

Camps Hill Community Primary School

Inspection report

Unique Reference Number	117226
Local Authority	Hertfordshire
Inspection number	338971
Inspection dates	3–4 March 2010
Reporting inspector	Maxine Clewlow

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Mrs Yvonne Pendlebury
Headteacher	Mrs E Hilary Cliff
Date of previous school inspection	4 December 2007
School address	Chells Way Stevenage SG2 0LT
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Age group	2–11
Inspection dates	3–4 March 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the large majority of their time looking at learning; 15 teachers were seen teaching a total of 21 lessons. Meetings were held with governors, staff, groups of pupils and parents. Inspectors observed the school's work and looked at the school's documentation relating to safeguarding, its improvement plans, reports on the school's work, records of pupils' progress and they analysed 206 parental questionnaires.

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

- the achievement of different groups of pupils, specifically the more able pupils and Key Stage 1 boys, to determine the effectiveness of actions taken by the school to improve attainment
- the quality of teaching, in particular the way in which assessment tracking data is being used to match work to the needs of the pupils
- the quality of the school's provision in providing suitable outdoor learning opportunities for children in the Early Years Foundation Stage, in particular the Nursery.

Information about the school

This is a larger than average size primary school which is situated in the Chells Ward of Stevenage. The proportion of pupils with special educational needs and/or disabilities, mainly arising from behavioural, emotional and social difficulties is well above average. Most pupils are from White British backgrounds and a few pupils use English as an additional language. The Camps Hill Early Years Centre caters for 100 children and operates within the school with its own registration. The team only observed children in the Nursery and Reception classes in this unit. There is a supervised morning and evening care club which is run by the school.

The following are the awards given in recognition of its work: Gold Arts Mark status, Information and Communication Technology Mark, Investors in People, Healthy Schools' Standard, Eco School Silver Award, Extended School Award, Community Cohesion Award and International School 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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education for its pupils. Its strengths are in the outstanding care, guidance and support that it provides for all its pupils, especially those with special educational needs and those who are experiencing difficult personal circumstances. This welcoming and friendly school places great emphasis on the arts and its classrooms and corridors celebrate the creative successes of its pupils. All staff share this strong ethos so that the school's pastoral work results in good personal development overall. Pupils are not, however, always making healthy choices and fully participating in the good opportunities that the school provides.

Children enter the school with skills below the expectations for their age although this has changed this year and children's attainment on entry is broadly in line. Children make good progress in the Early Years Foundation Stage because the school has successfully improved teaching and learning in the Nursery since the last inspection. By the end of Year 6, pupils' attainment in English, mathematics and science is broadly average. Pupils' progress is variable as they move up through the school and this is because the quality of teaching and learning is not focused upon improving pupils' basic skills. While progress of pupils who left Year 6 in 2009 was good, an examination of pupils' work and the analysis of the school's tracking information show progress to be inconsistent. Although the school is now recognising this and they are beginning to rectify the decline, the progress and achievement of pupils is no more than satisfactory. Teaching is satisfactory overall even though all teachers have some good features to their teaching. Teaching does not always ensure that assessment information is used effectively enough to plan the next steps for learning. As a result activities in English, mathematics and science are not always sufficiently challenging.

The school has focused upon improving the provision to the Nursery with good improvements to all of the Early Years Foundation Stage. Essential systems are in place to improve teaching and learning with the recent introduction of a clear system for tracking pupil progress. The school, however, has faced a period of turbulent change with long absences disrupting senior leadership positions. Leaders and managers are beginning to clarify their new roles and responsibilities, although the key priorities for improvement have not been fully agreed in the newly formed team. The enthusiastic and capable subject leaders are working hard to improve their subjects but the lack of direction in recent months from senior leadership is beginning to have an impact upon the momentum of school improvement. Nevertheless, the commitment of the governors and members of the senior leadership team and staff provides the school with satisfactory capacity for further improvement.

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What does the school need to do to improve further?

- – Ensure pupils make consistently good progress in English, mathematics and science by:
 - using the school's assessment information to match work which will challenge pupils and accelerate their learning
 - providing learning opportunities in these subjects that engage and excite pupils
 - developing consistent planning to facilitate effective learning
- Improve the effectiveness of leadership and management by:
 - ensuring the new school development plan identifies the key priorities for development incorporating the new leadership roles and responsibilities
 - involving the subject leaders and governors in monitoring of teaching in English, mathematics and science so that the criteria for good teaching and learning is understood and agreed.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

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

Pupils' enjoyment of school was evident in most lessons visited. They particularly enjoy the broad creative experiences and participate with enthusiasm. Progress in the arts is good but in English, mathematics and science progress and achievement is only satisfactory. Pupils with special educational needs and/or disabilities also make satisfactory progress in their learning. Progress in learning is at best satisfactory because the activities do not build upon previous learning. Inspectors looked closely at the progress of particular groups and found that these pupils are making inconsistent progress. In Key Stage 1, boys enjoy the active creative learning opportunities but make limited progress in basic skills lessons. In these subjects, more-able pupils are not always challenged and teachers do not always plan tasks which will develop or extend their understanding.

Pupils get along well with each other and they have an excellent understanding of each others cultural heritage, although their spiritual, moral and social development is good overall. The vast majority of pupils behave well in lessons and around the school and know why good behaviour is important because teaching assistants support their personal development effectively. For the few pupils who are not able to reach the same standards of behaviour, effective systems are in place to support and improve their conduct. Pupils say they feel safe and they have a good understanding of how to stay fit and healthy, supported through the broad range of physical activities offered in and out of school. The variety of national awards that the school has achieved in recent years reflects the contribution the pupils make to their own personal development. Pupils are very much involved in their wider community through sports partnership organisations

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and through the strong international awareness. Despite the school's efforts to promote good attendance a small number of families have not been able to ensure that their children attend regularly and this year attendance figures are close to becoming below the national average.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching observed during the inspection was satisfactory with many good features. Teachers have positive relationships and their good classroom management skills provide a secure atmosphere in which pupils can learn. However, too much of the teaching is satisfactory, particularly when teaching English, mathematics and science. Teachers are not always using the assessment information to plan learning opportunities which build upon what the pupils already know. Sometimes, there is reliance upon planning activities that fill time rather than develop learning. The strong specialist teaching in art, music and dance provide high quality opportunities which results in enthusiastic learning. Teachers' subject knowledge is good, particularly when they are teaching the creative subjects. In a Year 4 music lesson pupils were challenged to

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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interpret their own complex percussion compositions and the teacher modelled language needed for high level musical evaluation.

The curriculum provides a broad range of interesting and well-planned activities which in the creative areas of development helps pupils to make good progress. Significant strengths lie with the specialist teaching and provision of enrichment from good partnerships with community organisations. The specialist dance teacher, for example, knows how to provide stimulating learning opportunities in which pupils respond with enthusiasm and delight. The national awards reflect the good enrichment opportunities and development of the creative arts. The curriculum for English, mathematics and science is well organised and uses national strategies to support its content. Sometimes the activities are not matched to meet the needs of the pupils and as a result some pupils do not make as much progress as they could.

Pastoral care and support is a particular strength. Vulnerable pupils, in particular, have outstanding care through the excellent nurture facilities and dedicated work of the pastoral support worker. Parents are very complimentary about the care provided by the school for their children. All teachers build strong relationships with their pupils, sensitively developing pupils' personal well-being. The school provides outstanding care for those pupils who use the breakfast and after school care facilities. Staff work extremely hard to provide a range of interesting activities, a welcoming breakfast or tea and opportunities for them to just have fun.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
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?

Significant changes in the recent period between inspections have unsettled the school and the momentum for improvement has slowed this year. However there are measures now in place for the school to restore its drive and energy. New senior leaders are supported by members of the governing body to identify the priorities for the future. School leaders are working hard at all levels but the vision and direction for the next phase of the school's improvement is at an early phase of development. Although a system to manage the amount of data showing the performance of pupil groups has been introduced it is not yet being used effectively to inform lesson planning across the school. Monitoring of teaching is not shared sufficiently across all leaders. The monitoring information governors receive lacks clarity and judgements are often over generous.

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The schools strong commitment to personal well-being has resulted in a drive to promote community cohesion. This is outstanding and the results can be seen clearly in the pupils' genuine respect, tolerance and desire to understand more about the world that they live in. From incisive analysis of the school's context numerous opportunities have been developed to promote awareness and appreciation of diversity. This ethos supports all pupils and as a result equal opportunities are promoted well. Most parents and carers expressed positive views of the school, reflecting the good relationships that prevail. The school complies with government requirements for safeguarding and child protection procedures are good and implemented consistently.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. When they start in the Nursery their skills and abilities are below those expected for children of their age. With the improvements to the Nursery provision, numbers on roll have risen and the current group have started the school with skills and abilities in line with that expected for their age. The new leadership in this unit has had significant impact bringing consistency to the teaching and learning opportunities for these children. By the time the children enter year 1, many exceed the learning goals set for them. Good personal and social development comes about as children quickly learn to play well together. Teaching is good overall and the introduction of regular phonics teaching matched to needs of the pupils is resulting in rising standards in communication and language. Staff provide a good range of activities inside and outdoors, making use of the new and exciting provision. Leaders and managers are now moving the provision forward and all

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staff work with a common sense of purpose. Assessment of the children's progress is thorough and this information is used well to plan future learning opportunities. For example, in the breakfast club staff record children's progress in learning which is then passed on to the class teachers. Adults are highly sensitive to children's welfare and make sure children feel happy and safe. Good partnerships with outside agencies support children well, particularly those with special educational needs and/or disabilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The large majority of parents are satisfied with the school and praise aspects of its work. Parents say that their children are happy and enjoy coming to school. A number of parents commented particularly about the care, guidance and support their children receive. A small minority of parents expressed concerns about behaviour and specific incidents of unacceptable behaviour. The inspection team explored this but found that generally behaviour in and around the school is good and the incidents were dealt with by the school appropriately. The reasons for courses of action are not, however, explained clearly enough to the staff and to parents. A few parents also expressed concerns about the progress that their child is making especially with changes of staff over the last few years. This was also explored and inspectors agree that some pupils are not making as much progress as they could be and this report also makes clear the actions required to rectify this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camps Hill Community Primary 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 206 completed questionnaires by the end of the on-site inspection. In total, there are 417 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	60	77	37	3	1	3	1
The school keeps my child safe	124	60	76	37	5	2	0	0
The school informs me about my child's progress	95	46	103	50	7	3	0	0
My child is making enough progress at this school	98	48	89	43	17	8	2	1
The teaching is good at this school	115	56	81	40	7	3	0	0
The school helps me to support my child's learning	89	43	105	51	10	5	0	0
The school helps my child to have a healthy lifestyle	90	44	108	53	6	3	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)	70	34	111	58	10	5	1	1
The school meets my child's particular needs	87	42	102	50	14	7	2	1
The school deals effectively with unacceptable behaviour	71	34	103	5	19	10	7	4
The school takes account of my suggestions and concerns	66	32	115	58	14	7	4	2
The school is led and managed effectively	83	40	101	50	13	6	6	3
Overall, I am happy with my child's experience at this school	119	58	73	36	9	4	4	2

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"> ■ 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.



5 March 2010

Dear Pupils

Inspection of Camps Hill Community Primary School, Stevenage, SG2 0LT

Thank you so much for welcoming us when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. This letter is to share with you what we found. Your school provides you with a satisfactory education.

You get on well with your teachers, adults in your school and your friends. You know how to keep safe and lead healthy lives. You clearly enjoy learning about other parts of the world and your understanding of each other's cultures is excellent. We were very impressed by your good learning in the creative subjects, such as music, art and dance. You clearly enjoy these activities very much. In English, mathematics and science your work is not as good as it could be. We have asked your school leaders to plan how they can help you to improve.

We have asked your headteacher, the staff and governors to ensure that you make good progress in English, mathematics and science by:

- making sure the lessons are planned to help you to learn what you need to know next
- checking carefully that you make the best progress in your lessons
- ensuring plans are clear and lead to school improvement.

We hope that you can help your school to improve by working hard all the time.

Good luck for the future and thank you once again for being so polite and friendly.

Yours sincerely

Maxine Clewlow

Lead inspector

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