

Camp Hill Primary School & Early Years Centre

Inspection report

Unique Reference Number	132059
Local Authority	Warwickshire
Inspection number	293930
Inspection dates	2–3 May 2007
Reporting inspector	Martin Kerly

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 on roll	
School	274
Appropriate authority	The governing body
Chair	Eric Foster
Headteacher	Pamela Harbot
Date of previous school inspection	29 April 2002
School address	Holly Stitches Road Nuneaton CV10 9QA
Telephone number	024 76383230
Fax number	024 76372961

Age group	3–11
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Introduction

The inspection was carried out by a team of three Additional Inspectors.

Description of the school

The school is of average size. It was formed in 2000 following the amalgamation of an infant and junior school on site. In 2003, the Early Years Centre opened and this houses the Foundation Stage Unit for children in Nursery and Reception and the independent Nursery, Hollyberries. The Centre became a designated Children's Centre in 2004 and has Extended Schools status. Pupils come from a range of backgrounds but a significant minority are from families experiencing substantial socio-economic disadvantage. Almost all pupils are White British and all speak English as their first language. The proportions of pupils with learning difficulties and disabilities and with statements of special educational need are much higher than average. Attainment on entry is very low with a significant minority of children having exceptionally low speech and language skills and aspects of personal development.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It serves its community very well. The outstanding leadership of the headteacher has led to the very successful development and integration of the Foundation Stage Unit (Unit) and Early Years Centre (EYC) whilst ensuring good quality provision throughout the school. This success is rooted in the shared vision of the large staff team and a determination to enable all pupils to flourish. One parent summed this up by commenting, 'It's teamwork and I feel at Camp Hill we have got a good team.' The school has a very accurate view of how well it is doing based on good systems for checking its performance. It has made good improvement since the last inspection, especially in developing the Unit and EYC. It has good plans to become even better and is well placed to improve further.

Children in the Foundation Stage Unit get off to an excellent start and many make outstanding progress in their personal development and language skills because provision is outstanding. In Years 1 to 6, pupils achieve well given their low starting points. By the time they leave school, standards are below the national averages in English, mathematics and science. However, pupils are currently on track to attain higher standards than those reached in previous years, especially in reading and writing. This improvement is less evident in mathematics. Pupils' speaking and listening skills remain weak and this hinders their progress in all subjects by, for example, limiting their ability to think clearly about what they are learning or explaining their ways of doing mental arithmetic. Pupils' personal development and well-being is a high priority in the school and consequently it is good, as is their spiritual, moral, social and cultural development. The care, guidance and support of pupils are also good. Some pupils, particularly those with complex problems, make outstanding progress in their personal development as a result of exceptional levels of support from the extensive staff team. The school is particularly effective in establishing links with an exceptional range of outside organisations and experts in order to meet the needs of specific pupils and groups. Teaching and learning are good. In the Unit, there are excellent elements in teaching and the curriculum is outstanding. The overall curriculum is satisfactory, but the time spent on physical education (PE) in Years 1 to 6 is too short. Extensive time is devoted exclusively to English and mathematics with relatively few imaginatively planned activities or links between these subjects and the rest of the curriculum. This means only limited time is available for some other subjects.

Leadership and management are good. Within the headteacher's overall excellent guidance the leaders of the Unit and the Early Years Centre fulfil their roles exceptionally well. The headteacher has enabled colleagues to develop their leadership skills and encouraged them to gain promotion. Consequently, the leadership team is frequently in transition. At present, a number of subject leaders are new to their posts and only beginning to take on additional responsibilities.

What the school should do to improve further

- Raise standards in all areas, increasing the range of planned opportunities to develop pupils' speaking and listening skills in Years 1 to 6.
- Revise class timetables to create more time for physical education and improve the balance and links made between subjects in Years 1 to 6.
- Ensure the improving rate of progress in English is matched in Years 1 to 6 in mathematics.
- Ensure the improving rate of progress in English is matched in Years 1 to 6 in mathematics.

Achievement and standards

Grade: 2

The outstanding progress made by some children in the Unit, particularly in language skills and personal development, is consistent through the Nursery and Reception years. This is because of high quality activities and the large number of adults working very well as one team. Pupils of all abilities, including the large proportion with learning difficulties, achieve well. Standards are improving, especially in English, which has been a major focus, but remain below the national average in English, mathematics and science by the end of Year 6. Many pupils have low levels of speech and language. They have a very limited range of vocabulary and often struggle to explain what it is they are learning or how they might set about a task independently. Pupils currently in Years 2 and 6 are on course to attain standards higher than those of previous year groups with a small but growing proportion likely to exceed national expectations for their age. The rate of progress being made in mathematics is satisfactory but fewer pupils are on course to meet their targets in mathematics than in English. The school sets challenging targets and constantly reviews pupils' progress towards them as it strives to improve standards further.

Personal development and well-being

Grade: 2

Pupils' behaviour is good. This is because the staff consistently yet sensitively help pupils to understand the consequences of their actions and minimise any disruption caused by the small minority of pupils with challenging behaviour. Pupils say they like coming to school. They are not always enthusiastic about their lessons but value the additional activities and the support they receive. They feel safe in school and have a good awareness of how to take care of themselves and each other. Parents value this. One commented, 'When my child first came to this school, he was shy and lacked confidence...now you would not think this was the same child!' Attendance has improved. It is still below average but above that often found in similar neighbourhoods within the local authority. Pupils know about the importance of a good diet but many of them bring unhealthy food in their lunch boxes. They spend only a short time on PE during the school day, although some enthusiastically participate in sporting activities after school. Pupils are keen to help run the school and are proud of their responsibilities within the community, for example answering the school phone and participating in the recent launch of a 'safer neighbourhood scheme'. They are gaining a satisfactory level of skills needed eventually for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Excellent features of teaching in the Unit include the consistent approach by all adults in Nursery and Reception and the use of ongoing assessments to promote children's speaking and listening skills. In Years 1 to 6, teaching is good. The school's high expectations of staff have enabled good teaching to be maintained even though there have been substantial changes of staff in some year groups. Teachers have good skills for managing behaviour and establishing a good working atmosphere in their lessons. They explain clearly to pupils what it is they are learning and usually set work which is matched well to the needs of different groups. Pupils' work is marked sensitively with some guidance as to how to improve. The substantial team of

teaching assistants is fully involved in discussions about pupils' needs and works well to support those with learning difficulties or emotional problems. In a few lessons, teachers make good links between subjects to motivate pupils, for example, in science when writing a formal letter to an apprentice about how to separate materials, but such examples are relatively few. In some lessons, there are missed opportunities to extend speaking and listening activities. In many classrooms, there are few displays or references to what pupils are learning in mathematics and this has a negative impact on pupils' rate of learning.

Curriculum and other activities

Grade: 3

The breadth and quality of activities for children in the Unit is outstanding with excellent use made of the indoor and outdoor areas. In Years 1 to 6, there is a structured curriculum plan covering all subjects. The long morning sessions are devoted to English and mathematics. This leaves little time for other subjects and only one session of PE, which can be less than 30 minutes of actual activity. This is well below recommendations and not enough to promote pupils' fitness or understanding of the subject. The school is beginning to draw up plans to make more creative links between subjects. The curriculum is adapted well for pupils with learning difficulties, enabling them to make good progress. The personal, social and emotional curriculum is particularly strong and integrated throughout. This includes additional provision for specific pupils, for example, in the nurture group, and many opportunities through the extended schools programme to help families support their children before and during their time in school. There is a good range of additional activities, visits and visitors to extend pupils' experiences beyond the classroom and the immediate environment.

Care, guidance and support

Grade: 2

Pupils' needs are identified swiftly. There are extensive induction and support programmes for the youngest children as they prepare to join the Unit. Throughout the school, those who need additional help to develop their social and emotional skills receive outstanding support. There are well trained and skilled staff on hand to respond to specific and vulnerable pupils' needs, for example, through the learning mentor and the nurture room schemes, and there are regular checks on the progress of the large groups with learning difficulties, enabling them to make good progress. Pupils receive good guidance. Most of them know their targets, although some need more help to enable them to explain what they need to do to achieve them or talk about how to improve their work. The school ensures pupils are safe and well protected by carefully applying national guidance.

Leadership and management

Grade: 2

The headteacher's clear ideas for the future and the clarity of strategic planning have enabled her and other leaders successfully to oversee the complex process of developing increased provision on the site. The headteacher has maintained sufficient focus on the primary school section whilst having to concentrate on the new demands of establishing a Foundation Stage Unit and an Early Years Centre. This has led to continuous improvement throughout. The large staff team are well trained and deployed carefully where they are most needed. There are good systems for checking on the performance of everything that is going on, including the progress

made by pupils, for example, by observing lessons and the recent check on how well pupils learn to use computers. Some of the information gained is not always summarised clearly but leaders do use it well. Several leaders are new to their posts and are undergoing training before taking on their full leadership responsibilities. The governors are committed to the school and are led well. They are effectively involved in important decision making and in promoting the school in the wider community.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 May 2007

Dear Children

Camp Hill Primary School and Early Years Centre, Nuneaton CV10 9QA

A team of inspectors visited your school recently to find out how well the school is doing. We thoroughly enjoyed talking to a number of you in lessons, looking at some of your work and meeting groups of you, including members of your school council. Thank you for making us so welcome. I am pleased to say yours is a good school and some things are really good. Here are some of the highlights we found:

- You work hard and make good progress in your lessons. The children in the Foundation Stage do ever so well.
- You behave well and know it is important to be sensible around school and towards each other.
- Your teachers set you work which is not too hard or too easy and this helps you all learn well.
- Children in the Foundation Stage Unit have a great time playing and learning in lots of different ways.
- Those of you in Years 1 to 6 have lessons about many different subjects but you spend a lot of time on English and mathematics. Teachers plan lots of interesting trips and special activities which you enjoy.
- All the adults in school take good care of all of you. Those of you who sometimes get upset or who have problems are helped exceptionally well.
- The headteacher and some other leaders are very good at planning ways of improving the school.

We have asked the headteacher, staff and governors to work together on three things to make the school even better:

- Find ways of giving those of you in Years 1 to 6 more practice in learning to talk about your work and what you are doing.
- Provide more time for physical education in Years 1 to 6 by improving the way the class timetables for the week are organised.
- Help you to make just as much progress in mathematics as you do in English in Years 1 to 6.

We hope you all continue to enjoy your time at Camp Hill School and Early Years Centre.

Yours sincerely

Martin Kerly Lead Inspector