

Camerton Primary School

Camerton Hill, Camerton, Bath, BA2 0PS

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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 English and mathematics from their below average starting points. Consequently, their achievement is good.
- Achievement in mathematics has improved this year so that it is now good, as a result of the school's focus in this area.
- Teaching takes account of pupils' learning needs, particularly for disabled pupils and those who have special educational needs.
- The behaviour and attitudes of pupils is good and they enjoy school and feel safe.
- The quality of care for pupils and their families is effective.
- The school is ably led by the executive headteacher. Her vision for school improvement is shared by all staff and has led to better teaching and increases in pupils' achievement.
- The leadership of the Early Years Foundation Stage is strong, giving children a good start to their education.
- The federation of schools has a positive impact for pupils at the school through the sharing of resources and expertise.

It is not yet an outstanding school because

- While most of the teaching is good, it is not yet consistent in all classes and not enough is outstanding. This is because work is not always set at the right level for pupils.
- Pupils do not all fully understand and use their targets to improve their learning.
- Marking does not consistently tell pupils how to improve their work.
- The monitoring of the governing body is not focused well enough on the main priorities for improvement.
- Not all senior leaders have regular opportunities to check the quality of teaching in lessons.

Information about this inspection

- The inspector visited seven lessons taught by four different teachers, and held meetings with governors, staff, groups of pupils and spoke with a representative of the local authority. Three lessons were jointly observed with the headteacher.
- The inspector observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- Inspectors looked at the school's website and analysed responses to an inspection questionnaire from 14 staff. There were not enough responses from parents and carers to the online questionnaire (Parent View) for their views to be published, but the inspector took account of the latest survey of parents and carers conducted by the school and two individual responses from parents and carers when reaching inspection judgements about the school.

Inspection team

David Shears, Lead inspector

Additional Inspector

Full report

Information about this school

- Camerton Primary is much smaller than the average-sized primary school.
- Nearly all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, although the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals, looked-after children and pupils from service families, is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.
- Provision for two-year-olds has recently been established in the school, although this is subject to separate inspection.
- The school has recently been federated with St Julian's CE Primary School and Shoscombe CE Primary School with an executive headteacher and deputy headteacher, along with one governing body overseeing all three schools.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning so that much of it is outstanding by making sure that:
 - pupils have a good understanding of their targets in English and mathematics and use these regularly to assess how well they think they are achieving
 - work is consistently set at the correct level to challenge all pupils
 - marking and feedback consistently tell pupils how to improve their work and give them opportunities to respond to teachers' advice.
- Build on the effectiveness of leadership and management by making sure that:
 - all senior leaders have regular opportunities to check the quality of learning in lessons
 - the governing body is more involved in checking the main areas for development in the school's improvement plan for their effectiveness in improving the progress of pupils.

Inspection judgements

The achievement of pupils

is good

- Children arrive with skills and knowledge that are below, and sometimes well below, those typical for their age. Positive relationships are successfully built with parents and carers so that children settle quickly into school and start making good progress in all areas of learning. For example, in one lesson, children were making good progress in practising building up sounds to make simple words.
- Pupils continue to build on their learning in Years 1 and 2, although the rate of progress is not quite as strong. This is because work has not always been clearly matched to the ability of all pupils. Nevertheless, the work seen in books has shown that this is improving well. For example, in one lesson, pupils made good progress in solving problems associated with two-dimensional shapes that also required them to use their basic skills of addition and multiplication.
- The progress of pupils in Years 3 to 6 is good overall. The small number of pupils is taught alongside pupils from St Julian's CE Primary School and this enables them to learn more effectively by being able to work within a wider group. The school's data and work in books show that they are making good progress and this is particularly strong in reading and mathematics. Progress in writing, while still good, has been identified by the school as the next area of focus for continued improvement. Due to the very small numbers of pupils in each year group, the attainment at the end of Year 6 varies.
- The needs of disabled pupils and those who have special educational needs are well met and as a result they make good progress in their learning.
- Pupils who are eligible for the pupil premium are also targeted well through interventions to support learning in mathematics and specific one-to-one support in developing pupils' speech and language skills. Consequently they make good progress that is similar to that of their peers. In 2012, there were no pupils in Year 6 eligible for this funding and so national comparisons cannot be made.

The quality of teaching

is good

- The progress of pupils is good because teaching is effective in meeting pupils' learning needs. Teachers have good subject knowledge and use this well to give clear explanations that help pupils to access learning easily. Effective use is made of technology such as interactive whiteboards to engage the attention of pupils and they are eager to learn new things.
- Good use is made of questioning to help pupils deepen their understanding. For example, pupils are often asked to explain the reasoning behind their answers. Teachers make sure that there are many opportunities for pupils to work together and converse individually with adults in the classroom. This helps to build pupils' confidence in giving their views and 'having a go' at answering questions. Pupils know and understand that it is all right to make mistakes because this helps them to learn.
- Teaching assistants are used well to support learning in the classroom. In particular, their work with disabled pupils and those who have special educational needs is effective because it is specifically tailored to their learning and personal needs. Consequently these pupils make good progress and achieve well.
- Children in the Early Years Foundation Stage make good progress because observations of learning are used effectively to plan activities that are tailored to meet their individual needs.
- Pupils say that they have targets in their work but they are not all clear about what they are. While there is some good practice in assessing their targets, particularly in Key Stage 2, pupils are not clear about how this helps them reach the next level of work. Consequently they are not all motivated to reach them.
- Marking and feedback is always completed and there are often comments that encourage pupils. However, pupils are not consistently told how they could improve their work and there are not

enough opportunities for them to respond to these. This sometimes results in the same areas for development identified by teachers being repeated in books over time.

The behaviour and safety of pupils are good

- Pupils say that behaviour in the school is good and both staff and parents and carers agree. Pupils enjoy their lessons and have positive attitudes towards their work. They are eager to learn and can work well with each other and individually. The encouragement of teachers in enabling pupils to 'have a go' means that pupils are developing persistence in their learning, knowing that if they keep trying, they will be successful.
- There are a very few pupils who find good behaviour difficult and staff manage this well so that any disruption to learning for others is minimised. Staff work with these pupils to help them improve by continually reminding them of what good behaviour looks like and rewarding them when they are able to achieve this.
- Pupils have a good understanding of what bullying is and how it happens. This is a result of the school's clear teaching. Pupils feel safe in school because they know that there is always an adult who will help them if any problems arise. However, they are also developing a good understanding of how to keep themselves safe. Pupils behave well in the playground and have positive relationships with each other.
- There is a clearly focused Christian ethos that is a key factor in pupils' positive attitudes and develops their spiritual, moral, social and cultural awareness. For example, pupils have a good understanding of right and wrong and have regular opportunities for reflection.
- Behaviour is not outstanding because occasionally pupils' attention wanders when the work they are set is not challenging enough.
- Attendance is currently below average. The school's analysis shows that this is mostly due to illness through the year. Staff monitor the attendance of all pupils and are rigorous in following up any unexplained absences by contacting parents and carers to ascertain the reasons for them. There are no pupils recorded this year as being persistently absent.

The leadership and management are good

- The executive headteacher has a clear vision for the development of the school and this is equally shared by the senior leadership team and all staff. The federation of the three schools is effectively supporting Camerton Primary School by enabling the few pupils in Years 3 to 6 to experience learning alongside other pupils at St Julian's CE Primary School. This has resulted in these pupils now making good progress in their learning and has given them more opportunities to broaden their understanding and develop more relationships. This is part of the school's commitment to equal opportunities.
- Targets set for progress in Years 3 to 6 are challenging, enabling pupils to make good progress. However, those set for Years 1 and 2 are not as high. Information about the progress of each pupil is used well to check whether they are making at least good progress and, where this is not the case, the school swiftly gives these pupils extra support so that they can catch up with others. The school keeps a careful watch to see if this support is being effective. While most support has been successful, the school has identified that this is not always the case and when this happens, they adapt the support to better meet the needs of pupils.
- Senior leaders check through teachers' planning and look at pupils' books to ascertain the quality of learning. However, not all are yet involved enough in observing learning in lessons.
- The leadership of the Early Years Foundation Stage is strong and is continuing to develop further. The numbers of children are beginning to grow, due to the school's increasing reputation for effective teaching and learning that is securing a good start for children.
- Leaders and managers quickly identify areas for improvement and address them. For example, information about pupils' progress last year had shown that mathematics needed further development. Current progress information in mathematics is now much stronger and shows

clearly the school's capacity to improve.

- The school cares well for its pupils as individuals. In particular, those with specific needs are nurtured and supported and the school works hard to include them as much as possible in all activities. Pupils' spiritual, moral, social and cultural development is promoted well. Safeguarding arrangements meet current government requirements.
- The local authority gives support to the school when needed. For example, it gave advice about the setting up of the federation of the three schools.

■ **The governance of the school:**

- The recently formed governing body has been quickly established and is developing well. Governors have a good understanding of the school's context and data on how well it is performing compared with schools nationally. They have received recent training to help them with this. They have been involved in making decisions about teachers' pay using information about the quality of teaching. They know about how the school manages the performance of teachers, what it does to reward good teachers and how it tackles underperformance. Governors are also aware of how the pupil premium is being used to support eligible pupils although they have not yet checked to see the impact of this spending. While the governing body is aware of the areas for development in the school, they are not checking them carefully enough to assure themselves that they are being fully addressed.

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	109187
Local authority	Bath and North East Somerset
Inspection number	411718

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The governing body
Chair	Louise Bray
Headteacher	Jane Gascoigne
Date of previous school inspection	8–9 December 2009
Telephone number	01761 470759
Fax number	01761 470759
Email address	camerton_pri@bathnes.gov.uk

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