Progress of different groups is not yet good. The progress of disadvantaged pupils has been better in writing than in mathematics and reading. In 2014, their attainment in mathematics was six months behind others in the school and a year behind other pupils nationally. In reading they were just over a year behind others in the school and a year and a half behind other pupils nationally. In writing disadvantaged pupils were nearly a year behind their classmates and over six months behind other pupils nationally. Gaps in attainment are closing, particularly in Key Stage 2.
- Too few of the most able pupils in Key Stages 1 and 2 reach the higher levels in reading, writing and mathematics. Teachers do not always use the information they collect about their progress to set them challenging tasks that make them think deeply to find solutions to problems.
- Some pupils, including those who find learning difficult, disabled pupils and those who have special educational needs, although making the progress expected of them, are still catching up. Since the acting headteacher took over there has been an upturn in the rate of progress of all groups, due to well-targeted support. The progress of pupils has accelerated for the older pupils of Key Stage 2 because of better teaching. This is evident in the pupils' work and in the school's data showing the increasing percentage of pupils on track to make more than expected progress.
- Children start Nursery with skills that are lower than those typical for their age in early language, literacy and numeracy. The skills of boys are often not as well developed as those of girls. Children make good progress in the early years. Just over half attain a good level of development by the time they leave the reception class. The school's data shows that boys are now catching up due to the many activities that are

provided for them both in indoor and outdoor play.

- Over time pupils' attainment has been below the national average in reading, writing and mathematics. In both key stages not enough pupils attained higher levels in reading, writing and mathematics and too few pupils made more than expected progress. In 2014, at the end of Year 2, standards improved in reading and in mathematics to be broadly average but remained below average in writing. The proportion of pupils passing the phonics screening check has increased, but was still below the national average in 2014. The school's data shows that there has been further improvement and that this year the majority of pupils are on track to pass the phonics screening check.
- In 2014, standards by the end of Year 6 were below national averages in mathematics and reading. In English grammar, punctuation and spelling and in writing they were broadly average, demonstrating improved progress in writing. However, spelling remains a weakness in some pupils' work. Predictions for Year 6 show that due to the high levels of effective additional teaching pupils are likely to attain broadly average levels in reading, writing and mathematics, this year. Disabled pupils and those with special educational needs remain behind their peers in reading, writing and mathematics but their progress is improving. Nevertheless, in mathematics lower attaining pupils sometimes do not make enough progress in lessons because they are not given sufficient practical and visual resources to help them.

The early years provision

is good

- The local authority adviser has supported the Nursery manager to improve all aspects of provision. Due to this support the nursery is now well equipped both indoors and outdoors. Most children are making good progress because of the good teaching, especially in focused groups. However, the most-able children are not always stretched by activities that make them think carefully. Nevertheless, by the time children move into Year 1, they are well prepared for the next stage of education.
- Children become confident learners due to well-established routines, they make good progress in all areas of learning and achieve well in relation to their low starting points. Good provision for their personal, social and emotional development ensures they settle quickly and behave well. Exciting learning opportunities helps them to gain self-esteem in their ability to learn.
- In the nursery, a well-structured outdoor learning environment is enticing boys to engage in their learning and this is ensuring that they are now making better progress to catch up with girls.
- Teaching is good overall and all adults know how young children learn. They teach early sounds that letters make and children are now gaining ground and making good progress in developing early reading skills.
- At present, the learning journals where children's work is recorded do not identify the next steps of learning. The Early Years Foundation Stage coordinator has already identified this as an area for improvement.
- Good leadership of the early years ensures that pupils are safe and learning opportunities are rich and vibrant. Each child's progress is monitored frequently and shared with their parents. Parents are seen as true partners in learning.

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	132059
Local authority	Warwickshire
Inspection number	462537

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	382
Appropriate authority	The governing body
Chair	Eric Foster
Headteacher	Louise Barrass
Date of previous school inspection	19 April 2013
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