

# Campsbourne Infant School

## Inspection report

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<b>Unique Reference Number</b>	102085
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	335840
<b>Inspection dates</b>	24–25 June 2010
<b>Reporting inspector</b>	Jacqueline Marshall

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Aidan Rose
<b>Headteacher</b>	Angela Ryan
<b>Date of previous school inspection</b>	14 February 2007
<b>School address</b>	Nightingale Lane London N8 7AF
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed seven teachers, and held meetings with groups of pupils, staff, school leaders and governors. Although they did not meet with parents they evaluated 94 parental questionnaires in addition to 33 questionnaires from the older pupils. They looked at documents including school policies, pupils' progress data, attendance figures and school development planning as well as pupils' work.

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

- the effectiveness of the school's strategies for improving the learning and progress of all pupils, particularly for higher-achieving pupils, especially in mathematics
- the extent to which staff use assessment information to support and challenge pupils' learning and raise attainment
- the effectiveness of leaders in checking, reviewing and taking actions to raise standards, especially in mathematics.

## Information about the school

Campsbourne Infant School is a smaller-than-average primary school. The school is part of a federation which includes Campsbourne Junior 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 a third speaks English as an additional language. About one in five pupils has special educational needs and/or disabilities, which is average; however, the proportion with a statement of special educational needs is greater than average. Their needs are mostly related to behavioural, emotional and social difficulties, speech, language and communication issues 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.

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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

This is a good school. Since the last inspection, the highly successful federation has had an excellent impact on driving up the achievement of all pupils, enabling pupils to achieve well in their learning and develop very successfully as individuals. One parent's comments reflect others, saying there is 'an excellent atmosphere at the school to encourage learning and a positive attitude to education'. There has been a tremendous focus on every aspect of the school's pastoral care ensuring that pupils and families are extremely well supported and safeguarding requirements are exceptionally well met. As part of the federation leaders have very successfully ensured that all aspects of the school's work are addressed collaboratively. This has resulted in a seamless transition between the infant and junior schools; it has enhanced provision across both and built an exceptionally strong partnership with parents and carers. The headteacher's outstanding leadership has been the key factor in bringing about such change and drawing the whole school community together. Consequently, excellent teamwork is a characteristic of the whole senior leadership group. Their dedicated commitment to school improvement in order to give each and every child the very best start possible is considerable. 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. These improvements, together with leaders' extremely accurate self-evaluation and actions to maintain and build on the high levels of pastoral care seen at the time of the last inspection, show the school's capacity for further improvements is outstanding.

Pupils benefit from good relationships with staff, enjoy their learning and behave well. As a result of the school's tremendous focus on community cohesion and pastoral care, pupils now make an exceptional contribution to both the school and wider community, showing considerable support for one another regardless of age, gender or ethnicity. They talk with pride and enthusiasm about their school, its friendliness and the many activities and clubs they take part in. The school has worked particularly hard to foster strong links with parents and carers. Consequently, the overwhelming majority of responses to the parents' questionnaire were very positive, as were those of the pupils. This has helped with the school's tireless push to raise attendance by successfully tackling pupils' persistent absence. However, the number of parents removing their children for holidays during term time, which adversely affects learning, remains an area the school is targeting

Pupils achieve well because teaching is good and enables them to progress well in lessons that are lively and interesting. In this caring school all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are effective in

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sharing this information with them and their parents and carers. All groups of pupils make good progress. This is because of the considerable skill with which the school adapts and targets the well-focused support it gives pupils of different abilities. Across the school day-to-day assessment is effective and teachers' marking is good. While attainment is broadly average, the school's leaders are leading the successful push to develop the teaching of mathematics in order to raise standards further. Here plans to introduce new schemes and strategies are already in hand to enhance staff expertise and subject knowledge.

## What does the school need to do to improve further?

- Raise attainment in mathematics by:
  - developing teachers' subject knowledge and expertise further through the introduction of the 'Every Child Can Count' scheme
  - 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 taken in term time.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well academically. They are clear about their learning and talk with confidence about their learning and share their ideas willingly with one another. During a numeracy session, pupils in Year 2 were able to answer questions about their choices of items for snacks for the school fair, explaining how they had worked out which was the cheapest or most expensive, as well as the healthiest, before checking for themselves whether they met the targets for the lesson. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. They are particularly keen to know their 'two stars and a wish' when their work is marked engaging them effectively in the next steps in their learning. The trend in attainment in the Year 2 national tests over the last three years has been broadly average, though weaker in mathematics. Over time, pupils make good progress from starting points that are below expected levels as they enter the school in the Early Years Foundation Stage. As part of a whole-school focus on improving the quality of assessment, the school has ensured different groups are targeted very effectively to enable them to make equally good gains. Consequently, all pupils, including those with special educational needs and/or disabilities, those at the early stages of learning English and the most able, make the same good progress in reading, writing and mathematics.

Across the school pupils achieve very well in their personal and social development. Their spiritual, moral, social and cultural understanding is highly developed, in particular they are extremely considerate of each other, valuing and celebrating each other's differences. Outstanding initiatives to deal with local issues of crime and gang-related

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activity also strengthen their moral and social understanding exceptionally well. Their enjoyment of school life is evident in their very supportive approach to one another, which helps make the school a very safe and welcoming place. Their understanding of how to stay safe and lead a healthy lifestyle is good. This is demonstrated well through their high take-up of physical activity, both in the many available clubs and in making the most of the opportunities to exercise at playtimes. Pupils of all ages attending the Breakfast Club talked confidently about the benefits this can bring and are quick to explain the healthy choices they make in what they eat and do.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching is good in all stages of the school. The key features of this are the good relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to develop positive attitudes to learning. In a Year 1 literacy lesson, the teacher used video clips of sunny and stormy days on the interactive whiteboard effectively to engage and stimulate learning. These provided very effective starting points for pupils' discussion and generated a wealth of vocabulary which they

<sup>1</sup> 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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used well in their subsequent writing. Similarly, in a Year 1 numeracy lesson, pupils enthusiastically tackled a series of mental problems, confidently sharing their ideas and thoughts. Pupils were given every chance to talk about their learning and consequently were highly motivated and worked well collaboratively. A similar picture was seen in a Reception class where children's play was purposeful and a small group relished being able to explain how they could improve their own recipes following successful modelling and questioning by the class teacher. Where teaching is less strong, though still good, opportunities are sometimes missed to use questioning to extend and stretch pupils' understanding, particularly the more able in mathematics.

The curriculum is successful in building pupils' basic skills in English, mathematics and information and communication technology. Mathematics is rightly identified as an area of focus for the school over the coming year. Training and additional resources are planned to strengthen provision to mirror improvements already seen in reading and writing. The curriculum is brought alive by the creative links made between subjects and enhanced by visits, themed topics and visitors who share their expertise with pupils. Pupils' welfare and personal, social and health needs are catered for extremely well because the school works exceptionally closely with parents and carers as well as outside agencies where needed. This really is a school where 'every child matters' and staff at all levels go the extra mile to make a difference.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The extremely effective headteacher and senior leadership team, supported well by governors and other leaders, provide a clear vision for how the school can move forward. The headteacher has been instrumental in maintaining the tremendously caring ethos of the school commented on very positively by parents, carers and staff alike. There is a positive spirit and a real team atmosphere of 'can do' among the staff. They have risen well to the challenge of moving to a federation of schools and providers, ensuring that outcomes for pupils are not compromised in any way. Governors too play an effective role in checking how well the school is doing and play an important role as critical friend to the headteacher. As part of the school's development planning, leaders at all levels, and increasingly governors, are involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed. As a result, leaders have an extremely clear understanding of the school's

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overall strengths and weaknesses. They have identified the need to raise standards in mathematics and produced a well-focused set of actions to tackle this. The work of the school's leaders and staff extends beyond the school with leaders very effectively sharing their expertise with other schools, some in challenging situations. The school's promotion of equality and diversity is good; staff ensure that there is no discrimination between groups so that all have the opportunities to flourish individually and achieve well. They have been particularly effective in promoting community cohesion at school and local levels, developing and strengthening links with other schools in the United Kingdom and utilising their considerable links across the rest of the world to benefit the pupils' outstanding cultural awareness.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter with skills and understanding that are below those typically expected for their age, particularly in their mathematical development, communication, language and literacy and personal, social and emotional skills. They grow quickly in confidence, becoming keen explorers and learners by the time they enter Year 1. Children are making good progress, especially in those areas where their skills are weaker, but still enter Year 1 with below-average attainment. The curriculum is adapted effectively to engage learners. Much has been done in the Reception classes to develop their outdoor learning environment in order to provide rich and stimulating surroundings which mirror the quality seen in the Nursery. The area has recently been refurbished and staff are planning to develop this further to provide greater opportunities for the children to build



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on their knowledge and understanding through an increasing array of well-planned learning activities that reflect those available in the classrooms. Teaching is good and the children learn well from the quality interventions they receive as they play. A group of children took turns in tasting the bread they had made earlier. They talked animatedly about which they preferred, identifying the chives growing nearby that they had used to flavour one loaf as a result of an adult's effective questioning. Staff work very well with parents and carers to ensure there are really good levels of communication and the children get off to a good start. The Early Years Foundation Stage leader and team are increasingly using assessment information effectively to promote learning and are able to demonstrate the good gains that children make in all areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	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: 'It really is a gem of a school and very much valued by us', 'My children thoroughly enjoy attending the school and think that learning and school are fun' and 'Our son has flourished here'. 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 showed that, while there are occasional displays of challenging behaviour these are effectively dealt with and the impact on other learners is minimal and behaviour management is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Campsbourne Infant 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 199 pupils registered at the 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 June 2010

Dear Children

Inspection of Campsbourne Infant School, Hornsey, N8 7AF

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how much you enjoy coming to school and that your teachers plan lots of interesting things for you to do and get involved in. You get on extremely well with one another and your behaviour around school is good. We agree that there are lots of interesting clubs and activities to get involved in and can see why you take so seriously the chance to have your say in how to improve your school and local community. We understand why you think the adults do lots to help make you feel really safe and cared for.

Your school is good. The curriculum planned for you meets your needs. Teachers help you to make good progress in your work. The leaders in your school run it extremely well. They know just what needs to be done to make your school better. In order to help you make even faster progress, we have asked the adults at your school to do two things:

- make your mathematics lessons even better, by always asking you questions that challenge and stretch you to do your best
- work with your families to make sure you miss as little of your learning as possible.

Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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