



# Campsbourne Junior School

## Inspection Report

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**Unique Reference Number** 102084  
**Local Authority** Haringey  
**Inspection number** 294487  
**Inspection dates** 14–15 February 2007  
**Reporting inspector** Richard Hancock

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior	<b>School address</b>	Nightingale Lane
<b>School category</b>	Community		Hornsey
<b>Age range of pupils</b>	7–11		London N8 7AF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0208 340 2064
<b>Number on roll (school)</b>	176	<b>Fax number</b>	0208 341 2658
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Steve Jenkins
		<b>Headteacher</b>	Mr Jon Goulding
<b>Date of previous school inspection</b>	10 November 2005		

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## **Introduction**

The inspection was carried out by two Additional Inspectors as part of a co-ordinated inspection.

## **Description of the school**

The school was federated with Campsbourne Infants School in September 2006. The headteacher of the Infants became the headteacher of the federation. The school is located in an area of mixed housing where there is considerable deprivation. The backgrounds of pupils are extremely diverse. Many pupils are from ethnic minority backgrounds and significant numbers are learning English as an additional language, some at the early stages of doing so. The proportion of pupils with learning difficulties and disabilities is about average. Campsbourne Infants School was inspected at the same time as the Junior School. When the Junior School was last inspected it required significant improvement.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Since the school became part of the federation, a number of successful initiatives have been introduced which have made an impact on the quality of teaching and pupils' standards. The school has improved significantly since it was last inspected and now provides a satisfactory education for its pupils. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Standards are below average but improving. The achievement of pupils is satisfactory. Provision for pupils with learning difficulties and disabilities has recently been reviewed and most are now making satisfactory progress because of the extra support they receive but some are still not getting enough help. Not all lessons are sufficiently challenging so that the more able pupils reach the standards of which they are capable. Pupils learning English as an additional language, including those who are at the early stages of doing so, make satisfactory progress but are not always well supported in class. Black African and Caribbean boys do not achieve as well as other pupils but are becoming more successful as a result of support from learning mentors.

Pupils' personal development and well-being are satisfactory. Pupils know what they have to do to keep safe and healthy, show that they often enjoy learning, and are keen to achieve. They are ready to take part in the wider life of the school and are learning about their local community. The school's appropriate emphasis on the acquisition of basic skills and teamwork means that pupils are being satisfactorily prepared for their future economic well-being. Pupils' social, moral, spiritual and cultural development is satisfactory. A small minority of pupils find it difficult to maintain concentration and can distract other pupils from learning but the overall behaviour of pupils is satisfactory. Attendance rates are slowly improving, but significant numbers of pupils are late for school.

Teaching and learning are satisfactory. Some lessons stimulate pupils' interest so that they want to learn but others lack excitement and challenge and then pupils do not achieve enough. Teaching assistants are mostly effective but some are not sure how best to help pupils make progress. Teachers mark work carefully and their feedback to pupils is positive and encouraging but does not usually help them to know what they need to do improve their next piece of work. The school has good systems to ensure that pupils are safe and protected.

Leadership and management are satisfactory. The headteacher and senior team are giving the school a clear sense of direction. The school is effectively supported by its governors. It has the support of the majority of parents. The school rightly recognises that standards need to be higher and that it is not yet building strongly enough on the average standards reached by pupils when they start the school. To this end it has already put in place some effective measures to address weaknesses. Development plans show that the school has identified appropriate priorities for its future development. Its capacity for future improvement is good.

## **What the school should do to improve further**

Raise standards by improving the quality of teaching and learning in English, mathematics and science by ensuring that:

- pupils have individual targets to aim for, together with clear guidance as to what they need to do to achieve them
- pupils who need extra help are fully supported
- all lessons have high levels of challenge to help pupils achieve more.

## **Achievement and standards**

### **Grade: 3**

Test results at the end of Year 6 in English, mathematics and science have been below average over time but improved in 2006. This improvement is also reflected in pupils' current work and shows that standards are rising. Achievement is satisfactory for most pupils, including those with learning difficulties and disabilities and the most able. Pupils learning English as an additional language also make satisfactory progress but Black African and Caribbean boys do not achieve as well as other pupils. Although overall achievement is satisfactory, the school rightly recognises that standards need to be higher and that it is not yet building strongly enough on the average standards reached by pupils when they start the school. To this end there are already in place some effective measures to address weaknesses in areas it has accurately identified as being in need of improvement, such as standards of writing.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Pupils know how to make safe and healthy choices, enjoy school, and are enthusiastic about singing, and reading and writing poetry. They take a pride in the appearance of their work. They are eager to achieve awards and certificates. They participate in the wider life of the school and attendance at sports based clubs is good. Many contribute to their community by becoming 'playground buddies' or school councillors. Pupils learn about the wider community by raising funds for charities and taking part in local events. 'We like helping other people' they say. They learn to work together, and to communicate effectively, providing helpful preparation for their future economic well-being. Most behave well but a few lose concentration too easily and this sometimes distracts others from learning. Attendance is slowly improving, but too many pupils still arrive late for school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Lessons have clear objectives, time is well used and relationships are good. Most lessons are planned carefully to ensure that the differing needs of pupils are catered for. The best lessons are stimulating and then pupils achieve well. However, lessons sometimes lack interest and challenge and this results in pupils not making fast enough progress. Although most marking is diligent, insufficient use is made of feedback to help pupils know what they have to do to improve their work. For the most part, pupils with learning difficulties and disabilities receive helpful support but some do not get enough help, especially with their written work. Teaching assistants are mostly effective but their expertise is uneven. Pupils learning English as an additional language receive satisfactory support. Those who are at an early stage of learning English are well taught when they are withdrawn from classes for intensive support but their needs are not always adequately addressed in class.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It has breadth and balance and meets statutory requirements. There is an appropriate emphasis on the development of literacy and numeracy. The reading and writing of poetry is a distinctive feature of work in English. The use of ICT is growing. The adoption of safe practices and healthy life styles is encouraged in lessons in personal and social health education and science. There are opportunities for pupils to take part in sport and to enjoy the arts, to study other faiths and cultures and regular visits to places of interest. Scope is given to pupils to make a contribution to the local community by raising money for charities, supporting recycling initiatives and participating in a garden regeneration scheme. Good use is made of visiting specialists to enrich the curriculum which is currently under review with the aim of ensuring that it offers high levels of challenge for all pupils.

### Care, guidance and support

#### Grade: 3

The care, support and guidance of pupils is satisfactory. Child protection procedures are in place and widely understood by staff. Recently introduced systems encourage good behaviour and help pupils feel safe and secure. Pupils have opportunities to consult a school counsellor. Learning mentors work effectively to improve the behaviour and learning of disaffected pupils. Support for pupils with learning difficulties and disabilities is satisfactory but is not yet meeting all needs. Support for pupils learning English as an additional language, including those who are at the early stages of doing so, is satisfactory. The school implements the advice of outside agencies well. Although class and group targets are in use, individual targets are not identified and pupils are

not always aware of what they have to aim for. Marking is regular, frequent and encouraging but feedback often lacks detail which means that pupils are not sure how to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and senior leaders give the school a sense of direction based on an accurate analysis of its strengths and weaknesses. They have made improvements to pupils' behaviour, attendance, and teaching and learning. The school is developing the role of phase managers to raise standards but this has not yet made an impact. The management of pupils with learning difficulties and disabilities is developing satisfactorily because pupils' needs have been identified although they are not yet catered for fully. The management of pupils learning English as an additional language is satisfactory but some do not get enough support in class. The governing body has a good grasp of how the school needs to improve and a clear vision of how the federation can benefit its pupils. The school has made good progress since its last inspection and can demonstrate that improvement is being maintained. Its capacity for further improvement is good.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Thank you for helping us when we inspected your school recently. We enjoyed talking to you. Your school is improving and is now offering you a satisfactory education. The standard of your work is rising. You enjoy lessons when teachers set you challenging tasks and really make you think. Those of you who need extra help make satisfactory progress but sometimes you need more help in class.

You know how to keep safe and healthy, are keen to take part in clubs and societies and the parts you play as school councillors are helpful to the school community. You work well in teams. As one of you concisely said: 'We just help one another and then we solve the problem'. Your handwriting is clear and you take pride in your work. Well done!

Most of you behave well and this helps you learn but one or two still find this difficult and then everyone's learning slows down. Attendance is improving although many of you find it difficult to get to school on time.

The school has made good progress since it was last inspected but we think it can improve further. The school recognises it needs to build on what you already know when you move into Year 3. To help it do this we have asked that in English, mathematics and science you are given individual targets to aim for and clear guidance as to what you need to do to achieve them. We are also asking the school to make sure that those of you who need extra support receive it and that more lessons offer you all the excitement and challenge already found in the best ones.

Best wishes for the future.

Richard Hancock

Lead Inspector