

Camps Hill Community Primary School

Chells Way, Stevenage, SG2 0LT

Inspection dates 21–22 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders at all levels, including governors, work well together and have successfully raised standards and improved teaching since the last inspection.
- Pupils get off to a good start in the early years classrooms and are well prepared to start Year 1.
- Standards at the end of Year 6 have improved from well below average in 2012 to broadly average in 2014 in reading, writing and mathematics.
- Teachers draw on their good subject knowledge to plan lessons that the pupils find interesting. They use assistants and questioning well to support pupils.
- Displays in classrooms and corridors are colourful and exciting. They remind pupils how to improve their work.
- Pupils' safety and respect for others are outstanding; they co-operate well and uphold strong moral codes. They are attentive in lessons and their good behaviour helps them to learn.
- Parents are well supported and appreciate this. They overwhelmingly support the school and recognise how it has improved. The headteacher and leadership team have the confidence of pupils, parents and staff.

It is not yet an outstanding school because

- Although leaders have been successful in raising pupils' attainment and rates of progress overall, they have not analysed the school's data in sufficient detail to identify those pupils who are capable of making even faster progress.
- The most-able pupils are not all set work that pushes them to attain the highest levels of which they are capable.
- The guidance teachers give pupils when they mark their work does not always tell pupils what to do to improve, particularly in mathematics and at Key Stage 1.

Information about this inspection

- Inspectors observed pupils' learning in 17 lessons. Of these, 14 were jointly observed with senior leaders. Inspectors also walked around the school to observe teaching across year groups and when small groups of pupils were working with a teaching assistant. The work in Year 6 was checked with the headteacher. Inspectors attended breakfast club and an assembly.
- The inspection team observed the behaviour of pupils in lessons and around the school at break and lunchtimes. They formally met three groups of pupils of different ages and backgrounds. They also had a number of informal discussions with pupils.
- Inspectors took account of the 64 responses to the online questionnaire, Parent View, as well as the school's own survey in March 2015 of 126 parents' views. They spoke to a small number of parents at the start of the day and during 'stay and play' sessions in the early years classrooms. Inspectors took account of the 58 responses to the staff questionnaire.
- Meetings were held with subject and other leaders, including those leading mathematics, English, special educational needs and early years. The lead inspector also spoke with a representative from the local authority.
- Inspectors looked at documents, including information about pupils' achievements, records that check these judgements, plans for improvement, records of behaviour and attendance and documents relating to safeguarding.
- During the inspection, pupils in Year 5 were on a visit and not in school for the first day and pupils in Year 2 were taking the national tests. Inspectors looked at pupils' books and observed teaching in these year groups to get a picture of how well these pupils achieve in the school.

Inspection team

Susan Aspland, Lead inspector	Additional Inspector
Desmond Dunne	Additional Inspector
John Greevy	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school. There are two classes in each of the year groups from Reception to Year 6.
- The school's early years provision is part-time in the Nursery classes and full-time in its Reception classes.
- The large majority of pupils are White British.
- The proportion of pupils who are disabled or who have special educational needs is broadly average.
- An above-average proportion of pupils are eligible for pupil premium funding. This additional funding is to provide extra support for pupils known to be eligible for free school meals and for children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A breakfast club and after-school club, managed by the governing body, provide childcare for pupils at the start and end of each school day.
- The school admits a very small number of pupils from local schools whose behaviour has placed them at risk of exclusion. From September 2015, the Acorns preschool, which is co-located in the school's Nursery, will be amalgamated with the school. The preschool was not included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and further accelerate pupils' achievement by ensuring that:
 - pupils in all subjects and throughout the school know exactly what to do to improve and that teachers check that pupils have acted on the guidance they have been given
 - the most-able pupils are consistently set work that challenges them to achieve their full potential.
- Ensure that leaders at all levels analyse the school's data on the progress of pupils of different abilities so that they can be sure that all, including the most able, are doing the very best they can.

Inspection judgements

The leadership and management are good

- All leaders are ambitious to drive forward further improvement. They aim high and lead by example. Their passion to make the school the best that it can be is tangible. The headteacher and deputy headteacher have built a determined team of staff who appreciate the guidance they are given and the excellent opportunities they have for professional training. Staff help each other and morale is high. Teachers new to their careers have been well supported and appreciate this.
- The local authority rightly judges the school to require low levels of support this year. They have provided good support in the past, and the school's partnership in the local 'raising achievement and narrowing the gap' project has led to good achievement for pupils.
- Governors and leaders make good use of the local authority's monitoring to inform their views. For example, they commissioned a review of the school's effectiveness in spending the government's funding for the most disadvantaged pupils in the school, which confirmed that gaps between the attainment of these pupils and others are closing.
- The school has adapted its subject content and assessment procedures well to meet the most recent government requirements. The school is commissioning new electronic systems to support and increase the efficiency of its checks on pupils' performance, for example, in the early years.
- Leaders work very closely with parents. Workshops for parents, attendance at assemblies, and 'Stay and Play' sessions in the early years help parents to make a good contribution to their children's achievement. Parents say that they appreciate the good level of support provided by the school and the clear reporting of their children's achievements.
- The government's primary sports fund grant is used to employ sports apprentices and promote the uptake of clubs, both within and out of school hours. The school is particularly proud of its cheerleaders, who perform at the Stevenage Borough Football Club. The sports funding is monitored closely by the governing body, who have confirmed its impact on ensuring teaching in physical education is good.
- The school is strongly committed to providing equality of opportunity, fostering good relationships and discouraging discrimination. Those pupils who are most disadvantaged are helped to catch up with others in the school. Pupils behave well and say that they do not accept discrimination of any form in school. The school is sharing its good practice in the development of British values with other schools to help them to improve.
- Rigorous policies and procedures ensure that safeguarding fully meets requirements. Care of pupils is outstanding and staff and governors are well trained, for example, in child protection and the vetting of school staff. They are working closely with families to improve attendance.
- The promotion of pupils' spiritual, moral, social and cultural development is supported by a strong curriculum. Excellent social development ensures that the school is an exceptionally happy place to be. Pupils co-operate well with each other at all ages. Pupils are fully involved in developing democratic decisions. The assembly during the inspection was inspirational in its engagement of pupils and parents to reflect on the behaviours needed for learning and the spirituality of fine art.
- Memorable experiences enrich subjects and help pupils to achieve well. The school's use of the local area is good and the promotion of practical investigation motivates and excites them. For example, pupils in Year 4 investigated owl pellets during their study of animals, and pupils in Year 2 enthusiastically recalled the visit of the owls to inform their report writing.
- Formal management of teachers' performance fully meets government requirements. Teachers are well trained and supported, and this has been a key factor in raising standards since the last inspection. Leaders, including those in early years, check work in books and around the classrooms to ensure that agreed policies are being followed.

■ Leaders have had notable success in improving the achievement of pupils overall, particularly in raising the attainment of middle-ability and less-able pupils to the nationally expected levels. However, their analysis of pupils' progress has not honed in on the progress and attainment of different groups of pupils to make sure that all groups, including the most able, make as much progress as they could. This has, in turn, meant that teachers have not been helped as much as they could be to push the most-able pupils to achieve their very best. Leaders acknowledge that their school self-evaluation has been overly positive.

■ The governance of the school:

- Since the last inspection, governors have undertaken training to improve their skills. They now contribute fully to the school's monitoring processes. They listen carefully to the views of parents and pupils to check how effective the school is. They have deployed extra staff to help close the gap between disadvantaged pupils and others in the school. They have checked that the sports funding has helped to raise pupils' achievement in physical education and that it is helping pupils to live healthy lives.
- The governing body fulfils its statutory duties well; plans are in place for the new curriculum and assessment systems and the school's safeguarding arrangements are very effective. Governors oversee the performance of teachers; they are fully aware of their responsibilities to challenge underperformance and have fulfilled these. They have made appropriate pay decisions based on teachers' performances.
- Although governors know how pupils' overall performance compares with achievement in other schools, the governing body does not drill down in the school's performance data to check that all groups of pupils are achieving as well as they could.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have a very good understanding of moral values and an excellent awareness of how they should act toward one another. The school provides excellent opportunities for them to make a positive contribution, both in school and to their community, by performing at local events and raising funds for others. One pupil referred to the school as 'impeccable' in the way it supported him to develop good manners, compete fairly and help others who are less fortunate than him.
- Pupils are well aware of what racist and extremist behaviour looks like. They show a strong sense of moral duty. They have an excellent understanding of the risks of all types of bullying. As one pupil said, 'Don't be mean to anyone; don't say anything you would not put on a t-shirt.' Bullying in the school is rare and is immediately stopped.
- During lessons and moving around the school building, pupils' conduct is excellent. Pupils and staff get on very well together in an environment that promotes mutual respect and trust.
- Pupils who find it difficult to behave well improve their behaviour over time because of the excellent support they receive. The school's care, guidance and support for their own pupils are exemplary. Leaders work in partnership with the local authority to offer this care to pupils who are at risk of exclusion, from other schools. Pupils trust the school to help those who sometimes do not uphold the same conduct as them.
- Pupils' attendance has improved; however, it remains below the national average. Not all pupils are at school regularly. Some of the most disadvantaged pupils still miss more school than their classmates. Leaders are targeting the funding they receive appropriately to work with these pupils in order to improve this.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school site is secure, and staff are highly trained and vigilant. All necessary checks are carried out before staff are appointed and safeguarding is at the forefront of all that the school does.

- Pupils overwhelmingly recognise they have a right to feel safe and the school prepares them very well for any conflict they may face. For example, pupils are given excellent training to organise play activities for each other and resolve squabbles respectfully. The school's house captains have contributed to the school's policies and procedures.
- Pupils have an excellent understanding of the different forms that bullying and intolerance can take. They are firm in stating that they will not accept it. The oldest pupils uphold a strong sense of British values and show respect for diversity. They know how to keep themselves safe from bullying when using the internet and when they use their mobile phones.
- The care for and safety of the most vulnerable pupils who are in the care of the local authority is outstanding, helping them to achieve.
- The school's breakfast club and after-school club keep pupils especially safe at the start and end of the day. Meticulous planning ensures effective management and the excellent nurture of pupils, who appreciate the range of opportunities on offer, as do their parents.
- Pupils in the school are very supported well in their transition from one year group to the next. The oldest pupils are prepared well for their start at secondary school.
- The school is justifiably proud of winning the 'Comet Community Award'. The pupils' efforts caring for the school's chickens are something the whole school is proud of and, in particular, those pupils who sometimes require additional support.
- The vast majority of parents who responded to Parent View and spoke with inspectors feel their children are extremely safe in school and are very well looked after. The school fully involves parents in this care, for example, by sharing with them the training pupils are given on internet safety and on handling the risks of bullying.

The quality of teaching is good

- The school's assessment and monitoring data, the quality of work in pupils' books and the inspectors' direct observations of the impact of teaching on pupils' progress indicate that the quality of teaching is now good. Teaching has improved since the last inspection.
- Teachers work well with teaching assistants who have a clear understanding of their role and support pupils with their learning well, especially those who find work harder than others. Sometimes, this means that pupils work outside the classroom on their own or in small groups, where teaching assistants help them to learn well. This has proved an important factor in accelerating the learning of previously lower-attaining pupils and those who are disabled or who have special educational needs.
- Teachers have good subject knowledge and they draw on this to help make lessons interesting for the pupils, so that they are motivated to work hard. Teachers make sure that lessons build on what pupils have previously learned so that new activities move their learning on. Teachers routinely set out the 'steps to success' so that pupils know exactly what to do. Pupils appreciate this and, especially, those that have to catch up the most. All adults use skilful questioning to probe and stretch pupils' thinking, especially in Key Stage 2.
- The classroom displays guide pupils well. Writing displays provide them with good examples of what they have tried out and learnt together as a class so that, when they work on their own, they can build up their writing step by step. Pupils value this when organising their ideas. For example, when writing a balanced argument about the effects of deforestation in Year 4.
- The teaching of writing has improved since the last inspection and pupils have good opportunities to write at length in purposeful ways, including at home, where, for example, pupils in Key Stage 1 wrote up simple science experiments. Homework is used effectively to reinforce what pupils learn in school; they practise skills at home so that they can get better at them quickly.

- Teachers aim high for the youngest children in the school in reading. From the start of their time in the Nursery, children are taught the skill of building up words from letter sounds (phonics). Reading is taught well and pupils read regularly at home. The introduction of book clubs and the promotion of authors, such as Julia Donaldson and Roald Dahl, are helping pupils to value the importance of reading for pleasure. Their ability to draw inference and to interpret the author's intentions is improving. For example, good teaching in Year 6, while reading *Skellig*, helped pupils to consider the author's choice of vocabulary and how he built suspense in the novel.
- Since the last inspection, pupils now have more opportunities to solve problems in mathematics. While some still experience difficulties explaining their reasoning, they are supported well in lessons through the use of special equipment, for example, to help younger pupils to recognise number pairs to make ten. Explaining problems in real-life contexts promotes good understanding. For example, in Year 6, pupils' practical work measuring liquids helped them to understand ratio. When teachers check pupils' work in mathematics, however, they do not routinely give them enough guidance on how to improve it.
- All adults follow the school's new colour-coded marking policy, 'tickled pink and green for growth'. They mark work regularly. However, in some year groups, particularly in Key Stage 1, teachers' marking offers encouragement and praise but does not show pupils what they need to do to move their work on to the next level. Where teachers do give pupils clear advice through marking, they do not always check that pupils have followed the guidance they have been given.
- Although the most-able pupils are well motivated, there are occasions when the work they are set is not challenging enough. This means that these pupils are not all pushed to do as well as they possibly could.

The achievement of pupils

is good

- Leaders' actions to improve achievement have proved effective since the last inspection. Pupils are currently making good progress through the school. Following leaders' relentless focus on improving the quality of teaching, pupils' progress has accelerated rapidly this year so that they are on track to attain notably higher standards than in the past in the Key Stage 2 national tests. This builds on the improvement in results already seen in the Year 6 national tests in 2014, when standards were broadly average.
- Only about a third of children join the Nursery and Reception classes with skills, knowledge and abilities that are typical for their ages. The skills of the large majority are lower than this. Children make good progress in the Nursery and Reception classes. These children are well prepared to join Year 1.
- Pupils continue to make good progress in Key Stage 1. In 2014, pupils attained average standards in reading and writing, although their attainment was below average in mathematics. The higher standards evident in the current work in pupils' books shows that pupils currently in Key Stage 1 are on track to attain higher standards. This reflects the impact of changes senior leaders have introduced to drive improvement since the last inspection, particularly in writing.
- Pupils make good progress in reading. A strong emphasis on the teaching of phonics in the early years and Year 1 means that pupils make particularly rapid progress. In 2014, an above-average proportion of pupils met the expected standard in the Year 1 phonics screening check. The school's focus on encouraging reading at home and learning about different authors through their book club means that more pupils than in 2014 are on track to attain higher levels in reading by the end of Year 6, this year.
- Writing has been a focus for the school and the development of teachers' subject knowledge to support this has been strong. This has helped to raise achievement. Pupils make good progress in writing and the proportion of pupils achieving well in comparison with others, nationally, is set to rise again this year, according to the pupils' current work.
- Pupils make good progress in mathematics. Effective mathematics teaching is promoting problem solving and teachers' questioning probes pupils to explain their ideas. Pupils' work in books indicates that the proportion of pupils making better than expected progress is on track to increase this year, as a result of

the training staff have had.

- In 2014, disadvantaged pupils at the end of Year 6 were around a term behind their classmates in reading, two and a half terms behind in writing and a year behind their classmates in mathematics. Disadvantaged pupils were further behind others, nationally, in reading, where the gap was nearly two and a half terms. The gaps in writing and mathematics with others, nationally, match those with other pupils in the school. Leaders and governors recognised this and took urgent action to make more effective use of the pupil premium to accelerate these pupils' learning. This included appointing an additional teacher to provide extra tuition for disadvantaged pupils. Current school data confirm that disadvantaged pupils are making good progress throughout the school and gaps in their attainment are closing rapidly.
- The progress of disabled pupils and those who have special educational needs is good. Leaders check regularly on their progress and they learn well because they are supported effectively by teaching assistants in class and through extra activities.
- The most-able pupils make good progress. An increasing number of these pupils are this year expected to reach the higher levels in English and mathematics, according to their current work. Nevertheless, teachers do not always set these pupils challenging enough work. There are also occasions when adults do not guide the most-able pupils enough when they are working on their own, with the result that they do not make the rapid progress of which they are capable.

The early years provision

is good

- Teamwork across the Nursery and Reception classes helps children to settle quickly. Children in the Nursery show that they can hear the sounds at the beginning of words and match these to pictures. They listen to each other and follow adults' instructions. By the end of the early years, children achieve well compared with others, nationally. The progress is particularly marked for those who start at lower points and need to catch up.
- Teachers promote early reading and writing skills well in the Nursery and Reception classes, where the teaching of phonics helps children to read. The many opportunities for role-play help children to develop good speaking and listening skills so, for example, children used puppets in to retell stories for the 'tales in a box' they had made at home.
- All adults support early mathematical development well. The children understand words such as 'add', 'total', 'more' and 'less'. They solve simple problems by adding together amounts and writing numerals. They form the majority of numerals to 20, but often reverse digits because they do not have any models in front of them to check against.
- Lively indoor and outdoor classrooms motivate the youngest children to learn. Children co-operate with each other and explore how things work. For example, two boys worked together to adjust the flow of water running along guttering. They thought about what might happen and then tested it out by tilting the guttering higher.
- The school provides good opportunities for children's spiritual, moral, social and cultural development. For example, some learn how to work together as they rehearse their cheerleading routine. Others reflect on their learning and share what they have learned, showing how confident they feel about their successes.
- Safeguarding and care for children's welfare are outstanding. Children behave extremely well and they feel very safe. Displays promote the vocabulary to express feelings and children have a very good understanding of the risks of strangers and fire. They recall simple aspects of road safety.
- Parents record 'wow' moments and celebrate achievement at home. This means they are able to contribute regularly to the school's records of how well their children are learning. Leaders work closely with parents and parents appreciate this. Parents say that they are kept well informed about their children's progress. They also praise the 'stay and play' sessions, where parents are encouraged to remain in class to play and learn alongside their child. They say these sessions help to build their confidence in

knowing how best to support their children to learn at home.

- The early years provision is well led and managed. All adults are involved in checking how well children are learning and in planning for improvements. They record what children are doing well. They identify the 'next steps' children need to take but, in the Reception classes, these records are not always specific enough for children to know exactly what to do to get better at something. Staff do not all routinely check whether or not children have achieved the targets that have been set for them.

- Children write purposefully; for example, writing simple labels and captions around the classroom. Displays show them what they have done well. However, the most-able children do not all achieve as well as they could in writing by the end of the Reception Year. This is because leaders and staff do not focus enough attention on the achievement of these children and on planning activities that stretch them.

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	462085

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	421
Appropriate authority	The governing body
Chair	Karl Newstead
Headteacher	Emma Flawn
Date of previous school inspection	22 May 2013
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