

Ann Cam Church of England Primary School

Bayfield Gardens, Dymock GL18 2BH

Inspection dates

16–17 January 2013

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

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress in all years from their starting points so that achievement is good.
- Good links with the on-site playschool and parents underpin children's smooth transition in Reception.
- The quality of teaching is invariably good. Teachers ensure lessons are interesting and well planned for classes containing pupils of different ages and abilities.
- Pupils feel safe and are well behaved in classrooms, around the school and in the playground. They interact well and support each other thoughtfully. Rates of attendance are above average.
- The executive headteacher and governors have a very clear idea of what the school needs to do to improve further, ensuring teaching is good and pupils achieve well.
- The school knows what its strengths are, tackles its weaknesses systematically, is improving and demonstrates a further capacity for improvement

It is not yet an outstanding school because

- Teaching is not outstanding. This is because the tasks teachers set are not always precisely enough planned to ensure pupils make rapid rather than good progress.
- Marking does not regularly enough give advice to pupils on how to improve their work.
- Pupils do not have a sufficiently secure grasp of the connection between letters and sounds. Although most pupils read well, this prevents them from making better progress in reading and spelling later.

Information about this inspection

- The inspector observed teaching in eight lessons taught by four teachers.
- He held discussions with pupils, teachers, and the executive headteacher, members of the governing body and a representative of the local authority.
- The inspection took account of a range of documents, including policies about keeping pupils safe. The inspector also examined the work in pupils' books.
- The views of 38 parents were analysed through the Parent View website.
- Inspectors considered the views expressed in eight questionnaires returned by school staff.

Inspection team

Alwyne Jolly, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Proportionally, fewer pupils than average are supported by the pupil premium, which provides additional funding for children from families who are known to be eligible for free schools meals, looked after children and those from families with parents in the armed forces.
- The proportion of pupils who are supported at school action or school action plus or who have a statement of special educational needs is below the national average.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not provide any alternative provision for pupils.
- In January 2013, the executive headteacher was also appointed to lead a nearby small school.

What does the school need to do to improve further?

In order to raise standards the school should:

- Improve pupils' understanding of letters and sounds by:
 - allocating more time to be spent daily on practising and learning new sounds
 - giving greater emphasis to building on these skills later to develop reading and spelling ability.
- Improve the quality of teaching from good to outstanding by:
 - ensuring that when teachers mark work, they give advice more consistently to pupils on how they can improve
 - planning extension tasks more precisely to ensure pupils of all abilities make rapid progress.

Inspection judgements

The achievement of pupils

is good

- Good links with the on-site playschool ensure Reception children settle quickly and adapt to learning in the school. Year groups are small, with only five pupils currently of Reception age. ,
- In the last two years, children have joined the Reception class with higher levels of skills and abilities than in previous years when they were below the expected level for their age. Individualised tasks and the extra challenge they get from working with older pupils in the same class ensures that in the Early Years Foundation Stage, they make good progress to reach expected levels in all areas.
- Test results over the last three years in the national assessments at the end of Year 6 indicate a pattern of attainment which is at least average in mathematics, reading and writing. No groups of pupils underachieved.
- The school has responded well to issues raised in the last inspection report and pupils are now given plenty of opportunities to write at length, both in literacy and other lessons, particularly history. Standards, as a result, have improved to match those in reading and mathematics.
- Attainment in reading is at least average by Year 2 and Year 6 because of the emphasis both the school and parents give to hearing children read. However, results were below average in the recent phonics screening check for Year 1 pupils, reflecting their weakness in understanding the link between letters and sounds. This was also evident when listening to pupils read.
- The school's tracking data demonstrate that pupils in all years are making good progress in reading, writing and mathematics. The work undertaken in classrooms and in pupils' books gives a consistent picture of individuals making good progress from their starting points.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support and work is set at the right level for them. Their attainment compares well with pupils in other schools who need help.
- Pupils supported by the pupil premium also achieve well. The funding is used to target identified individuals to receive in-class support. The effectiveness of this strategy is demonstrated by the good progress, measured by increased average points scores, made by those pupils. In this way, the school is significantly narrowing the gap in their attainment in relation to similar pupils in other schools and the national average.

The quality of teaching

is good

- Teaching for all ages is usually good and never inadequate. Teachers are skilful in managing classes which include pupils from three year groups. The work is always carefully planned to address the needs of pupils of all abilities and ages. On occasions, however, the tasks are not planned precisely enough to challenge pupils so that they make the most rapid possible progress.
- Excellent relationships between teachers, teaching assistants and pupils, together with good classroom displays, provide a positive atmosphere for learning. Stimulating tasks centre effectively on pupils' interests. For example, reference to Roman artefacts found in the field next to the school, during a Year 3/4 history lesson on the Romans, brought the subject closer to pupils' own lives.
- Teaching of the basic skills of mathematics and writing is consistently good. Although the teaching of reading has significant strengths, insufficient emphasis is sometimes given to promoting pupils' understanding of the connection between sounds and letters. This is both at an early age and later, when the knowledge of these skills needs to be applied for spelling and more advanced reading.
- Teachers consistently check on the progress pupils are making and adapt the work appropriately to the needs of individuals. Teaching assistants give good support, notably with pupils who have special educational needs and Reception children who relish the additional challenges given and

the interest in their individual welfare.

- The marking of pupils' work is thorough, regular and detailed. Reference is often made both to the learning objective behind a task and the pupil's individual targets, which are clear, relevant and understood by the pupils. Teachers do not, however, consistently provide written guidance on how pupils can improve and make rapid progress and in a few cases this restricts how well pupils learn.

The behaviour and safety of pupils

are good

- Parents and pupils expressed positive views about the standard of behaviour in the school. Pupils, in discussion, were adamant that there was no bullying of any form in the school. One older pupil commented, 'We are all one large family.' In fact, the older pupils are disappointed that there are not enough younger pupils so they can each have a 'buddy' to support.
- Pupils' positive attitude to learning enables lessons to proceed smoothly and teachers to focus on individual pupils and groups, confident others can work independently.
- Pupils enjoy the opportunities to fulfil jobs in school and represent their classmates on the School Council. They enjoy school, which is reflected in above average levels of attendance.
- Parents and their children were both confident in their safety at school. Pupils are invariably polite, get on well with each other and show respect and kindness to others, regardless of age, race or disability.
- Lessons feature a good dialogue between teachers and pupils. There are regular paired discussions between pupils but opportunities for pupils to discuss each other's views as a class and benefit from what other pupils have done are sometimes missed and this occasionally limits progress.

The leadership and management

are good

- The executive headteacher and the governing body have high expectations. The headteacher has strong support from the staff, confirmed by the positive questionnaire returns. Almost all parents, responding through Parent View, were very complimentary about the quality of leadership provided. The strong sense of community is fostered by excellent links with parents, confirmed by the high percentage of Parent View responses.
- The local authority provides a light touch support for this good school. It has been responsive to any perceived fall in standards and gave necessary advice when the headteacher's role was expanded to encompass the leadership and management of another school.
- The school has an accurate understanding of its strengths and weaknesses. The tracking systems used to measure attainment and progress are clear, efficient and accessible by all teachers. These lead to regular discussion about individual pupils' progress, which informs effective strategies and actions to raise attainment and increase their rate of progress.
- The quality of teaching has improved since the last inspection report and the headteacher has an effective and systematic approach to check the quality of teaching. The system of setting targets for teachers is well established and closely linked to the reviews of their salaries.
- The school has successfully addressed the main issues from the last report. The quality of writing has improved and work is generally well matched to different abilities and ages. The leadership has not, however, ensured that the planning, content, learning objectives and lesson delivery have the precision which would enable pupils to make more rapid progress.
- A wide, well-balanced range of subjects and activities is provided for pupils. Topics are often thoughtfully planned and based around history and geography, exemplified by work on Australia and the Romans. Pupils' interest is often stimulated by speakers and visits, such as that recently to the Swindon Steam Museum where they fulfilled the role of evacuees to gain an insight into life during the Second World War.

- There is a clear emphasis on spiritual values in assemblies and in the life of the school, illustrated by the developing spiritual garden. Pupils have a clear understanding of right and wrong and how to help others. There is a strong commitment to providing equal opportunities for all, highlighted by the good provision and care of disabled pupils and those who have special educational needs.

■ **The governance of the school:**

- The governors are knowledgeable and well informed about the school, which enables them to hold the headteacher to account. They have checked that pupil premium funding has resulted in those pupils it supports making good progress. They have good, regular systems to check provision and pupils' progress and give considerable emphasis to governor visits to find out first-hand for themselves. They ensure the performance of the teachers is evaluated properly and related to teachers' salaries. They have a firm grasp of the school's budget, in the context of falling rolls, and, after taking advice, recognised the financial and educational benefits of the role of an executive headteacher leading and managing two small schools. The school's safeguarding arrangements fully met requirements at the time of the inspection. The governing body fulfils its overseeing role effectively by considering safeguarding at each full meeting.

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	115683
Local authority	Gloucestershire
Inspection number	401531

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Sara-Jane Watkins
Headteacher	Chris Ward
Date of previous school inspection	3–4 December 2009
Telephone number	01531 890424
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