

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



02 December 2008

Ms A Ryan
Headteacher
Campsbourne Junior School
Boyton Road
Hornsey
London
N8 7AG

Dear Ms Ryan

Ofsted survey inspection programme: English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 14 November 2008 to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject the visit included a focus on our current survey theme of creativity in English. The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons. The overall effectiveness of English was judged to be good.

Achievement and standards in English

Achievement is good. Standards are below average but improving.

- Standards have risen over the past three years and the unvalidated Key Stage 2 results for English in 2008 exceeded previous results, with a higher proportion of pupils reaching above average standards.
- The learning needs of pupils, including the high proportion joining after the end of Year 2, are met well, so they make good progress.
- Standards observed in speaking and listening and in reading are higher than in writing.
- Progress made is good. This includes boys and high ability pupils, both of which were groups targeted for improvement following the previous whole-school inspection.

Quality of teaching and learning of English

Teaching and learning in English are good.

- Behaviour management, in a context of very high expectations, is outstanding. Pupils' attitudes are very positive; they try hard and work well together.
- Lessons are planned to be lively and varied, helped by the outstanding use of Teaching Assistants. All pupils, including those with learning difficulties and some who are at an early stage of learning English, engage fully and confidently in the activities.
- The pace of some lessons is slower where teachers are cautious about trying a range of activities in case of misbehaviour.
- Speaking, listening and reading activities dominate with too few opportunities for extended writing. Pupils' books reflect this; also the quality of presentation is not always good enough.
- Pupils understand the targets of each lesson very clearly and respond to teachers' consistent use of different levels of challenge. However they are less clear about their personal improvement targets and how the lesson, or marking in books, relates to what they should do to improve.

Quality of curriculum in English

The curriculum in English is good.

- The curriculum is well planned and flexible in meeting a range of learning needs.
- The range of activities is good, except for limited opportunities for extended writing. The creative use of drama to develop language is outstanding.
- There are good links with the local community, for instance, reading with players from the professional football club, and links are spreading to include the exchange of English work with European schools.
- Pupils can follow up and extend English skills in after-school clubs and parents, particularly those learning English, are encouraged to participate.

Leadership and management of English

Leadership and management are good.

- The school is now fully federated with the former infant school. The split subject leadership across the phases is effective.
- Priorities for development are clearly identified, but are not precisely set out in terms of time spans, arrangements for monitoring and measures of success.

- There is good use of tests and teacher assessments to track pupils' progress and to trigger intervention when necessary.
- Planning of lessons is monitored well to check that all pupils' needs are being catered for.
- Previous inspection issues about making lessons challenging and providing extra help in lessons for those who need it have been tackled well in English. However, more work is needed to make sure pupils receive clear guidance on how to achieve their targets.

Creativity in English

The planned variety of activity and good use of resources and drama means English makes a good contribution to creativity in the curriculum. Pupils are energised and enthused by this flexible and imaginative approach to work. The school has made good use of visits from practising authors, poets and theatre groups. The early stages of linking with other schools, locally and in Europe is providing scope for creative planning by teachers.

Areas for improvement, which we discussed, included:

- making it clear to pupils, in lessons and in marking, how to improve their skills, particularly in writing
- setting out precise measures by which to evaluate improvements targeted by management.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Tony Byrne
Additional Inspector