

Cameley CofE VC Primary School

Meadway, Temple Cloud, Bristol, BS39 5BD

Inspection dates

21–22 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The very well-respected headteacher provides effective leadership of a small but strong team. This is well supported by the knowledgeable governing body.
- Pupils make good progress throughout the school. Their achievement in reading and mathematics is particularly good.
- The quality of teaching is good. Some is outstanding. Teachers know the pupils very well and have high expectations of them.
- Children settle quickly into Reception. Every opportunity is taken to develop their speaking skills and widen their vocabulary.
- Additional adults within the classroom are skilled in supporting pupils who have special educational needs.
- Pupils' behaviour in lessons and around the school is outstanding.
- In lessons, pupils' attitudes towards their work are exemplary. They demonstrate an eagerness to learn and do well.
- Parents and carers are confident that the school takes good care of their children and works very hard to keep them safe.
- Pupils are proud of their school and talk about it enthusiastically. They particularly emphasise that everyone is friends with everyone else, saying 'We all take care of each other here.'

It is not yet an outstanding school because

- Occasionally, when the whole class is taught together, the pace of learning slows.
- Marking does not always help pupils to see what they need to do to improve. Pupils do not always have enough time to respond to teachers' guidance.
- Progress in writing through the school is not as good as it is in reading and mathematics.

Information about this inspection

- The inspector visited 10 lessons, three of which were joint observations with the headteacher. She also made a number of shorter visits to lessons.
- A meeting was held with a group of pupils, and other pupils were spoken to during lessons and break times.
- The inspector held meetings with school staff, including senior and middle leaders.
- The inspector met with members of the governing body. She also met with a representative from the local authority.
- The inspector heard children read, observed morning playtime and lunch breaks, and attended one assembly.
- Pupils' work was scrutinised, including the 'learning diaries' of the youngest children. Displays around the school were also examined.
- Note was taken of the 12 responses to the staff questionnaire and the 33 responses made to the Ofsted online questionnaire (Parent View). The inspector also consulted the school's own recent survey of parents' and carers' views.
- A range of documents were looked at, including the school's data on pupils' progress, lesson planning, school self-evaluation and monitoring documentation, as well as records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

Full report

Information about this school

- Cameley is much smaller than the average-sized primary school. It has four classes, Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- Currently, there very few pupils from minority ethnic groups or who speak English as an additional language.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus and with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring teachers choose the most effective teaching methods to enable all pupils to learn effectively
 - using the marking system consistently so that pupils know how to improve their work and have time to act on the teacher's advice.
- Raise achievement in writing by:
 - Providing opportunities for the pupils to use and improve their writing skills across the whole range of subjects.

Inspection judgements

The achievement of pupils

is good

- The number of pupils in each year group varies from year to year so the results at the end of Key Stages 1 and 2 are variable. However, they are consistently at least in line with national averages, and sometimes, much better than that.
- Most children enter Reception with skills and understanding below what is expected for their age, particularly in speaking and listening skills. They progress well in this area as all adults take time to develop their language skills. They encourage the children to speak in full sentences or describe things carefully.
- The teaching of phonics (the link between letters and the sounds they make) is good. The pupils achieved well above others nationally in the national phonic screening check for six-year-olds in 2013.
- Good progress continues through the school in all subjects. Nevertheless, attainment in writing has not been as good as in reading and mathematics. Improving this has been a priority for the school and pupils' work shows that actions taken have been successful.
- The pupils achieved very well in the formal grammar and spelling test. It is clear from their books that they are putting these skills into practice. For example, when writing imaginary conversations, all Years 5 and 6 used complicated punctuation accurately.
- Practical activities are used well in mathematics to aid understanding. Pupils in Years 1 and 2 showed very good knowledge of mathematical calculations as they made up games and explained them to each other.
- In Year 6, there is much evidence of more-able pupils successfully tackling highly challenging tasks, particularly in mathematics. They work very effectively in a small group specifically set up to challenge these very-able mathematicians.
- Teachers work together to monitor the progress of pupils with special educational needs with the result that support is quickly targeted where it is needed. Recently, some pupils have had very focused one-to-one support in writing which has accelerated their progress.
- Too few pupils were eligible for additional funding in 2013 to be able to comment on their attainment. However, information from previous years indicates that funding has been well targeted for individual support and enabled any gaps in achievement to be closed. Pupils eligible now make similar progress and achieve as well as their peers in both English and mathematics, as do the very few pupils who speak English as an additional language.

The quality of teaching

is good

- The quality of teaching, including of reading, writing and mathematics, is consistently good. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- The youngest children quickly become enthusiastic about learning. They are often enthralled by the activities planned for them. Their delight in an outing to hunt bugs was obvious from their discussions and drawings about what they saw and what they did.
- Pupils are taught to read well. Teachers also encourage a love of reading. This begins as soon as children start school. Teachers use appropriate strategies which inspire the children to learn effectively. For example, the rich vocabulary of Reception's 'Bug Hunt' was inspired by one of the class's favourite books, 'We are going on a Bear Hunt'.
- Teachers work hard to inspire the pupils. They sometimes provide good opportunities for pupils to practise their writing skills by making good links across the curriculum. For example, older pupils wrote newspaper reports of the discovery of Tutankhamun's tomb, and the standard of writing was high. At times, however, teachers do not extend pupils' literacy skills enough in other subjects.

- Teachers make good use of assessment information. As a result, there is a close match of task to ability. A good example was in a problem-solving mathematics session for Years 5 and 6 when the teacher made sure all those in the class were challenged.
- Teaching assistants provide good support in class for disabled pupils and those who have special educational needs. They also work effectively with pupils who are known to be eligible for additional funding by working with them in small groups or on individual programmes.
- Teachers are mostly skilled at judging the appropriate pace for each lesson. However, occasionally, the pace of learning slows when pupils are not given enough opportunities to respond to the teacher's input.
- Teachers' marking shows pupils where they have been successful. However, marking does not consistently show them what they need to do next to improve their work. When teachers do give advice, pupils are not always given time to act on and practise the guidance they are given.

The behaviour and safety of pupils

are outstanding

- The behaviour of pupils is outstanding. There is an exceptionally warm, welcoming atmosphere throughout the school. Pupils are always very friendly and extremely polite. They get on very well with each other and with adults. They enjoy school and are keen to learn.
- Teachers manage pupils' behaviour extremely well. They create a very effective climate for learning. Pupils respond extremely positively to the high expectations of them in lessons.
- Children in Reception learn the rules of good behaviour quickly. They show maturity as they concentrate and persevere with activities.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers are overwhelmingly positive about the school's ability to keep their children safe and to deal with any problems quickly.
- Pupils have a very good understanding of the different forms of bullying. They say it is extremely rare but that any problems 'are very quickly sorted out'.
- The pupils understand how to keep themselves safe and are secure in the knowledge that help is on hand should they need it. They feel very safe. As one pupil said, 'You never feel you are on your own in our school.'
- Pupils enjoy taking responsibility and contributing to the life of the school. They do this extremely effectively through the 'Learning to Lead' project. As one pupil explained, 'We get to put the Christian values that we talk about all the time into practice.'
- The pupils' good attendance reflects their enjoyment of school and the excellent partnership with parents and carers.

The leadership and management

are good

- The headteacher gives the school strong and committed leadership. He inspires the full support of a small but effective team, including the governors, who are ambitious for continual improvement.
- The school knows its strengths and weaknesses well, through very systematic and rigorous checking of pupils' progress and the quality of teaching. The information is shared fully with, and understood by, the governing body.
- An effective performance management scheme provides support, challenge and appropriate training for staff. Actions to bring about improvement are always followed through to check that they are being successful.
- Teachers are held to account for the progress of pupils in their classes and know that there is a clear link between good performance and salary progression.
- Subjects are planned effectively to develop pupils' skills and understanding as they move through

the school. There are themed topics and links between subjects which reinforce pupils' use of both English and mathematics. Leaders are rightly prioritising the development of pupils' ability to write creatively, so that their achievement in writing is as consistently good as that in other subjects.

- Pupils' spiritual, moral, social and cultural development is promoted well, including maintaining the strong links with parents, carers and the local community. The school has an ethos of care and support. It values and includes all pupils while promoting their self-esteem and aspirations. This ensures that there are equal opportunities for all. Discrimination of any kind is not tolerated.
- Pupils' learning is enriched by a wide-ranging and interesting variety of subjects and activities. This includes opportunities to take part in day trips relating to their lessons and topics as well as residential trips to camp for older pupils.
- Leaders, including governors, fulfil their statutory duties effectively. Actions include the thorough vetting of all those who work in the school. Finances are managed efficiently to ensure that funds, such as the pupil premium, are used effectively to include pupils in the full range of school activities and to boost achievement.
- The school makes good use of the primary school sports funding. This includes the employment of coaches in a wide range of sports, to encourage pupils to adopt a healthier lifestyle. The school's own teachers work with the coaches so that their expertise grows.
- The local authority offers light-touch support for this good school.

■ **The governance of the school:**

- The governors are fully supportive of the school, but also consistently challenge its performance. They have a clear understanding of the school's strengths and areas for development within the context of the community the school serves. They ensure that they are fully informed about school improvement. They do this by visits to school, careful checking of the headteacher's reports on the quality of teaching and rigorous checking of the information about pupils' performance. Governors regularly take part in training courses so that they are fully up to date with all their areas of responsibility. They make sure that their statutory responsibilities with regard to safeguarding requirements are fully in place and effective.

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	109186
Local authority	Bath and NE Somerset
Inspection number	444155

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Mark Finn
Headteacher	Dieter Cook
Date of previous school inspection	7–8 July 2010
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