

Camp Hill Primary School

Holly Stitches Road, Nuneaton, Warwickshire CV10 9QA

Inspection dates

6–7 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, school leaders and governors have successfully improved teaching since the last inspection so that it is now good.
- The proportion of pupils who reach expected levels of attainment by the end of key stage 1 is now at the national level. There have been rapid improvements in pupils' progress by the end of key stage 2 this year.
- Children's achievement in the early years continues to rise. This is because teaching takes into account their starting points and adults have high expectations.
- There are positive relationships between pupils and adults. Pupils behave well and work hard. Pupils feel safe at school.
- Teachers use questioning well to develop pupils' knowledge and confidence.
- Pupils' attendance is improving. However, some groups of pupils still attend school less regularly than they should.
- Leaders make sure the imaginative and creative curriculum enables pupils to make good progress through developing their skills in literacy and numeracy. The curriculum also helps pupils to expand their horizons and gain a wide range of other experiences.
- Pupils have many opportunities to become involved in the life of the school and the local community. Pupils' spiritual, moral, social and cultural development benefits as a result.
- Teachers use information about starting points to plan most of the lesson activities, but do not make sure that pupils are consistently challenged throughout lessons.
- Although leaders have a wealth of information about how well pupils are doing, they do not routinely analyse this over time. As a result, some strategic decisions are based on less clear evidence than they could be.

Full report

What does the school need to do to improve further?

- Further develop the ways leaders use evidence collected about how well pupils are doing to refine and improve self-evaluation and inform strategic development.
- Secure continued improvements in pupils' progress in reading, writing and mathematics so the proportion achieving at expected and greater depth for their age rises by:
 - increasing the impact of teaching on learning by ensuring that teachers consistently check pupils' understanding during lessons and use this to shape learning effectively
 - making sure that pupils are sufficiently challenged from their starting points
 - ensuring that support for pupils who have special educational needs and/or disabilities enables them to make good progress
 - continuing to improve attendance by working with pupils who are frequently absent from school and their families.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have a clear purpose and vision for the school. This is shared by governors and staff. Leaders take actions which have successfully brought about improvements in the overall effectiveness of the school. Previous weaknesses have been robustly and successfully tackled. Leaders have ensured that teaching has improved and this is having a positive impact on pupils' outcomes. As a result, standards have risen and current pupils achieve well.
- Leaders make sure that the curriculum focuses pupils' social and academic development in a broad and balanced range of subjects. Leaders regularly evaluate how well the curriculum meets pupils' needs. As a result, leaders carefully plan how the curriculum develops. For example, this year there has been a high priority placed on improving pupils' vocabulary. Leaders include opportunities to promote spiritual, moral, social and cultural development through the taught curriculum and through additional activities such as assemblies and visiting speakers.
- Staff benefit from opportunities to develop professionally. Recent training has supported school development priorities such as guided reading and mathematics programmes. Teachers share their expertise through opportunities to observe their colleagues in the classroom. Staff are held accountable for their work through robust and transparent processes to manage their performance. Leaders make sure there are links between performance targets and strategic priorities. Leaders are not afraid to hold difficult conversations with staff, if required, but also reward strong performance.
- Leaders check the quality of teaching in a variety of ways including regularly observing lessons and talking to pupils. As a result, leaders have an accurate picture of the quality of teaching. They use this information to identify training needs and additional support if necessary.
- Leaders receive regular support from the local authority. A learning improvement officer visits the school and holds challenge meetings. Leaders welcome the robust accountability the local authority provides and readily act on subsequent advice and guidance. This support has successfully contributed to the recent improvements at the school.
- Leaders plan carefully how they use the sport premium funding that the school receives. A sports coach delivers specialist physical education lessons. In addition, pupils have more opportunities to be involved in sports activities after school.
- Pupils benefit from a wide enrichment curriculum, including trips, visits and guests in school. These opportunities successfully broaden pupils' horizons and provide rich opportunities to develop pupils' personal, social and health education. Pupils also have the opportunity to participate in a wide variety of extra-curricular experiences. However, leaders are less clear about how well different groups of pupils participate in these extra-curricular experiences.
- Middle leaders are enthusiastic and energetic. They have clear areas of responsibility and are held to account by senior leaders. Most middle leaders are well established and highly effective. Other middle leaders are starting to develop their leadership skills but

have yet to demonstrate their effectiveness. Leadership at all levels has a strong capacity to sustain the recent improvements at the school.

- Leaders ensure that pupil premium funding provides effective additional support to tackle the barriers faced by disadvantaged pupils. Differences in the rates of progress between disadvantaged pupils and other pupils nationally are diminishing. However, leaders are less clear as to which additional interventions have had the most impact.
- Outcomes for pupils who have special educational needs and/or disabilities are monitored through the school's tracking system. Additional funding is used to provide a range of interventions targeted to meet pupils' learning needs but this is not consistently effective. Leaders are less clear about how effective the impact of specific strategies are for these pupils because they are not routinely evaluated in sufficient detail.
- Leaders make accurate judgements about how well the school is doing overall. They collect evidence to support their evaluation. Consequently, strategic plans are appropriately prioritised to respond to areas that require further development. Although leaders track and monitor many of the actions taken, there is insufficient focus placed on evaluating their impact. As a result, leaders are not fully clear about the effectiveness of specific actions so cannot use this information to inform future actions.

Governance of the school

- Since the previous inspection, a new chair of the governing body and new governors have been appointed. Appropriate use is made of individual governors' skills and experience. An audit of governors' skills has been completed, resulting in targeted training such as induction for those new to governance. The relatively new governing body has contributed to the improvements in teaching and outcomes since the last inspection.
- Governors visit the school often and spend time with staff to pursue their particular areas of focus. Governors are able to validate the work of the school and collect first-hand information. They know the strengths and weaknesses of the school, and which aspects have improved. As a result, governors can challenge leaders well and are supportive of the actions they take.
- Governors know about how the additional funding the school receives is used. They make sure it is directed to improving pupils' outcomes. Governors are less clear about the specific impact of how the pupil premium and sport premium funds are spent. For example, governors are not sufficiently clear which groups of pupils are more involved in extra-curricular sport as a result of the sports premium funding.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of care at the school. Staff remain vigilant to ensure that pupils remain safe. Staff have received up-to-date guidance regarding safeguarding, for example about the risks posed from holding extreme or radical views. They know what to do if they have any concerns about a pupil's well-being. Leaders make sure

prompt action is taken to keep pupils safe. Staff are extremely confident that pupils are safe when at school.

- Recruitment procedures include robust checks to ensure that adults working at the school are suitably vetted. The school site is safe and secure.
- Leaders responsible for safeguarding make sure well-established and effective links with external agencies are used to support pupils when required.
- Pupils successfully learn how to keep themselves safe in a variety of ways. For example, they learn about e-safety. Pupils say they feel safe when in school, and parents agree with this view.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the last inspection and are now good. Pupils now achieve well across the school.
- Leaders have made improving pupils' vocabulary a key priority this year. Teachers use, and expect pupils to use, a wide range of different words in lessons. As a result, pupils' vocabulary is improving. For example, in English lessons, teachers use word banks and show pupils how these new words could be used in their writing. Pupils are constantly reminded of these words, and they are encouraged to try them out in their writing.
- Pupils spend time reading independently each day. They can confidently apply phonic skills to break down and read unfamiliar words. Teachers regularly provide opportunities for pupils to apply these skills when they read during lessons.
- Teachers use highly effective questions that encourage pupils to discuss and think about their work. Pupils answer questions enthusiastically and confidently and learn well from the answers that other pupils give. For example, in mathematics lessons, when learning about using timetables, teachers ask additional questions that develop and widen knowledge by comparing and interpreting data beyond the scope of the initial question.
- Teachers' regular formal assessments monitor how well pupils are doing over time. Teachers know the starting points of their pupils and use this information when they plan lessons but this is not consistently effective in making sure all are challenged.
- Teachers make sure pupils have many opportunities to develop and apply their writing skills across a wide range of subjects. Pupils respond well to imaginative and exciting opportunities to write. For example, teachers create imaginative scenarios and reasons for writing. These provide pupils with a purpose and an audience for their work. Pupils' imagination and creativity are fired by these scenarios, and their enjoyment of writing is palpable. However, there are fewer opportunities for pupils to edit and redraft their own writing.
- Teachers make sure pupils are given opportunities to apply their mathematical skills through problem-solving activities. These rich and engaging activities are developing pupils' mathematical skills. However, the most able pupils are not routinely challenged to apply routinely the most sophisticated numeracy skills such as multi-step calculations which pupils need to achieve at greater depth.
- Teaching assistants are deployed within classrooms to support pupils who have special

educational needs and/or disabilities. Overall, work to support these pupils has variable impact. The outcomes of pupils who have special educational needs and/or disabilities is often lower than for their peers.

- Teachers do not consistently judge how well pupils are doing during the lesson. Consequently, they do not adapt their plans to suit pupils' needs as the lesson progresses. Sometimes, pupils can spend too long on tasks which they have mastered, or start with work that does not challenge them sufficiently. This slows progress, particularly for pupils who have high prior attainment.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are very positive about, and enjoy, the wide range of experiences that are available at school.
- Pupils feel well cared for and happy when they are at school. They are encouraged to do well and say that adults at school are friendly and supportive. Staff maintain strong, positive relationships with pupils. Pupils say that there are always adults at school who they would talk to if they have any concerns. Most parents agree that children are happy and safe at school. Parents are very positive about the specific pastoral and welfare support their child receives.
- Pupils talk confidently about ways to keep themselves safe from harm. For example, they understand the potential hazards of using electronic communication, and ways to reduce these risks.
- Pupils work well together in class. They listen respectfully to what other pupils have to say, and support each other well in small groups. Through these opportunities they develop respect for different opinions well.
- Pupils are prepared well for life in modern Britain. For example, the regular 'tweak of the week' identifies a British value which is developed within the curriculum. For example, pupils incorporate ideas about how they would respect differences in those that they imagine they would encounter on a trip to space. Displays in classrooms effectively promote British values.
- Staff make sure there are many opportunities for pupils to become involved in the school. For example, as 'learning detectives' pupils discuss learning with leaders. There are also many opportunities to become involved in the local community. For example, community volunteers are managing an area of woodland near the school and the community club volunteer at the local church. Pupils learn about caring for others through these opportunities, which contributes to their spiritual, moral, social and cultural development.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered. They are respectful of each other and adults, including visitors, whom they greet with a smile. Pupils move sensibly and calmly around the school. They wear their uniforms with pride and keep their school tidy.
- Staff successfully promote good behaviour to pupils. Positive behaviour is rewarded and pupils are motivated to behave. They are aware of the consequences of poor behaviour. Behaviour is consistently well managed and staff feel well supported by leaders.
- The school's records show that instances of inappropriate behaviour are dealt with swiftly and robustly. Improvements in behaviour noted at the previous inspection have been sustained. There remain a small core of pupils whose behaviour is challenging. Staff manage these pupils well and keep meticulous records of the actions that they take. Exclusions from the school are fewer than in the past.
- Staff record electronically a wide range of different types of behaviour. As a result, leaders have large amounts of information about how well pupils meet conduct expectations. However, this wealth of information is not routinely analysed for patterns and trends. Although leaders respond effectively to incidents when they occur, they do not have a detailed strategic overview over time.
- Overall attendance is improving and continues to move closer to the national figure for primary schools. Leaders have appointed staff to focus specifically on improving attendance. Many prompt actions are taken to identify and support pupils and their families to improve attendance. Good attendance is celebrated and rewarded. Despite these actions, the attendance of some groups of pupils remains below the national average.

Outcomes for pupils

Good

- Pupils' achievement has improved since the last inspection. A large proportion of pupils start school with skills and knowledge below those typical for their age. Nevertheless, pupils make good progress across the whole school.
- Leaders' analysis of assessment information for current Year 6 pupils suggests marked improvements in the proportion of pupils achieving age-related expectations. Leaders project the proportions of pupils likely to achieve the expected standards in reading, writing and mathematics to be at the national average. There are demonstrable improvements across a range of other subjects.
- Disadvantaged pupils' progress is now good. They make progress across a range of subjects, including English and mathematics, which is broadly in line with other pupils nationally for most starting points.
- Teaching of phonics is increasingly effective. The proportion of pupils who achieve the expected standards in the Year 1 phonics screening check increased sharply in 2016 and was close to the national average. Leaders' monitoring information indicates further increases in the proportion of current pupils likely to achieve the expected standard this year.
- In 2016, the proportion of all pupils reaching the expected level in reading, writing and

mathematics by the end of key stage 1 was similar to the national average. School monitoring information suggests this is likely to be repeated this year. However, the proportion of disadvantaged pupils in 2016 who achieved at greater depth by the end of key stage 1 was well below the national average.

- In 2016, pupils' progress by the end of key stage 2 was below the national average in reading, writing and mathematics. A legacy of poor-quality teaching and inconsistency caused by teachers leaving the school contributed to these results. However, high-quality teaching and very effective additional interventions had a positive impact on the progress these pupils made during their last year at the school. As a result, gaps in their knowledge and skills were addressed to some extent.
- Pupils are now much better prepared for secondary school than in the past. The recent sharp improvements in progress and attainment must be sustained to ensure that pupils have secured the skills they need to be successful at secondary school.
- Some of the most able pupils do not make enough progress to attain as well as they should. This is because they are not consistently encouraged to work at a level of challenge to achieve at greater depth. For example, in 2016, only a small proportion of pupils who started key stage 2 with high prior attainment in reading and mathematics achieved at higher levels.
- The progress that pupils who have special educational needs and/or disabilities make in reading, writing and mathematics continues to be lower than that of their classmates by the time they reach the end of Year 6.

Early years provision

Good

- Leaders of the early years provision have high expectations of children's learning and behaviour. They are clearly a part of the wider school's leadership structure and are held accountable by the headteacher. Early years leaders have a well-thought-out strategic plan and accurately monitor and evaluate progress towards these priorities.
- Early years leaders make sure that staff provide an engaging and motivating learning environment for children. Pupils in the nursery benefit from a highly stimulating environment and the imaginative and rich experiences it provides.
- Staff make sure that children learn in a safe and caring environment. Leaders make sure that the early years provision is compliant with safeguarding requirements. For example, a member of staff is a qualified paediatric first aider.
- Staff benefit from regular, relevant training and development which ensures that their skills are current. Children are enthusiastic and engage with their learning. Their conduct is good and clear routines are established, ensuring smooth transition between activities, including in the outdoor areas.
- Staff assess children's starting points accurately and keep comprehensive records and learning journals of the progress children make. Many children have a level of skill and knowledge below that typical for their age when they first come to school. Assessment is used effectively to plan pupils' next steps and put appropriate support in place, if required.
- Parents contribute to electronic progress records so staff have a more rounded record

of the progress children make. Pupils benefit from increased levels of communication between school and home as a result of this system.

- As a result of good early years provision, an increasing proportion of children, including those who are disadvantaged, leave Reception with a good level of development. The proportion of children, including those who are disadvantaged, reaching the expected standards by the end of Reception is similar to the national average. Information provided by leaders suggest these trends continue for current children. As a result, an increasing number of children are well prepared for Year 1.

School details

Unique reference number	132059
Local authority	Warwickshire
Inspection number	10032598

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	Mrs H Atkins
Headteacher	Mrs L Barrass
Telephone number	024 7638 3230
Website	www.camphillprimary.co.uk/
Email address	admin2640@welearn365.com
Date of previous inspection	14–15 April 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6, in 2016.
- Since the previous inspection, the headteacher's temporary appointment has been made permanent. Several teachers have left the school and have been replaced. The chair of governors is new in post and there are many new members of the governing body.
- The school is of an above-average size for a primary school.
- The proportion of pupils who are known to be eligible for support through pupil premium funding is much higher than the national average.
- A very small proportion of pupils are from minority ethnic groups.

- One fifth of pupils have special educational needs and/or disabilities. This is higher than the national average.
- Children in Nursery attend classes part time. Children in Reception attend full time.

Information about this inspection

- Inspectors visited classrooms to observe teaching and learning in all year groups. They looked at work in pupils' books and spoke to pupils about their work. In some of these visits, inspectors were accompanied by senior leaders. Inspectors heard pupils read during some lessons.
- Inspectors met with the headteacher, other leaders and staff, including those responsible for safeguarding, governors and a representative from the local authority. Inspectors also considered the views of 30 members of staff through online questionnaire responses.
- Inspectors looked at pupils' behaviour in lessons and around the school at breaktimes and lunchtimes. They looked at the school's records about behaviour and spoke to pupils to evaluate their views. An inspector met formally with a group of pupils. Inspectors also considered the 35 responses made by pupils to an online questionnaire.
- Parents shared their views through 22 responses to Ofsted's online questionnaire (Parent View) during the inspection and through written and telephone communication.
- Inspectors looked at a wide range of documents, including the school's self-evaluation and plans for improvement, records of pupils' achievement and progress, information about attendance and the school's website. They also evaluated documents related to protecting pupils and keeping them safe.

Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Susan Hughes	Ofsted Inspector
Benetia Mounsey	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017