

Inspection of a school judged good for overall effectiveness before September 2024: Camp Hill Primary School

Holly Stitches Road, Nuneaton, Warwickshire CV10 9QA

Inspection dates:

25 and 26 February 2025

Outcome

Camp Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Rachel Whittingham. This school is part of The Futures Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Jupp, and overseen by a board of trustees, chaired by Tony Fitzpatrick.

What is it like to attend this school?

Pupils are happy and enjoy coming to this school. They say that they like learning and spending time with their friends, who are kind. Staff work well to make a positive difference for the pupils and their families. Pupils are polite and friendly. The school is a calm and orderly place to learn and play. The pastoral team provides extra emotional support for pupils in this caring school. Pupils value this.

Typically, pupils start school with low starting points. The school has made positive changes within the curriculum and to the way it is taught. This is enabling pupils to succeed, and they are keen to learn. There are high expectations for all pupils to achieve their best. The youngest children get a strong start to school.

The school provides rich opportunities to enhance pupils' experiences at school. Trips and visitors help bring learning to life for pupils. The school provides pupils with the chance to take on roles of responsibility. Pupils enjoy these roles, such as eco-warriors, play leaders and litter monitors. Pupils get the chance to take part in competitive sports. They also play chess, learn British Sign Language and take part in 'robot wars' competitions.

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

The school recognises that pupils' outcomes have been low historically. To enable all pupils to be successful, the school has set about refining the curriculum. Staff training has

strengthened their subject knowledge, allowing staff to present information clearly. In subjects such as English and mathematics, staff use assessment well. They check pupils' understanding and address misconceptions. When staff do this, pupils deepen their thinking and can apply this to new learning. This is not yet consistently embedded within all subjects. This means that on occasions some staff do not always identify when pupils have gaps in their learning or are ready to deepen their learning further.

Some subjects are in the earlier stages of refinement. This means that some staff are still developing their teaching skills in these areas and are less confident in reshaping learning to meet pupils' needs. Some pupils do not build their knowledge and skills in these subjects as effectively as in other subjects. While all staff receive training, leaders have set about providing staff with individualised support to further improve the quality of teaching.

Highly skilled staff in Nursery and Reception enable children to thrive. The youngest pupils adopt routines and expectations quickly and work with concentration. Children form positive relationships with those around them. A well-planned curriculum and purposeful learning opportunities develop children's early reading, writing, and mathematics skills. The learning environment is well thought out and inviting. It encourages children to explore and think critically. For example, children investigate and discover that it is Goldilocks who has broken a chair and eaten the porridge.

The school has further refined how it identifies the needs of pupils with special educational needs and/or disabilities (SEND). This means that pupils receive well-thought-out strategies to enable them to access the curriculum. They are well supported so that they succeed from their starting points. Pupils with complex needs benefit from bespoke support that meets their individual needs well. All pupils are included in school life.

There is a sharp focus on learning to read. The highly structured reading curriculum and external expertise mean that staff are well equipped to teach early reading. Pupils learn the sounds they need to know and read books that match their abilities. A well-stocked library and book nooks encourage reading for pleasure. Some less confident readers are still developing their reading fluency but benefit from effective support.

The school prioritises improving pupils' attendance. It works with parents and carers of pupils who do not attend as often as they should. This is leading to improved attendance for some pupils.

Pupils benefit from the carefully chosen provision that prepares them for life beyond school. The Rights Respecting School Ambassadors work with staff to consider the school's values and how to become healthier. Visiting a local university enables pupils to build aspirations for their future. Visits from the police, fire fighters and medical professionals and information about the dangers of water and railways help pupils know how to stay safe.

Trust leaders and governors are highly effective. Due to the robust systems in place, they accurately evaluate the school. They work well with school leaders to make decisions in

the best interests of pupils. Staff enjoy working at the school. They appreciate how leaders support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects teachers are still developing their skills to enable them to deliver the curriculum to a high standard. In these subjects, pupils do not build their knowledge as effectively as they do in others. The school should continue to develop teachers' subject pedagogy across all curriculum areas to help pupils achieve as well as the school and trust intend.
- In some subjects the school has not ensured that teachers consistently check pupils' understanding of what they have taught. When this happens, teachers do not address gaps in learning or recognise when pupils can move on to deepen their understanding of the intended learning. The school and trust should ensure that staff are supported to use assessment effectively in all subjects, so that pupils' gaps and misconceptions are addressed effectively, and pupils learn well across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 predecessor school, Camp Hill Primary School, to be good for overall effectiveness in June 2017.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148956
Local authority	Warwickshire
Inspection number	10344187
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	Board of trustees
Chair of trust	Tony Fitzpatrick
CEO of the trust	Chris Jupp
Headteacher	Rachel Whittingham
Website	www.camphillprimary.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of The Futures Trust.
- Camp Hill Primary School converted to become an academy school in March 2022. When its predecessor school, Camp Hill Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The headteacher took up the substantive post in April 2024. The deputy headteacher took up their post in January 2025.
- The school does not currently have any two-year-olds on roll.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, the interim leader who oversees SEND, subject leaders, teachers and the designated safeguarding lead.
- The inspector also met with the deputy CEO, the CEO, members of the trust human resources team, members of the trust and members of the local governing body. She also spoke to the local authority school improvement lead.
- The inspector visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector examined a range of school documentation.
- The inspector took account of responses to Ofsted Parent View, including the free-text responses. The inspector also considered responses to the staff and pupil surveys. She spoke to a range of staff and pupils to gather their views of the school.

Inspection team

Donna O'Toole, lead inspector

Ofsted Inspector

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