

Camps Hill Community Primary School

Chells Way, Stevenage, SG2 0LT

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in writing and mathematics are not high enough.
- Teaching does not ensure that pupils make good progress in all classes.
- Not all lessons are conducted at a quick enough pace, and some pupils spend too long listening passively to the teachers rather than taking part and contributing to the lesson.
- Teachers do not set work that is consistently well matched to the needs of all groups of pupils, particularly the more able and those who have special educational needs.
- In 2011 and 2012, standards at the end of Year 6 were exceptionally low.
- Pupils leaving Year 6 in the last two years did not make enough progress during their time at the school.
- Most senior and subject leaders are relatively new and have yet to refine their skills in helping their colleagues improve their teaching.
- In the past, the governing body has not challenged senior leaders sufficiently on the school's performance.

The school has the following strengths

- The school is moving forward under the effective leadership of the headteacher.
- The quality of teaching is improving rapidly. Inadequate teaching is rare and more lessons are taught well.
- Standards in the school are rising. Outcomes up to the end of Year 4 are now in line with expectations for pupils' ages. Standards in the current Year 6 are now closer to the national average.
- Pupils' progress is now in line with expectations. In some year groups, it is good.
- Pupils' behaviour and their understanding of keeping themselves safe is good.
- Attendance has improved and is now average.
- Although recently appointed, subject leaders are developing their roles well and are making a contribution to the school's development.
- The governing body is now more effective in checking the work of the school.

Information about this inspection

- Inspectors observed 19 lessons, of which four were joint observations with the headteacher and two with the deputy headteacher. In addition, the inspectors made a number of shorter visits to lessons. They heard some pupils in Year 2 and Year 6 read.
- Meetings were held with members of the governing body, staff, groups of pupils and a local authority representative.
- Inspectors observed the school’s work and looked at a wide range of documentation, including the data the school has collected on pupils’ attainment and progress, procedures for keeping pupils safe, and the school development plan.
- In making their judgements, inspectors took account of the 37 responses to the online questionnaire (Parent View) and the 58 questionnaires returned by members of staff.

Inspection team

David Wynford-Jones, Lead inspector	Additional Inspector
Victoria Turner	Additional Inspector
Joeseph Peacock	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of the pupils are White British. The remaining pupils come from a number of different minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is broadly average. Very few pupils are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportions identified for additional support through school action plus or with a statement of special educational needs is also average. Most of these pupils have moderate learning difficulties.
- The proportion of pupils supported through the pupil premium is above average. This is additional government funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and those with a parent in the armed forces.
- In 2012, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast and after-school club during term time.
- There has been a lack of continuity in the leadership of the school over several years.
- The headteacher was appointed in April 2011 and the deputy headteacher in September 2012. Other senior leaders are also fairly recent appointments.
- The on-site pre-school and pupil referral unit did not form part of this inspection.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by ensuring that:
 - all teachers use assessment information more effectively to plan work that is at just the right level for all groups of pupils, particularly the more able, disabled and those with special educational needs
 - lessons proceed at a quick pace and pupils do not spend too long listening passively to the teacher
 - pupils of different abilities know exactly what they are expected to achieve by the end of the lesson.
- Raise standards and accelerate pupils' progress in writing and mathematics by:
 - encouraging all pupils, particularly the boys, to write at length, to include adventurous vocabulary and to ensure that punctuation is used correctly
 - providing pupils with more opportunities to undertake mathematical investigations and to solve problems.
- Improve the leadership and management of the school by:
 - consolidating and refining the skills of subject and key stage leaders in helping their colleagues to consistently teach well and in checking that all pupils are making good progress
 - ensuring that members of the governing body regularly challenge senior leaders and follow up responses to their questions.

Inspection judgements

The achievement of pupils requires improvement

- Children join the Reception classes with knowledge, skills and understanding broadly in line with those expected for their age. They settle quickly into a well-organised routine. Most have attended the school Nursery, where they learnt to get on well together and to develop a love for learning. By the end of the Reception Year, the large majority of children are meeting the expected level of development in all areas of learning.
- In 2011 and 2012, standards at the end of Year 6 in reading, writing and mathematics were exceptionally low. Pupils were the equivalent of around a year behind pupils nationally. Pupils did not make sufficient progress because of a lack of continuity in the leadership of the school. Arrangements for checking how well pupils were doing were not sufficiently robust and pupils were given work that was too easy for them. Many lessons were not taught well enough to ensure that the pupils made the progress they should.
- Current standards are now much closer to the national average. Standards in writing and mathematics are not as high as those in reading. Standards in reading are average. The lower standards in writing and mathematics can be attributed to earlier shortcomings in the quality of teaching and gaps in the pupils' knowledge. Pupils in Year 6 are now making good progress and are catching up on previously lost ground.
- The standards in all year groups up to the end of Year 4 in reading, writing and mathematics are now broadly in line with expectations. In Year 5, there is still a legacy from their earlier experiences within the school, but they too are catching up well.
- The improvement can be attributed to the effective leadership of the headteacher, the focus on improving the quality of teaching, the development of assessment procedures and the commitment of all staff that pupils should do well.
- Pupils write for a range of purposes and in different styles. For example, pupils in Year 6 reported on the sinking of the Titanic, whilst pupils in Year 4 looked carefully at some text to see how it could be improved by the inclusion of adjectives and adverbs. However, older pupils, particularly the boys, do not include adventurous vocabulary, metaphors, similes and alliteration in their writing as often as they should. Some pupils do not understand the rules for basic punctuation and do not punctuate their writing accurately. Pupils do not have enough opportunity to write at length.
- In mathematics, pupils are developing a secure understanding of number, and some of the older pupils respond well to challenge. For example, in a Year 6 top mathematics set, pupils calculated how many handshakes would take place if there were 100 people in a room and all shook hands with each other. In contrast, in some classes, pupils are not given sufficient opportunities to undertake investigations and to solve mathematical word problems.
- Pupils' skills in reading are developing well. This is as a result of the emphasis placed on developing the pupils' knowledge and use of phonics (the sounds that letters make) and in ensuring that the pupils enjoy their reading sessions. In Year 6, pupils are reading confidently. They talk about their favourite books and recommend books to each other.
- In 2012, pupils known to be eligible for free school meals, and for whom the school received pupil premium funding, were around six months behind their classmates in mathematics and more than a year behind in English. Current school data shows that the gaps are closing and

these pupils are now making reasonable progress.

- In 2012, the school did not meet the government's target for the proportion of pupils reaching the minimum standards in English and mathematics. Current data suggests that, this year, the target will be met.
- Some disabled pupils and those who have special educational needs do not make as much progress as they should. Although regular checks are made to see how well they are doing, and they receive additional support to move their learning on, they are not always challenged sufficiently to ensure they make good progress.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils do not make consistently good progress over time.
- Although teachers routinely tell the pupils what they are going to be doing in lesson and provide them with a checklist, not all teachers make it clear what they expect pupils of different abilities to achieve by the end of the lesson.
- Teachers do not all use what they know about how well each pupil is doing to set work that is at the right level for pupils of different abilities. This, particularly affects those who are more able and those who find learning difficult, including disabled pupils and those who have special educational needs. Nevertheless, teachers attempt to ensure that all pupils, including vulnerable pupils, pupils who speak English as an additional language, and disabled pupils and those who have special educational needs, are fully included and have equal access to the same learning opportunities as other pupils.
- In some lessons, the pace of the lesson is too slow and time is not used effectively. For example, pupils spend too long sitting on the carpet listening to the teacher rather than taking an active part in their learning.
- Teaching has improved since the last inspection but remains variable. Inadequate teaching is now rare and there are examples of good and outstanding teaching on which the school can build. Teachers have responded enthusiastically to senior leaders' efforts and have worked closely with the local authority and others to improve their teaching skills.
- The marking of pupils' work is informative. Pupils are offered clear guidance to improve their work and reach their targets. Teachers act as good role models and promote pupils' spiritual, moral, social and cultural development well.
- Where teaching is good, the work is pitched at the right level across the full range of ability represented in the class. The lessons proceed at a quick pace and the pupils respond well to the challenges that they are set. Pupils work with sustained concentration. They make a good contribution to the lesson by responding enthusiastically to questions and finding things out for themselves.
- In these effective lessons, teachers manage pupils' behaviour well. They build on earlier learning and make effective use of small-group work. Pupils are encouraged to share their ideas with each other and with the adults, and are given the opportunity to reflect on their work and to think about how it could be improved.

- Good-quality displays in the classrooms and around the school reflect the emphasis staff place on developing a stimulating environment to enhance pupils' learning.

The behaviour and safety of pupils are good

- Pupils' behaviour has improved considerably over the last two years. Pupils have positive attitudes to learning and this is helping them to make progress.
- Attendance has improved steadily and is now average for primary schools. This is because pupils enjoy coming to school and lessons are more interesting.
- Pupils are proud of their school. They treat equipment and the building with respect and contribute to the school by taking on a range of responsibilities. Lessons are very rarely interrupted by incidents of inappropriate behaviour. Pupils are polite and routinely demonstrate good manners as they move around the school.
- Pupils from different ethnic backgrounds get on well together. They value and respect each other's heritage. This contributes effectively to their cultural development. Pupils say that there have been no serious bullying incidents, such as name-calling, fighting, racial, religious or cyber-bullying. They are confident that if an incident occurred, it would be dealt with quickly and fairly.
- Pupils know how to keep themselves and others safe and have a good understanding of potential dangers; for example, when using computers to access the internet and in talking to strangers.

The leadership and management requires improvement

- Subject and key stage leaders are developing their roles but they have yet to make a significant contribution to improving the quality of teaching and ensuring that all pupils consistently make good progress. This is partly because they have only recently assumed their responsibilities.
- The headteacher, with the help of the recently appointed deputy headteacher, has moved the school forward. The headteacher sets high expectations. She monitors teaching and its impact on pupils' learning closely. As a result, teaching has improved and pupils are making better progress than in the recent past.
- Assessment procedures have been updated and staff are working together to ensure greater consistency in the assessment of pupils' work. The half-termly checks on pupils' attainment and progress are recorded and analysed systematically by the headteacher and deputy headteacher. Teachers are asked to explain if any pupil has not made the expected progress. The headteacher uses this information to help the governors decide if individual teachers should receive a salary increase.
- In all classes, there is an appropriate focus on developing pupils' literacy and numeracy skills. All National Curriculum subjects are taught and, where appropriate, brought together through a theme or topic. Whole-school topics are used well to stimulate discussion and help pupils see how work is approached in different year groups.
- The wide range of activities promotes pupils' spiritual, moral, social and cultural development. Pupils are given many opportunities to enrich their education; for example, by playing a musical instrument, undertaking various responsibilities such as looking after the school pets, taking part

in educational visits and attending the before- and after-school activities.

- The local authority has provided good support. Officers have worked closely with the headteacher in developing assessment procedures, improving the quality of teaching, raising standards and developing leadership at all levels.

■ **The governance of the school:**

- The governing body is developing well. Governors undertake regular training and are increasingly effective in fulfilling their roles and responsibilities in checking how well pupils are doing. The governing body monitors the school's budget appropriately and has ensured that it is being used wisely, but governors do not always follow up the questions they pose or delve sufficiently deeply into some aspects. For example, the governing body did not receive an in-depth analysis of the impact of each activity supported by pupil premium money in 2011–12 before allocating the money for 2012–13. The activities funded, which were extended into the current year, include additional teaching and support, and staff to facilitate small-group work, extra-curricular activities and violin tuition. Governors have agreed improvements to the structure of the building and developing the outdoor area. Following the recent review of the school's appraisal policy, governors know where teaching is good, have a good understanding of how targets are set for teachers to improve, and the process for rewarding good teaching. Governors share the vision for the development of the school and monitor the progress of the many actions identified in the extensive school development plan. These are based on an accurate evaluation of the school's strengths and weaknesses. The governing body makes sure that the school meets requirements for safeguarding pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117226
Local authority	Hertfordshire
Inspection number	401653

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair	Peter Brooks
Headteacher	Emma Flawn
Date of previous school inspection	3 March 2010
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