

# Camp Hill Primary School and Early Years Centre

Inspection report

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<b>Unique Reference Number</b>	132059
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	341280
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Ted Wheatley

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eric Foster
<b>Headteacher</b>	Pamela Harbot
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Holly Stitches Road Nuneaton CV10 9QA
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, pupils and parents bringing or collecting their children from school. They observed the school's work, and looked at

- school planning, information about pupils' progress, records of lesson observations by the headteacher and 87 parental questionnaires.

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

- how well teaching and the curriculum meet the needs of all pupils, especially the most able, and boys and girls
- how well the school is working to reduce the differences in performance between subjects, and to raise standards of writing
- how accurately the school identifies areas for improvement and takes rapid action to deal with them, especially in teaching.

## Information about the school

This is a larger than average school and nearly all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is very high with a more than average proportion having statements of special educational needs. The school has a Healthy Schools award. There is a learning centre on the school site that is the base for the Early Years Foundation Stage and also provides support for families and children from the local community. The Early Years Foundation Stage was inspected but the other part of the centre was not. There is also a privately managed nursery on the school site which is not managed by the governing body, so it did not form part of this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. However, it has some strengths in the quality of care and the determination of the headteacher and staff to drive up standards. Standards are well below average but have been improving rapidly over recent years from very low starting points. While progress is generally good, some pupils make very good progress and almost all pupils enjoy learning. There are variations between boys and girls from year to year but the school has effective strategies in place which are reducing the differences. Pupils with special educational needs and/or disabilities make good progress and, given the wide range of social, emotional and learning difficulties of some pupils, many make excellent progress. Progress in writing and numeracy skills has been a little slower. Although the school has focussed on these and there has been improvement, the improvement has trailed behind that in other subjects. Standards in science, for example, are close to average and pupils' reading skills are considerably better than their writing.

Teaching is good overall and there is excellent practice in some classes where work is lively, challenging and extremely well matched to pupils' needs, including the small numbers of able pupils. In these classes, learning and progress are fast. In other classes, assessment information is not used so well to match work to the needs of different pupils so that some make better progress than others, and pupils do not always know what they need to do to improve their work. The quality of support from teaching assistants is good and is outstanding in some instances. The curriculum is satisfactory with excellent features and is generally well matched to the needs of different groups of pupils. However, there are not enough planned opportunities in all subjects for pupils to improve their writing and numeracy skills. The range of out-of-school activities is extremely good, providing many opportunities for pupils to engage in physical activities, which they do with enthusiasm. Activities to enliven learning are wide ranging and organised effectively to ensure all pupils can benefit from visits.

Pupils enjoy school. They feel safe and report that there is very little bullying and that it is dealt with well when it happens. Pupils understand the importance of healthy lifestyles and almost all take part in physical activities. Pupils behave well and are considerate towards each other. Attendance is satisfactory and steadily improving. Pupils take on a sound range of responsibilities.

The quality of care, guidance and support is good. In particular, the school's efforts to support pupils with learning difficulties or who have social or emotional problems are excellent. Pupils all feel they have an adult they can go to for help, as do parents, who overwhelmingly support the work of the school.

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The headteacher provides outstanding direction for improvement and her ambition and drive are reflected in the efforts of all staff. Some changes in staff have slowed progress a little, but this is picking up again as new subject leaders gain the expertise to initiate development in their areas of responsibility. The school has a clear view of how to improve although evaluation of teaching does not always focus sharply enough on the particular areas it is trying to develop in order to raise standards. The school works effectively to engage families and pupils so that education is valued, thus improving pupils' attendance, behaviour and attitudes, and their learning. The school is well established as part of the local community and is making sound progress in promoting community cohesion beyond the school.

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

- Raise standards by making sure pupils have opportunities in all subject areas to write independently and reinforce their numeracy skills.
- Ensure that the effective practice of using assessment information seen in some classes is used in all lessons to make sure that:
  - work is always well matched to pupils' learning needs
  - pupils know what they need to do to improve their performance.
- Accelerate the pace of progress by evaluating the effectiveness of those specific teaching skills needed to improve pupils' achievement.
- About 40% of schools whose effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Although standards are low, pupils make good progress from extremely low starting points. Pupils with statements of special educational needs make good progress and some achieve exceptionally well. Progress is improving rapidly with the increasingly challenging targets that teachers set for pupils and the focused way most of them pinpoint pupils' specific learning difficulties and deal with them. There are fluctuations in performance between boys and girls but the school's efforts to reduce this means the difference is reducing. Despite improving standards, pupils' writing and numeracy skills still trail behind other aspects of their work. Their written work is occasionally brief with missed opportunities for pupils to write independently to explain their understanding. Pupils sometimes lack confidence in using basic calculation processes.

Pupils love their school. One pupil said she would hate to be ill because it would mean she missed school. Pupils behave well and safely around the buildings and grounds. Most know why it is important to eat fruit and vegetables and to reduce the amount of sweets, chocolate, biscuits and crisps, and their choices of snacks and meals increasingly reflect this. Pupils readily take part in physical activities. Pupils take on a sound range of responsibilities from an early age. For example, the youngest pupils tidy their classrooms, carry messages and hold open doors for pupils queuing for assembly. Older ones take on other responsibilities that they carry out conscientiously. For

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example, they help younger pupils in the playground, support the occasional 'time-out' pupils who have misbehaved, and the school council has initiated obtaining playground equipment. Overall, pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' knowledge of their own community is good. It is improving in relation to the wider and international community with increasing understanding of other cultures and beliefs of people around the world. Despite below average skills in literacy and numeracy, pupils have good social skills and this gives them a sound preparation for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teachers establish extremely good relationships in lessons so that pupils feel confident to speak and ask questions, and enjoy learning. Lessons are generally interesting with a wide range of activities to capture pupils' attention. In the youngest pupils' classes, parents often spend part of the first lesson of the day with their children and this helps them to settle into school and to become willing learners. Where teaching is excellent, teachers organise a wide range of activities that are exceptionally well matched to

<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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pupils' needs. These lessons are broken down into a series of short, fast-paced activities that ensure pupils' concentration is maintained and the teacher keeps a close watch on how well pupils learn. Here, too, pupils are effectively supported and guided by well organised and prepared teaching assistants. Where teaching is satisfactory, work is not quite so well matched to pupils' needs and occasionally teachers are not quite so sure about how pupils are progressing in the work they do. Marking is sound overall, and in most there is a clear indication of how well pupils are doing and what they need to do next. However, some pupils do not always know what it is that they need to do to improve their work.

The support for pupils with special educational needs and/or disabilities is extremely good and sometimes outstanding. Whether pupils receive one-to-one support, work in small groups or have support in the classroom, teaching assistants are effective, helping these pupils make good and sometimes outstanding progress.

The curriculum is satisfactory. Provision for information and communication technology (ICT) is satisfactory and improving. Teachers use ICT well themselves to enrich lessons and increasingly involve pupils in using computers. All subjects are adequately covered, an improvement since the previous inspection, and there is a wide range of activities, visits and visitors to make the curriculum relevant and interesting. However, as pupils have particular weaknesses in writing and numeracy, there are missed opportunities to include writing or numeracy activities in all subjects in order to boost their performance and confidence in these basic skills.

Links with external services and the on-site children's centre provide good care and support for pupils and families. The close contact with families plays an important part in helping pupils to take an active part in school and to raise their aspirations. Guidance for pupils is good. The behaviour policy is effective and pupils understand what will happen if they do not behave as they should. Attendance has improved because of effective relationships between the school and parents and the school's success in following up persistent absence.

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher is ambitious for the school and her drive has established the effective approaches to attract parents, carers and pupils, and to raise the profile of education in the community. Currently, there are some gaps in the governing body so it is stretched

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to cover all that it wants to do. However, governors meet their statutory responsibilities, they provide a satisfactory level of challenge and give support to the school wherever they can. At the time of the inspection, safeguarding requirements were fully met and the school strives to ensure the school is a safe place for all pupils. Senior managers and other staff share the headteacher's ambitions and the efforts to push forward improvements are evident at management and classroom levels. Staff new to responsibility posts are effectively supported to develop their leadership skills and they are increasingly contributing to school improvement. The school is aware of where it needs to sharpen its provision in order to continue to raise standards. Senior staff have accurately identified how teaching can improve and have introduced changes. However, while senior staff continue to check the effectiveness of teaching generally, they have not focused sharply enough on checking how effective the changes they have introduced have been.

Efforts to promote community cohesion are satisfactory and improving. The impact of this in the local community has been good and, rightly, the first point of focus of the school's efforts in this direction. The school works effectively to promote equal opportunities, it uses all of its resources to do so, and any difference in the performance of different groups of pupils is narrowing. Although there are few pupils from minority ethnic backgrounds, the school has an effective policy to deal with racist comments or behaviour and to promote tolerance and understanding. The school has addressed the issues from the previous inspection well and the capacity for further improvement is good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children have very low attainment on entry to the Nursery (although it is slowly rising), especially in language and communication and in their social and emotional skills. They make good progress in developing their skills in all areas but they are still below average on entry to Year 1. While children's personal, social and emotional development is close to what is expected, in language and communication standards are still well below expectations. Children develop independence in their learning and play, but also collaborate and play with each other well. They are enthusiastic in what they do and quickly learn the routines of the classroom. Adults work well with children, planning small steps in learning so that they develop confidence. Staff assess children's progress accurately and match work closely to their needs. Activities are challenging with opportunities for children to make choices in what they do, both inside the building and outside. Partnership with parents is good. Staff work with increasing effectiveness to encourage parents and carers to collaborate with the school to help children settle in quickly. Parents are welcome in the classrooms and many take advantage of opportunities to come into school to see what their children do. All children are well cared for and those with specific social, emotional and learning needs are well supported. Leadership and management are good with a clear grasp of areas for improvement.

*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 overwhelmingly positive about the school. They think that the teaching is good, their children make good progress and that they are well provided for. They also feel that the school supports families where necessary and that when children experience personal difficulties, they are well supported. They say that communication is good and they feel well informed about their children's progress. Inspectors agree with parents' positive views of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Camp Hill Primary School and Early Years Centre 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 282 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	71	23	26	2	2	0	0
The school keeps my child safe	68	78	19	22	0	0	0	0
The school informs me about my child's progress	59	68	27	31	1	1	0	0
My child is making enough progress at this school	55	63	30	34	1	1	1	1
The teaching is good at this school	59	68	27	31	0	0	0	0
The school helps me to support my child's learning	60	69	26	30	1	1	0	0
The school helps my child to have a healthy lifestyle	50	57	37	43	0	0	0	0
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)	47	54	38	44	1	1	0	0
The school meets my child's particular needs	46	53	40	46	1	1	0	0
The school deals effectively with unacceptable behaviour	46	53	36	41	5	6	0	0
The school takes account of my suggestions and concerns	46	53	40	47	0	0	0	0
The school is led and managed effectively	59	68	28	32	0	0	0	0
Overall, I am happy with my child's experience at this school	62	71	25	29	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



16 October 2009

Dear Pupils

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

Thank you for making us welcome when we inspected your school. We spoke to many of you and you told us a lot about how good you think your school is. We think;

- you make good progress
- you enjoy school, behave well and treat each other with consideration
- some teaching is excellent and in those classes you learn really well
- the headteacher, staff and governors work hard to make sure the school becomes better, so that you do well and continue to enjoy school
- you know how important it is to eat healthily and most of you do. The rest of you are starting to eat more fruit and vegetables and fewer biscuits, crisps and chocolate, and this is good. Most of you take part in physical activity of some kind
- those of you who have responsibilities carry them out well
- the school takes really good care of you, especially if you have anything that upsets or worries you
- the school is a safe place to be, and the staff make sure it stays that way.

In order for the school to be even better, we are asking your teachers to do the following things:

- improve your writing and numeracy skills by making sure you have opportunities in all subject areas to write independently and practise your numeracy skills
- make sure that work is always matched to what you need to do to learn well and that you know how to improve your work
- help you make faster progress by making sure what teachers do in lessons to help you learn really works.

You can help by writing whenever you can and by practising your numeracy skills. We wish you well for the future

Yours sincerely

Ted Wheatley

Lead inspector

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