



# Campsbourne Infant School

## Inspection Report

---

**Unique Reference Number** 102085  
**Local Authority** Haringey  
**Inspection number** 286272  
**Inspection dates** 14–15 February 2007  
**Reporting inspector** Sean O'Toole

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

---

<b>Type of school</b>	Infant	<b>School address</b>	Nightingale Lane
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3–7		N8 7AF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8340 2064
<b>Number on roll (school)</b>	206	<b>Fax number</b>	020 3841 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>	26 March 2001		

---

<b>Age group</b> 3–7	<b>Inspection dates</b> 14–15 February 2007	<b>Inspection number</b> 286272
-------------------------	--	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## 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 Junior from September 2006 under the leadership of the headteacher of the infant school. It draws pupils from a wide range of socio-economic and cultural backgrounds. One in ten pupils is at an early stage of speaking English. The main home languages apart from English include Turkish, Somali and Yoruba. Attainment on admission is below average but the pupils represent the full spectrum of abilities. An average proportion has learning difficulties but more than usual have a statement of special educational needs. The junior school was inspected at the same time and a separate report is available.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school is a harmonious community which one parent described as 'the hidden secret of Crouch End.' It provides a satisfactory quality of education which is enhanced by several good features. Parents are justifiably confident that the school has the potential to be even better because of the leadership of the headteacher. Improved standards since the last inspection, a commitment to providing a creative and interesting curriculum and good standards of care show that the school has good capacity to build on its strengths.

Children start school with below average skills and knowledge and many have weak communication skills. Through good teaching, the staff in the Foundation Stage spur children on to become well motivated learners. They make rapid progress in their personal, social and emotional development and have a secure grasp of basic skills in communication and mathematical development. In the rest of the school, achievement is satisfactory overall. It is good in mathematics where standards are above average. By the end of Year 2, standards in reading and writing are average and equip pupils appropriately for the next stage of their education. There are pockets of good progress but some groups are not as successful as they should be. Girls are more successful than boys, especially in reading. Pupils are not always given sufficient challenge and this shows in some mistakes in grammar and punctuation in their written work.

There are several good aspects in teaching, including detailed and helpful marking. Teacher assistants work skilfully to support those with learning difficulties. Another strength is the way that those at an early stage of learning English are encouraged to learn new vocabulary. These groups clearly enjoy learning and rapidly grow in confidence. However, some lessons lack pace and work is not matched closely enough to the pupils' abilities. This leads to occasional inattention and a slow work rate.

Pupils' personal development and well-being are good. They clearly enjoy school and especially like practical work. The school works hard to encourage attendance but too many pupils have time off for extended holidays and this hampers their progress. Everyone values the different languages and traditions represented in the school. As one girl said, 'I've got friends from lots of places and I can say and;quot;Helloand;quot; in lots of languages.'

The pupils' good personal qualities are the result of the staff's commitment to including and valuing everyone. The good leadership of the headteacher is supported by the knowledgeable and effective governors. Plans to ensure the success of the federated schools are well focused and are beginning to work. However, the school's strategic plans lack a sharp enough focus on raising standards and pinpointing where support is needed to bring consistency in the teaching.

### What the school should do to improve further

- Ensure that lessons have good pace and offer sufficient challenge for all groups of pupils.

- Improve pupils' written work by focusing more effectively on grammar and punctuation, and encourage boys to read with greater accuracy and understanding.
- Make sure that the school's plans include a clear focus on raising standards and improving teaching.

## **Achievement and standards**

### **Grade: 3**

On starting school, children have a wide range of skills and knowledge. They make good progress in the Foundation Stage and achieve well. By the end of the Reception year most are working at levels which are close to those expected for their age. Overall achievement in the school is satisfactory and standards are average. There are variations in the performance of some groups. Boys attain less well than girls, especially in reading. Pupils achieve well in mathematics and, by the end of Year 2, standards are above average. Standards in reading and writing are average. There are pockets of good writing, such as imaginative descriptions of the Great Fire of London. However, there are weaknesses in pupils' use of grammar and punctuation, and handwriting is often incorrectly formed. More able boys and girls achieve well. Pupils' progress is influenced by variations in the quality of teaching. These variations are clearly seen in the quality of pupils' work and show that, in some cases, pupils underachieve because the teachers' expectations are insufficiently high. Pupils with learning difficulties make good progress as work is matched carefully to their needs. Those at an early stage of learning English achieve well, quickly learning to communicate with their friends.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school but attendance is below average. The school is working effectively to improve this. Pupils' behaviour is satisfactory. They behave well on the playground and know what to do if there are any disputes, but in classes some do not listen as well as they should. They appreciate each other's achievements and are proud of successes. Most are confident, friendly and helpful. Pupils with English as an additional language rapidly develop confidence and swiftly become part of the school. Pupils understand how to keep healthy and safe. Year 2 pupils contribute to the school council and are working to improve the healthiness of school meals. This and their literacy and numeracy skills give pupils a sound foundation for future learning.

Pupils' moral, social and cultural development is good and supported well through good links with the community. Pupils are proud of their prowess in using words in each other's languages and their music. They have a good understanding of what is acceptable behaviour. Spiritual development is satisfactory. Pupils in Reception delight in the 'magic' of changing wheat into flour.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. There are strengths, but inconsistencies in the quality hamper some pupils' progress. Teachers and support staff work together well to meet the needs of those with learning difficulties. Good emphasis on learning sounds and regular practice in building words help the less confident to improve their reading skills. Support staff ask well focused questions and skilfully move learning on. Good teaching in the Foundation Stage focuses effectively on equipping children with basic skills and there is a good balance of activities.

Staff have good relationships with the pupils and most manage behaviour well although occasionally the slow pace of teaching leads to inattention. Most lessons include a balance between instruction and opportunities to work independently or in groups. Pupils enjoy making a contribution by sharing their ideas. This is especially effective in the small group sessions with those with learning difficulties or at an early stage of learning English. The interaction with staff at these times builds the pupils' confidence and enables them to make good gains in acquiring basic skills. Pupils' books show that they respond to challenge when it is offered and marking also guides pupils on how to improve. Sometimes the pupils' work is marred by untidy handwriting and by mistakes in grammar and punctuation which are not always corrected.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. In the Foundation Stage, adults plan stimulating and interesting activities that clearly support children's learning, enabling them to make good progress. A strength of the curriculum in Years 1 and 2 is the way teachers plan to make learning relevant by establishing links between subjects, especially in writing across the curriculum. This creative approach together with the good use of visits and visitors enhance learning and personal development. Another success is the specialist teaching of music.

Pupils with learning difficulties have achievable targets and they are supported well in class. Pupils who speak English as an additional language and their parents have very good support. This all round support enables pupils to make rapid progress. Personal, social and health education is good, laying the foundations for pupils' understanding of how to care for themselves and respect others. However, there are insufficient opportunities for pupils to reflect in assemblies.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school rigorously implements measures to ensure pupils' safety and welfare. Staff regularly emphasise safety issues in class and

on the playground so pupils feel safe and confident. Pupils' receive good guidance to help them develop personally and make the right choices. Both oral and written guidance to help pupils improve their work are good. Support for pupils with learning difficulties or disabilities is good. Pupils have sensible targets for improvement and teaching assistants give good day to day support to enable pupils to play a full part in lessons. The support for pupils who speak English as an additional language is very good and is enhanced with very good support for parents. In the Nursery, adults sensitively ease children into school life. There is a quiet room for children who are overcome by the noise and number of children. Parents are very appreciative of the care, guidance and support given to their children. As one parent said, 'The way people care for each other makes this a happy school.'

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has made a good impact on raising standards over time. The senior leadership team's accurate evaluation of the school's work has identified clear priorities to enable the smooth transition towards federation. There are good systems to take account of parents' and pupils' views. The governors contribute effectively and have a good understanding of the school's strengths and weaknesses. The school's plans focus on creating a common ethos but lack a sharp edge in setting academic priorities and measures of success. Middle management is at an early stage of development. These senior staff share common goals but are yet to make enough impact on making teaching more consistent. Several aspects of the school's work, including the Foundation Stage, are managed well. The provision for pupils with learning difficulties is well organised and involves parents in monitoring their children's progress. There are well managed opportunities for pupils at an early stage of learning English.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### 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 quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
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	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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	2
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	2
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 all the help you gave to us when we inspected your school. We enjoyed talking to you, watching you at work and looking at your books. Many of you told us that you enjoy school and have lots of friends. You take a lot of interest in learning words in different languages and it was good to hear the Nursery children saying 'Hello' in Italian.

Overall your school is satisfactory and some of its work is good.

- You get on well together and take an interest in different countries and languages.
- You listen to other children and make lots of helpful comments.
- The staff look after you well.
- You enjoy learning about different subjects.
- Other adults who help in lessons are good at supporting children who find some learning difficult.

In order to make the school even better, we have asked your headteacher and the staff to work on a few things.

- Make sure that teachers give you work which is hard enough for all of you.
- Make the school's plans clearer.
- Help you to improve your handwriting, grammar and spelling. You can help by always trying your best.

I wish you every success in the future.

Yours truly,

Sean O'Toole

Lead Inspector