

# Inspection of a good school: Camrose Primary With Nursery

St David's Drive, Edgware, Middlesex HA8 6JH

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Inspection dates:

29 and 30 March 2023

## **Outcome**

Camrose Primary With Nursery continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Leaders have high expectations that pupils will gain the knowledge, skills and experiences they need to be well prepared for the next stages of their education. Pupils are excited about their learning in a wide range of subjects. They enjoy taking part in educational activities, including competitions and residential journeys. Pupils' exceedingly positive feelings about the school were reflected in a recent concert when they joyfully sang about taking pride in 'everything we do'.

Staff nurture a sense of family and teamwork in the school. Pupils are caring and considerate towards each other. There are rarely any behaviour issues or bullying. Staff and pupils look out for anyone who might be feeling sad and help to cheer them up.

Pupils are keen to take on responsibilities. They spoke about how they had helped leaders with the organisation of breaktimes, so that everyone had a fair turn using the different play spaces and equipment. Pupils of all ages are encouraged to have an awareness of their own and other's mental health. Pupils in 'Squad 19' are watchful for anyone who sits on the rainbow bench and who would like someone to talk to. Pupils are safe in school.

## **What does the school do well and what does it need to do better?**

Leaders specify clearly what they expect pupils to learn in all subjects. Teachers follow leaders' expectations carefully, so that pupils learn knowledge and skills securely that are reinforced and built upon from the early years onwards.

Teachers enrich pupils' learning by making helpful links between subjects and productive use of resources. Pupils are settled and focused in lessons because they are motivated to learn. Staff promote pupils' use and understanding of subject-specific vocabulary. For

example, in the early years, children were engrossed as they observed melting chocolate while learning and remembering key words, such as solid and liquid.

Leaders' programme for the teaching of early reading is well established in the school. Leaders provide training for all staff to ensure that there is a consistent approach. Pupils, including children in Reception, rapidly develop their use of phonics. Teachers give pupils plenty of opportunities to practise reading. In regular buddy-reading sessions, pupils enjoy reading books together. Stronger readers model their teachers' example when they help their peers to read a word if they have any difficulties.

Leaders have thought carefully about ways to check pupils' learning in all subjects. Teachers are quick to spot areas in which pupils need to revise key facts. Leaders identify the reasons for any pupil falling behind in their learning, including in reading. They provide purposeful additional support for each pupil to help them overcome any barriers to their education. Leaders regularly check and refine the support each pupil receives to make sure they can keep up with others. Leaders ensure that teachers use a range of strategies to enable pupils with special educational needs and/or disabilities to learn the same curriculum as everyone else. Many pupils join the school part way through their primary education who speak English as an additional language. They receive support with speaking English. Staff have received specialist training to enable them to help pupils to develop their language skills swiftly.

Leaders prioritise the teaching of personal, social and health education (PSHE). Teachers use a well-structured programme to cover themes, such as healthy lifestyles, relationships, and safe and unsafe situations, tailored appropriately to pupils' ages. Leaders ensure that pupils have opportunities in all subjects to reinforce some of the key learning from PSHE, for example in geography by boosting pupils' awareness of environmental issues. In science, pupils' prize-winning robot designs included 'FriendBot', a robot to help brighten the mood of someone feeling unhappy. PSHE pupil ambassadors play a valuable role in the development of the PSHE curriculum. They talk to leaders about what they find helpful and what they would like to add to their lessons. PSHE pupil ambassadors contribute to the informative newsletter for parents.

Leaders, including the governing body, regularly consult with staff and pupils to inform their decision-making. Staff appreciate that leaders listen to and act on their views, including when leaders organise staff training. Staff feel well supported in developing their careers and managing their workload, including being able to take a break on 'appreciation days'.

Leaders make strong links with parents and the local community. 'Parent education partners' work closely with leaders to help other parents to learn more about the school.

In a few cases, subject leadership is new or temporary. Senior leaders provide strong oversight of subject leadership to make sure that high standards of provision are maintained while developing new subject leadership.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide all staff with training that is regularly updated and reinforced. Staff are alert to the slightest sign that a pupil might be at risk from harm. Staff know the processes for reporting any concerns. Leaders respond swiftly and follow well-considered approaches to support individual pupils and their families. They work closely with outside agencies as needed.

Leaders make sure that all pupils can share any concerns with staff in ways that suit them best. For example, using the worry boxes or talking to a trained therapist.

Pupils are taught about keeping safe, including online, across the curriculum.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Recent staff changes mean that subject leadership is not as securely established in a very few subjects. Senior leaders should continue with their oversight of subject leadership to ensure that high-quality provision is maintained while new subject leadership is developed and established.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	102188
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10269091
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Manjula Gami
<b>Headteacher</b>	Sharon Crick
<b>Website</b>	<a href="http://www.camrose.harrow.sch.uk">www.camrose.harrow.sch.uk</a>
<b>Date of previous inspection</b>	20 and 21 February 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been several changes to the leadership team. A new deputy headteacher was appointed in September 2022. There is a new chair of the governing body.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with school leaders, the chair of the governing body and two other members of the governing body and held a telephone call with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, science and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects in the school's curriculum were also considered.

- The inspection of safeguarding included meeting with the leaders with responsibility for safeguarding, consideration of leaders' work with outside professional agencies to support pupils and their families, looking at staff training records, and discussions with staff, pupils and parents.
- The inspector took into account the views of parents in responses to the online survey and in conversations with parents. The responses to online surveys completed by staff and pupils were also considered.

### **Inspection team**

Amanda Carter-Fraser, lead inspector

His Majesty's Inspector

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