

# Inspection of a good school: Campsbourne Infant School

Nightingale Lane, London N8 7AF

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Inspection dates:

25 and 26 April 2023

## **Outcome**

Campsbourne Infant School continues to be a good school.

## **What is it like to attend this school?**

Leaders set high expectations for all pupils in the school. Pupils are happy and keen to learn. They want to do their best. Working relationships between pupils and adults are strong. Pupils show great respect to staff and to each other.

Pupils behave well in class and during breaktimes. They enjoy the range of equipment to play on, and join in with games led by adults at breaktime. Pupils interact positively with each other.

Leaders and teachers have established a culture where pupils can share any concerns, including via the 'bubble box' in each class. Pupils know they can speak with a trusted adult. They said that they felt safe in school because of the way adults always help them. Parents and carers appreciate the warm and caring attitudes that leaders encourage here.

Leaders provide a wide range of experiences to extend pupils' learning. They particularly make use of visits to London and the local area. A highlight for pupils across the school is the visit to Alexandra Palace. Teachers encourage pupils to use this as a learning opportunity. For example, younger pupils look at the skyline and make their own models.

## **What does the school do well and what does it need to do better?**

Leaders have planned an ambitious curriculum. There is a clear intent for all pupils to learn and develop their skills in a meaningful way. The focus on pupils developing subject-specific language starts from Nursery. This helps children to express their knowledge and understanding. For example, in history, adults encourage children to talk about past events using vocabulary precisely. Similarly, in mathematics, pupils across the school use place value with confidence.

Typically, teachers check pupils' understanding carefully. They build on pupils' prior knowledge and revisit and address any misconceptions. However, in some subjects,

teaching does not build as securely on what pupils already know and can do. As a result, pupils' deeper understanding of previously taught content is not as secure.

Leaders promote a love of reading across the school. They choose high-quality books for every class. Leaders ensure that the selection of books available is varied and reflects the school, local and global communities. In early years, children show their love of hearing stories by taking part actively. Staff receive regular training on teaching reading successfully. As a result, phonics is taught consistently across the school. Books that pupils read match the sounds they know. Teachers encourage pupils to practise reading at school and at home. Teachers check pupils' progress in reading regularly. Any pupils who need to catch up receive extra support. Pupils gain confidence in reading accuracy and fluency.

Pupils' behaviour is calm and friendly around the school. They have a positive attitude towards learning. Pupils are attentive in class. Their learning is not disrupted. Adults support pupils to work together and build strong friendships.

Leaders and adults have a good understanding of pupils with special educational needs and/or disabilities (SEND). They identify their needs and support pupils with SEND to access learning effectively. Teachers receive regular training about how to support pupils with SEND. They adapt learning and resources appropriately so that pupils with SEND achieve well.

Leaders encourage pupils to have a good understanding of people's different backgrounds, experiences and interests, and of staying healthy and keeping themselves safe. Pupils are taught about different religions and go to visit places of worship. Pupils are supported to develop their character through activities such as raising money for charity. They give up their time to do activities such as litter picking in the local park. Adults encourage pupils to appreciate their local environment through learning and exploring in the local woodland area. Pupils value going to a wide range of school clubs. They learn to swim in the school's on-site pool. Pupils develop confidence in expressing their views through debating and taking part in the school council.

The governing body understands its statutory duties and responsibilities. It checks that staff maintain a good work-life balance. Staff appreciate the support they receive from leaders. The staff well-being committee works proactively with leaders. Staff said that they felt part of a school family.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive thorough training throughout the year. They know how to identify and refer any concerns. Leaders work closely with external agencies. This means pupils and their families receive the right help they need. Leaders check all actions and assure themselves that these are timely. Pupils are taught how to stay safe, including through computing lessons. They are taught about the dangers of speaking to strangers online or in person.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some foundation subjects, teaching does not build securely on what pupils know and can do. This limits pupils' deeper understanding of previously taught content. Leaders should ensure that teachers help pupils to recall what they have already learned so that they build future learning on what they already know.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102085
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10268665
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laura Lewis Williams
<b>Headteacher</b>	Jonathan Smith
<b>Website</b>	<a href="http://www.campsbourne.haringey.sch.uk">www.campsbourne.haringey.sch.uk</a>
<b>Dates of previous inspection</b>	21 and 22 November 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of a federation with Campsbourne Junior School, which shares the same site and has the same governing body.
- The school does not use any alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with senior leaders and met with members of the governing body, including the chair. The inspector also spoke with the school's improvement partner representing the local authority.
- The inspector met with pupils to understand their views about the school.
- The inspector did deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The curriculum in other subjects was also considered.

- The inspector did lesson visits with the special educational needs coordinator to consider the support for pupils with SEND.
- The inspector considered the behaviour of pupils during lesson visits and around the school. The inspector looked at behaviour and bullying records, and leaders' analysis of these.
- The inspector considered the effectiveness of safeguarding, including through discussions with leaders, teachers and support staff. Records relating to safeguarding, including pre-employment checks, were also considered.
- The inspector spoke to staff about their workload and well-being and considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

### **Inspection team**

Janice Howkins, lead inspector

Ofsted Inspector

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