

Campsbourne Junior School

Inspection report

Unique Reference Number	102084
Local Authority	Haringey
Inspection number	335839
Inspection dates	24–25 June 2010
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mr Aidan Rose
Headteacher	Angela Ryan
Date of previous school inspection	25 June 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observed nine teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' exercise books, documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies, and analysed information from the 94 parental questionnaires in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- if there is evidence to demonstrate that the decline in attainment and achievement has been halted
- how far leaders are ensuring that progress accelerates across all year groups
- whether teaching is consistently good
- the extent to which partnerships, community cohesion and governance have an impact on the well-being and outcomes for pupils.

Information about the school

Campsbourne Junior is a larger-than-average-sized primary school. The school is part of a federation which includes Campsbourne Infant School, the Campsbourne Playcentre and the Stonecroft and Campsbourne Children's Centres. The school provides a breakfast club as part of its extended services.

Pupils come from a wide range of backgrounds but are predominantly White British, any other White background, Black Caribbean and Black African, with the remainder coming from a range of heritages. Just over one third speak English as an additional language. About one in four pupils has special educational needs and/or disabilities, which is above average. Their needs are mostly related to behavioural, emotional and social difficulties and moderate and specific learning needs. A well-above-average percentage of pupils join or leave the school at other than the usual times.

The school has gained a number of awards, some of which demonstrate a commitment to developing healthy lifestyles, for example, the Healthy School award, and an intermediate International Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Campsbourne Junior is a good and rapidly improving school where parents and pupils are very happy with the education provided. One parent, echoing the views of others, wrote, 'The school has undergone an amazing transition and transformation under Ms Angela Ryan. The difference in such a relatively short period is remarkable.' Inspection evidence concurs with this view; the outstanding leadership of the headteacher in particular has driven through improvements highly effectively and with the full support of all staff. This is because the vision for the future of the school is crystal clear and enthusiasm for it is palpable amongst parents, pupils and staff. The school's outstanding engagement with parents has ensured that it has become the hub of the local community. Parents are well informed and as a result are able to participate effectively in the life of the school.

Excellent teamwork is a characteristic of the senior leadership group. Their tireless commitment to school improvement so that the life chances of pupils are maximised is admirable. They lead by example and, as a result, teachers and teaching assistants show dedication and a great willingness to try new things. This has a highly positive impact on developing the curriculum and evolving a wider variety of teaching styles. Key issues from the last inspection have been tackled robustly. Standards are rising and pupils are set clear targets which promote progress. An outstanding feature of teachers' marking is the guidance given about how pupils may improve their work and reach their targets. Teachers have high expectations of what pupils can achieve and the support provided for those who need it is effective. A history of weak teaching and high levels of pupil mobility have affected pupils' attainment, especially in Years 5 and 6. This is reflected in broadly average levels of attainment despite the good progress being made. The 2009 challenging targets were exceeded by a wide margin. The school's own evaluation of its effectiveness is accurate and results in clear priorities for action. Improvements in pupils' achievement can be attributed to the consistently good and sometimes outstanding teaching and a good and improving curriculum. This is having a major impact on the previous underachievement of a significant proportion of pupils. Inspectors judge the capacity for further improvement to be outstanding.

Excellent care, guidance and support ensure that vulnerable pupils and their families are well supported. The breakfast club ensures pupils receive a good start to their day. A flexible approach and an attitude that 'only the best will do' has been a key element in securing good progress for those pupils with specific and moderate learning difficulties or emotional challenges. Safeguarding requirements are met very well. The rate of pupils' attendance has improved substantially because persistent absence has been challenged effectively. However, there are still too many extended holidays taking place

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in term time, which adversely affects those pupils' learning. Increasing levels of basic skills coupled with effective paired and group work in lessons prepares pupils well for the next stage of their education. Pupils' contribution to the local community is highly valued. Working alongside local residents, they helped to clean up the local area. Pupils have also responded outstandingly well to local issues of crime and gang-related activity. Special projects such as these contribute exceptionally well to the excellent promotion of community cohesion. Pupils develop an exceptional understanding of spiritual, moral, social and cultural matters and are acutely aware of beliefs and cultures beyond their own.

Teaching in mathematics and science, although greatly improved, does not always ensure that pupils develop investigative skills or encourage them to think more deeply about their work. This is particularly evident during lesson starters, where more able learners are not always challenged as effectively as they could be.

The federation has had an excellent impact on the achievement of all pupils. All aspects of the school's work are addressed collaboratively. This has resulted in a seamless transition between the infant and junior school and has enhanced provision across both schools.

What does the school need to do to improve further?

- Raise attainment in mathematics and science by:
 - ensuring that teaching more actively promotes an investigative approach to learning through developing pupils' thinking skills more effectively
 - ensuring that more able pupils are always challenged throughout the whole lesson.
- Improve attendance by:
 - building upon the already good practice established to further discourage holidays being taken in term time.

Outcomes for individuals and groups of pupils

2

Behaviour is good and pupils have good attitudes to learning. As a result, they are attentive in lessons, which promotes their good progress. It is clear that pupils enjoy their lessons and relationships between teachers and pupils are excellent, which secures pupils' interest and engagement. Teachers have a wide repertoire of activities which make learning fun. In an outstanding Spanish lesson, opportunities were provided for playing games and singing. Excellent use was made of rhythms to promote language drills in an exciting way. Pupils responded with great enthusiasm and, as a result, made excellent progress in a very short space of time. Small group work to improve the basic literacy skills of less able pupils and those with special needs ensures they make as good progress as their peers. Pupils enjoy reading aloud with their partners and develop their confidence in writing. Pupils' exercise books demonstrate that they take good notice of the comments written by their teachers. This feedback has a clear effect on improving

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their work. Pupils are provided with appropriate short- and longer-term targets in literacy and mathematics. Most understand what they need to do to reach them and are keen to do so. All these factors make a very positive contribution to pupils' attainment and progress.

Pupils understand what constitutes safe practices. They understand, for example, the importance of being responsible when using the internet. In an information and communication technology lesson one pupil said to a new member of the class, 'When we use the internet, we're not allowed to go on there.' Movement around school and outside is calm and sensible. Pupils report that they know where and who to go to in case of any issues. Pupils have a good knowledge of healthy lifestyles and can talk about what makes a balanced diet. They participate in a wide variety of sporting activities in clubs to keep themselves fit. They can explain the importance of warming up before physical activity. All pupils have the opportunity to express their views about the school and to suggest improvements. As a result, there are more clubs. In response to complaints about the toilets, the school has instigated extra cleaning hours. Levels of attendance have risen but some families persist in removing their children during term time to go on extended holidays.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Many good and some outstanding lessons were observed by inspectors. The quality of teaching has improved greatly since the time of the previous inspection and continues to do so. The impact of this is clearly evident in classrooms where learning and progress are consistently good. Interactive whiteboards are used well to bring learning to life. In an excellent literacy lesson, pupils' learning was stimulated by a video clip, other visual images and finally by music. This resulted in the development of pupils' appreciation of the role of emotions in producing good pieces of writing. In the same lesson, excellent ways of working in groups promoted rapid progress. The carousel approach ensured that those weaker writers were able to see the model sentences and paragraphs of the more able. Pupils' enthusiasm and smiling faces showed clearly their enjoyment in learning.

In a good mathematics lesson, pupils engaged well with finding discounts. The teachers' good subject knowledge ensured that misconceptions were identified and addressed and clear success criteria guided pupils towards the learning intention well. Mental arithmetic skills were also developed well and work was matched appropriately to the different needs of pupils in the class. Opportunities were provided to promote thinking, although this is not always the case. Pupils' thinking and independent problem solving skills are underdeveloped in mathematics and science. This is because insufficient time is given to independent investigative work. In some starter activities in mathematics there is insufficient challenge for higher-attaining pupils. Sometimes teachers spend too long consolidating skills, and new learning for the more able is delayed for too long.

The improving curriculum ensures that opportunities are provided for learners of all abilities to make good progress. However, it does not yet promote outstanding outcomes for pupils. Many initiatives have been introduced with good effect to develop writing and basic literacy skills. This serves to meet individual needs more effectively. There is good cross-curricular working, which has had a clear impact on pupils' engagement and enjoyment. For example, in two lessons observed during the inspection pupils designed and planned to make their own 'Anderson Shelters'. This linking of subjects makes learning more meaningful. A series of themed and special days enriches the curriculum well and celebrates the diversity found in the school, for example, 'World Book Day', 'Black History and Caribbean Days' and 'Turkish Culture' work. This has a good influence on the progress pupils make in their personal development. The curriculum is enriched well by visits and visitors into school and a wide range of after-school clubs. Pupils' participation in these activities has a positive effect on their enthusiasm for school and helps develop their social skills and a healthy outlook on life. Outstanding care, guidance and support for pupils are based on ensuring that every child really matters. There is a highly effective range of intervention strategies which have an excellent impact on pupils' achievement, attitudes and behaviour. The dedicated and highly effective inclusion team know individuals and their families exceptionally well. This enables appropriate, well-coordinated support to have maximum impact. As a result, the most vulnerable are extremely well cared for.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Every word of the school's vision can be felt in every classroom: Campsbourne certainly is a place 'where individual efforts are valued and celebrated'. This is not only true for individual pupils, but for individual families and staff. This reflects the words of a parent who wrote, 'The headteacher embodies the spirit of Campsbourne □ determination and enjoyment through learning.' Day to day, the leadership and management of teaching and learning is rigorous and challenging. As a result, leaders and teachers rise to the challenge and the quality of teaching continues to improve. There is no room for complacency.

The governors share the headteacher's vision and work well with the school to promote a good education for pupils. They act effectively as critical friends and are increasingly involved in strategic planning. The headteacher has actively promoted the development of their roles and responsibilities. Safeguarding is taken very seriously by governors and everyone in the school and is outstanding. Community cohesion is also promoted exceptionally well and the school responds in an exemplary way to the complex needs of its local community. Its efforts are highly valued. In addition, the school has developed a wide variety of links beyond its immediate locality, including a number abroad; hence the school's acquisition of an International Award. An extended array of partnership links benefit learners and have an excellent impact on their well-being. Every pupil has the chance to succeed in Campsbourne and there is appropriate support and help for all. As a result, there is no discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents are very positive about the school and the level of disagreement with any of the questions on the questionnaire was low. They commended the caring attitude of the school and its support for pupils, how well it keeps their children safe, how much their children enjoyed school and their considerable satisfaction with the quality of teaching. Typical comments included 'A punishment for my daughter is to say, "You're not going to school!" she loves it so much.' Some spoke very positively about the work of the headteacher. Relatively few parents made additional comments. A very small minority of parents expressed concern about how well behaviour is managed and how well children are prepared for the future. Inspection evidence does not support these assertions. Occasional displays of challenging behaviour are effectively dealt with and the impact on other learners is minimal. There was good evidence to support the judgement that behaviour management was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Campsbourne School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the junior school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	68	30	32	0	0	0	0
The school keeps my child safe	58	62	35	37	1	1	1	0
The school informs me about my child's progress	49	52	41	44	3	3	1	1
My child is making enough progress at this school	50	53	36	38	6	6	0	1
The teaching is good at this school	57	61	34	36	2	2	1	0
The school helps me to support my child's learning	51	54	35	37	6	6	1	1
The school helps my child to have a healthy lifestyle	46	49	42	45	3	3	0	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	40	46	49	0	0	1	0
The school meets my child's particular needs	50	53	37	39	6	6	2	1
The school deals effectively with unacceptable behaviour	42	45	44	47	2	2	0	2
The school takes account of my suggestions and concerns	48	51	38	40	4	4	0	0
The school is led and managed effectively	61	65	29	31	1	1	0	0
Overall, I am happy with my child's experience at this school	62	66	29	31	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 June 2010

Dear Pupils

Inspection of Campsbourne School, Nightingale Lane, Hornsey, London N8 7AF

Thank you very much for making our recent visit to your school such a pleasant one. We really enjoyed it. We enjoyed talking to you in your lessons and during our meeting with the school council. We were impressed by your polite and sensible behaviour. You are a credit to your school: well done! We particularly liked to hear how knowledgeable you were about the local community and were pleased that you take an interest in local matters. You understand how to keep yourselves safe and healthy.

We think that you receive a good education at Campsbourne Junior School and it is getting better all the time. Your teachers teach you well and plan interesting lessons and make good use of the whiteboards in your classrooms. We enjoyed watching some good and excellent lessons. I was very pleased to see how well your writing improved in literacy when you worked so well in groups.

Even in a good school like yours there is more work to be done. Your work in mathematics and science is not quite as good as it is in other subjects and although you attend school more regularly now it needs to be even better. Some of your parents choose to take you away on long holidays during time when you need to be learning in school, so we have asked:

- that teachers ensure they give you work and ask questions that make all of you think hard and provide opportunities for you to investigate for yourselves in mathematics and science
- that teachers challenge you right from the beginning of your lesson right to the end - you can help by always working as hard as you can
- that you always attend school whenever you can.

We wish you every success at Campsbourne in the future.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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