

Inspection of Camrose Primary With Nursery

St David's Drive, Edgware, Middlesex HA8 6JH

Inspection dates: 2 and 3 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

There are high expectations on pupils to succeed academically and personally. These ambitions are typically met. Behaviour in lessons and around the school is exemplary. This is because pupils understand the 'good to be green' system that helps to ensure positive and respectful relationships exist between pupils and staff. This contributes to pupils feeling safe and being kept safe in school.

Pupils play an active part in their school community. For example, they support each other as buddy readers and take on responsibilities, such as well-being ambassadors or as members of 'Squad 19'.

Pupils learn an ambitious and well-designed curriculum. They work hard and produce work of high quality. In most subjects, and in national assessments, pupils achieve well and are thoroughly prepared for the next stage of their education.

Pupils enjoy taking part in a range of clubs, including science, gymnastics, netball, singing, art and tennis. There are opportunities to attend visits that enrich the curriculum, for example, to London Zoo, Kew Gardens, different places of worship and the Roald Dahl Museum. Older pupils also have the opportunity to take part in residential trips.

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

Pupils learn an ambitious curriculum. In all subjects, leaders have clearly identified what pupils should learn. This is well sequenced so that pupils return to and practise important ideas before tackling more complex learning. For example, in mathematics, children in early years practise a variety of number skills as part of everyday routines. At snack time, for instance, children select the right coins for the food they have chosen. Pupils build on this foundation when completing more complex operations to solve problems with increasing confidence. Similarly, in history, children in Reception learn the difference between past and present. Throughout the school, pupils build a chronological understanding that they apply when considering discrimination at different points in time.

Pupils with special educational needs and /or disabilities (SEND) are accurately identified. Staff are well trained to make meaningful adaptations to tasks and activities. As a result, these pupils access the same ambitious curriculum as their peers and achieve well from their different starting points.

In many subjects, assessment is used well to check pupils' understanding. This means pupils typically build secure knowledge in different subjects, achieving well, including in national assessments. However, in a few subjects, assessment is not used as precisely. In these instances, gaps in learning can develop over time, meaning some pupils' understanding of the curriculum in these areas is not as secure.

Leaders have prioritised reading for all pupils. Staff are well trained to deliver the school's phonics programme. Books are well matched to the sounds that pupils are learning. This helps secure the sounds they need to read with fluency. Pupils who need additional help to read well receive appropriate support. Careful consideration has been given to those pupils who arrive to the school at different points in the year, including those new to English. Effective systems are in place to ensure that these pupils also learn to read swiftly. Leaders encourage a love of reading through the school. For example, parents and carers have the chance to read with their children as part of the school day.

The provision for pupils' personal development is very well considered. The curriculum helps all pupils, including those with SEND, to learn about important ideas. These include understanding different family structures, the importance of challenging discrimination and how to keep themselves safe, including when online. The curriculum builds logically from early years. For example, the concept of democracy is introduced through children voting for the story they want to hear at the end of the day. There is a clear focus on mental health and well-being for staff and pupils. The school council, for example, plays an active part in fund raising for a well-being package to support both pupils and their families.

Behaviour is exceptional. This is because expectations of pupils are made clear. From the beginning of early years onwards, children learn what it means to behave well. The youngest children learn to engage positively with their peers and to take turns. The school has equally high expectations of pupils' attendance. Effective systems and close working with families ensure that pupils attend well.

Staff, including those at the start of their careers, are proud to work at Camrose. They appreciate the opportunities they have to develop professionally, and the efforts leaders make to manage workload and well-being. Parents are equally positive about the school. Those responsible for governance understand their role to both support and challenge the work of leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, assessment is not used with sufficient precision to check what pupils know and understand. In these instances, errors and misconceptions are not consistently identified or addressed in a timely way. As a result, some pupils do not develop as rich and deep an understanding in these curriculum areas. The school should ensure that assessment is used consistently across the curriculum to check pupils' understanding and to address any misconceptions promptly.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102188
Local authority	Harrow
Inspection number	10323313
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	Local authority
Chair of governing body	Manjula Gami
Headteacher	Sharon Crick
Website	www.camrose.harrow.sch.uk
Dates of previous inspection	29 and 30 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school runs their own breakfast club provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher and members of staff. They also spoke with a representative of the local authority, and met with a range of governors, including the chair of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, history, mathematics and music. For each deep dive, inspectors met with subject leaders

to discuss the curriculum, visited lessons, spoke with staff, spoke with some pupils about their learning and looked at samples of their work.

- The inspectors also considered the curriculum in some other subjects.
- The inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
Laurie O'Brien	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024