

Camelsdale Primary School

Inspection report

Unique Reference Number	125821
Local Authority	West Sussex
Inspection number	359948
Inspection dates	13–14 July 2011
Reporting inspector	David Marshall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Barbara Baldwin
Headteacher	Sarah Palmer
Date of previous school inspection	16 May 2007
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 14 lessons and eight teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and the governing body minutes. In addition, questionnaires from 133 parents and carers, and others from staff and pupils, were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for assessment in providing for pupils' individual needs, and the level of achievement of the more-able pupils.
- Pupils' personal development and the effectiveness of the school's measures to enhance pupils' cultural development.
- Whether the school's priorities through the 'Camelsdale Way' for improving teaching and learning have been achieved, enhanced the curriculum and contributed to the overall outcomes for pupils.
- How effectively leaders and managers at all levels, including members of the governing body and middle managers, are enabling the necessary continuity and improvement.

Information about the school

This average sized school serves a wide area encompassing parts of West Sussex, Surrey and Hampshire. The school became an all-through primary school in September 2009 as part of a local authority reorganisation of schools in the area. As a result, and since the school was last inspected in May 2007, the school has gone through a major refurbishment project and reorganisation of classes into single year groups with the addition of a Year 6 year group. The proportion of pupils known to be eligible for free school meals is well below the national average. The great majority of the children are of White British heritage. A below average number of pupils have special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties. Children in the Early Years Foundation Stage are taught in a Reception class.

The school has many awards, including Eco Schools, Green Flag, International Schools Award and Arts Mark Silver.

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?

1

The school's capacity for sustained improvement

1

Main findings

Camelsdale is an outstanding school. This is chiefly due to the outstanding effectiveness of the management, the high calibre of pastoral care and the excellent progress pupils make. In the last few years, principally through the headteacher's influence and resolve, the school has determined a way of working which all members of the school and local community understand and appreciate, known as the Camelsdale Way. As one pupil said, 'This gives us a flying start to a learning life'. The headteacher, staff and members of the governing body know the school's strengths very well and what needs to be refined further. Their track record of consistently raising standards to high levels, and involving pupils in so many innovative activities, shows that the school has an excellent capacity to continue improving. As one parent wrote, reflecting the views of many, 'A fantastic school led by a passionate and a creative headteacher. An asset to the local community.'

Effective organisation and careful assessments enable children to make a good start in the Early Years Foundation Stage. Their progress is good and their needs are well met. However, the exciting wealth of outside and practical activities that abound in the rest of the school are not yet fully available in the Reception class. The school has rightly identified the need to provide an improved outside area, with better equipment, as a priority for the Early Years Foundation Stage. The good start pupils make is built upon outstandingly well so that, by the time they leave the school, pupils' attainment is always well above, and often higher, than that expected for their age. This year's provisional national assessments for pupils in Year 6 showed them achieving very high standards in English and mathematics. Pupils with special educational needs and/or disabilities, and those assessed as gifted and talented, make excellent progress. This is due to the high priority the school gives to meeting every pupil's individual needs.

Pupils' personal development and their wider educational outcomes are excellent, which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Attendance is high, as pupils enjoy all their time at school. Pupils' behaviour and their keen appetite for teamwork, together with their outstanding skills in English, mathematics, science and information and communication technology, prepare them exceptionally well for the next stage in their learning.

Safeguarding procedures are excellent and pupils' safety and well-being are paramount at all times. All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. A huge range of additional activities, visits and visitors enhances the outstanding curriculum. The overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments. Teachers

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mark pupils' work thoroughly, and take the opportunity to point their pupils towards the next steps in learning and respond to the improvements made.

The school does much to promote its place in the local community and has excellent partnerships with many organisations and local businesses. Its audit of community cohesion, undertaken by governing body and staff, is underpinned by a careful analysis of the school's context. The links with schools abroad are well established, and include an annual visit to Spain. Pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are also being developed extremely well.

What does the school need to do to improve further?

- Put into effect the existing plans to provide a better outside area, and an improved range of activities for Reception class children, to enhance their learning and enjoyment.

Outcomes for individuals and groups of pupils

1

Pupils understand the 'Camelsdale Way' and relish their learning. When asked to work together, they do so very effectively. They learn to keep on task, challenge each other and plan their work carefully. Pupils enjoy working independently, and respond well to teachers' questions, particularly where these really probe their thinking and understanding.

Children enter the Early Years Foundation Stage with skills and understanding that are generally above those expected for their age. Throughout the school there is a high level of achievement across a wide range of subjects and all groups of pupils achieve outstanding outcomes. For instance, art is a strength, reflected in the school's Arts Mark Award and the abundance of stunning displays showing pupils' talents to good effect. The standard of singing, witnessed during the inspection, was outstanding. The pupils' keenness to succeed at school and how well they are equipped for later life were clear in a Year 6 lesson where they collaborated on their science experiments. The most striking feature that the pupils displayed, at all times, was the caring way they took notice of each other and applauded all successes. The work of the gifted and talented coordinator is outstanding. The excellent work planned and achieved in the challenging 'Individual Research Projects' throughout the school was exemplified in Year 5. The stunning presentation on peacocks by one pupil using the interactive whiteboard had to be seen to be appreciated.

Given that pupils' levels of well-being and personal development are outstanding, it is not surprising that throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. As one parent said, 'The school successfully creates an inclusive environment where children feel part of the school and their own learning; as such they are both happy and motivated and their excellent progress is continually built upon.'

Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. Pupils show very caring attitudes to each other and the environment as the Eco Award shows. They know there is always someone they can turn to in moments of difficulty. They acquire an outstanding awareness of how to keep themselves and others safe. Pupils were keen to show how much they enjoy the responsibility of the

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school council or buddies with pupils in other classes. The school council is justifiably proud of the input it has made to influence changes. Its input is mature and thoughtful, and much appreciated by all staff.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, pupils are well motivated by the ideas and resources presented through an exceptionally well thought out curriculum and are keen to please their teachers and other adults. This was evident in an outstanding outdoor lesson in the forest for Year 5 pupils, where the teacher's provision of simple equipment for the pupils to use and challenging questions inspired unrelenting cooperation and effort from every pupil. As in most lessons, the pupils could hardly wait to join in the activities and share their thoughts and ideas.

Teachers' use of the individual pupil targets is excellent and they always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the opportunity arises. The insights that pupils reflect on in their extensive reports shows how effective this approach is. It was significant to talk to pupils and learn of another innovation that they feel really helps them. This was their adoption of the four bears to help them to learn about the 4 R's of good learning: Russell the Resilient Bear,

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Ruth the Resourceful Bear, Robbie the Reflective Bear and Rita the Reciprocal/Relationship Bear.

In all the lessons observed, the careful planning was implemented with enthusiasm and care. This was clear in a Year 2 English lesson, where the teacher asked pupils to build their own 'islands' in the school's amazing secret garden. The pupils were enthusiastic and spoke confidently in the outside classroom. The teacher's good use of praise and attention to detail was a reflection of the way in which in almost every lesson teachers take all learning opportunities that arise.

Throughout the school, there are outstanding relationships between staff and pupils. As a result, the atmosphere for learning created by the whole staff is excellent and extremely caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral, social and cultural development.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership. This, in partnership with the effective senior leadership team, ensures that complacency is not tolerated. Teamwork is excellent and the administrative team and caretaking staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. The school knows itself very well and sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the school to account in a challenging but supportive manner.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. This includes excellent procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all staff, are effective in tackling discrimination should it occur and in ensuring equality of opportunity for all pupils and across all aspects of the school's work. The school's promotion of community cohesion is outstanding. A plan and clear actions are in place to promote pupils' understanding from local, national and global perspectives. The school's links with other establishments in many parts of the world led to the International School's Award, and ensures that this aspect of community cohesion is at the same outstanding level as the rest of its provision.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children make a good start to their schooling in the Reception class and achieve well. They settle happily into school because of good links with parents and carers and because of the strong nurturing environment. Staff make every effort to ensure all children feel welcome. The good parental and carers relationships are maintained on a daily basis as staff make a concerted effort to talk to parents and carers to enable them to understand how their children learn. As one parent wrote, 'I am currently attending a 'Keeping up with the Children' course at the school which is extremely useful in helping me to support learning at home.'

Good leadership and management ensure pupils' needs are quickly identified and the appropriate range of support provided means they make at least good progress. Learning is fun. Purposeful, well-focused tasks and activities foster independence and nurture creativity.

Enthusiastic pupils were seen having fun constructing 'the largest tower ever', developing early writing, harvesting, cooking and eating their own vegetables, and one inspector was made to feel most welcome as she sampled the delights of courgette fritters made by children. Exposure to a wide range of learning experiences provides a good balance between adult-led and child-initiated activities. However, the planned outdoor activities do not yet provide the same level of challenge as the stimulating and well-matched indoor provision. Pupils make a very good contribution to the smooth running of the day by sharing resources amicably and tidying away their activities.

There is a consistent and skilled approach to the teaching of letters and sounds, commonly known as 'phonics'. The high focus on reading and writing ensures that most children make good and some outstanding progress in these areas. Regular assessments

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enable staff to keep track of children's progress and to plan next steps for learning. Good leadership and management, an effective curriculum, consistently good teaching and high-quality care ensure that children achieve, and most exceed, the expected levels for their age on entry to their next class in Year 1.

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 level of return of questionnaires from parents and carers was higher than average. The overwhelming majority of these parents and carers, and those who spoke to the inspection team, were very happy with the school. They consider that the school is very well led and managed and has a dedicated team of staff. They agree that the school has a very warm, supportive and friendly atmosphere, and most feel their children make good progress. Inspection evidence shows that all pupils, including those more-able pupils or with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. Evidence from this inspection supports parents' and carers' very positive views. The very small number of comments, for example about taster days, school communication and pupils' progress, were followed up during the inspection as part of the general gathering of evidence and discussed with the headteacher and members of the governing body. Inspectors found that the school provided very good levels of communication, that pupils made excellent progress and the question of taster days is now a school priority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camelsdale 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	77	28	21	2	2	0	0
The school keeps my child safe	103	77	30	23	0	0	0	0
My school informs me about my child's progress	86	65	43	32	1	1	1	1
My child is making enough progress at this school	76	57	52	39	3	2	1	1
The teaching is good at this school	87	65	43	32	2	2	1	1
The school helps me to support my child's learning	81	61	50	38	1	1	1	1
The school helps my child to have a healthy lifestyle	91	68	37	28	3	2	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)	86	65	40	30	4	3	0	0
The school meets my child's particular needs	72	54	57	43	3	2	1	1
The school deals effectively with unacceptable behaviour	62	47	63	47	6	5	1	1
The school takes account of my suggestions and concerns	67	51	56	42	7	5	0	0
The school is led and managed effectively	103	77	27	20	1	1	0	0
Overall, I am happy with my child's experience at this school	110	83	22	17	1	1	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 July 2011

Dear Pupils

Inspection of Camelsdale Primary School, Haslemere GU27 3RN

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us - it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well and you make outstanding progress in your learning.
- Children in the Reception class get off to a good start at the school.
- You all behave extremely well, and feel very safe in school.
- You have an excellent understanding of how to live healthily.
- Your teachers plan really exciting lessons and help you to improve your work.
- You really enjoy school because there are lots of exciting things for you to do in school and on visits and in clubs.
- The headteacher and staff manage the school extremely well.

We have agreed with your school that there are a few things that will help it to become even better. In particular, we have asked the staff to put in place the very good plans they have to improve the outside area for the Reception class. I have asked them to see if they can use these plans so that there is somewhere better for the youngest of you to enjoy learning together outside.

We wish you well in the future and keep trying your best.

Yours sincerely

David Marshall
Lead inspector

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