

Cams Lane Primary School

Cams Lane, Radcliffe, Manchester, M26 3SW

Inspection dates 8–9 July 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- At the end of Key Stage 2 in 2013, standards dipped from the previous year to broadly average in mathematics and to well below average in English.
- Pupils in Year 6 in 2013 did not make enough progress in reading, writing and mathematics from their different starting points.
- Not enough of the most able pupils in Year 6 achieved as well as they should in 2013.
- Children do not make good progress in the Early Years Foundation Stage and in their phonics (letters and the sounds they make).
- School checks show that there are too many gaps between the standards reached by pupils known to be eligible for free school meals and others in classes.
- Teaching over time is too variable and has not ensured that enough pupils gain the necessary skills in different classes.
- Marking is not used well enough by staff.
- Pupils' attitudes to learning are not always good enough. At times, they struggle to concentrate when they are not challenged enough by the work set by staff.
- Not enough staff carry out middle leadership roles, which limits the pace of the school's improvement.
- Leaders do not use the information they gather on pupils' performance well enough in order to ensure that the best teaching and learning takes place throughout the school.
- Governors do not have a clear enough understanding of the performance of the school. They are not fully aware of pupils' progress, including those supported by the pupil premium funding.
- Too many parents said that the school does not respond to concerns that they raise, such as bullying, or give them important information.

The school has the following strengths

- Pupils start below and reach average standards in by the end of Key Stage 1.
- Teaching in Years 2, 4 and 6 is good.
- Levels of attendance at the school are above those in other schools and have been so over a number of years.
- Pupils are safe and secure. They say that they feel safe.
- Scrutiny of work in books shows more pupils are making better progress in the different classes because leaders have successfully made recent improvements to teaching.

Information about this inspection

- Inspectors observed teaching in nine lessons, one observed jointly with the headteacher. Inspectors also visited an assembly, observed lunch and break times and listened to pupils reading.
- Meetings were held with groups of pupils from Key Stages 1 and 2, staff and school leaders. A meeting was held with three members of the governing body, including the Chair of the Governing Body. Separate meetings were held with the local authority representative and a National Leader of Education (NLE).
- Inspectors took account of the results of the school's own surveys of parents' views and responses from 11 staff questionnaires. They considered 36 responses to the online questionnaire (Parent View). Inspectors spoke to parents in the playground and considered five letters they wrote.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans and records of governors' meetings. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Jean Tarry

Additional Inspector

Full report

Information about this school

- The school is smaller in size than other primary schools.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action is lower than in most other schools. The proportion supported at school action plus or with a statement of special educational needs is higher than that found in most other schools.
- The proportion of pupils supported through the pupil premium funding is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The 'Tiger Club' is a breakfast and after-school club operating on the school site which is not run by the governing body. It is subject to a separate inspection and reports can be found on the Ofsted website.
- The composition of the governing body has changed since the last inspection with several members leaving and others joining.
- The school receives support from a NLE who is the headteacher at Christ Church CE Primary School in Walshaw.
- In 2013, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching in all stages so that it is good or better in order to accelerate achievement and boost standards in reading, especially phonics, writing and mathematics, including for those pupils known to be eligible for free school meals, by:
 - eradicating any weak teaching
 - ensuring that pupils' work is routinely marked by all staff using the school's effective system and pupils are always expected to respond to the comments given from staff in marking
 - staff checking how well pupils are working in lessons and intervening there and then if they are making mistakes
 - ensuring that all pupils, including those that are most able, are always given hard enough work and learning activities in lessons to fully challenge them in order to make quicker progress and to eliminate occasions when pupils do not have enough to do.
- Improve the impact of leadership and management by:
 - ensuring that middle leaders are appointed quickly
 - ensuring that all leaders have the skills and knowledge to monitor the school's work and can check how well actions to improve the school are working, including improving the standards of teaching
 - making sure that governors rigorously hold leaders to account for improving achievement
 - ensuring that leaders effectively communicate with parents, including quickly responding to concerns they raise
 - providing parents with appropriate and timely progress information to secure the best collaboration.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Over time, achievement in different classes has been too variable due to inconsistent standards of teaching across the school and requires improvement.
- Children start in the Early Years Foundation Stage with knowledge and skills that are below those typical for their age, especially in their communication, reading and writing skills. Their progress is average and they reach standards below those expected by the time they enter Year 1.
- Standards reached by pupils by the end of Key Stage 1 in reading, writing and mathematics improve to broadly average because teaching in Year 2 boosts their skills well.
- Standards reached by pupils by the end of Key Stage 2 in 2013 took a dip in mathematics and especially in reading and writing, from the previous year. Although teaching is good in Years 4 and 6, pupils did not make enough progress overall in the key subjects from their different starting points. This is because too many have not been learning well enough in previous classes.
- The proportions of the most able pupils reaching and exceeding the highest levels in all key subjects in 2012 was above that in other schools and is a clear indicator of the school's successful work with challenging these pupils. However, tests in 2013 showed a dip in the proportions reaching these levels to broadly average in mathematics, while no pupils reached the highest levels in reading and writing.
- There were too few pupils eligible for free school meals in Year 6 in 2013 to make a reliable comparison between their achievement and that of other pupils. Inspection evidence, however, shows that, across the school, there are gaps between the standards reached by pupils eligible for free school meals and other pupils. As a result, there is still more to be done to push their standards higher.
- Standards reached by disabled pupils and those who have a statement of special education needs are too variable compared to their peers and others in schools nationally. The school's work with pupils identified at school action plus and with a statement of special educational needs overall secures good achievement, demonstrating the school's commitment to tackling discrimination and providing equal opportunities. However, those at school action do less well because the teaching is less effective.
- In 2012 and 2013, the national screening check of pupils' phonics skills carried out in Year 1 showed that a below-average proportion of pupils reached the national standard. This is the same for recent checks carried out by the school because the teaching does not enable pupils to improve these skills quickly enough.
- Recent test results, confirmed by inspectors' observations and analysis of work in pupils' books, indicates that standards are broadly average by the end of Key Stages 1 and 2. Progress between classes is also improving because of the recent improvements in teaching made by the leaders. However, achievement is not yet good enough over time.

The quality of teaching

requires improvement

- Teaching over time requires improvement because it does not consistently enable pupils to make enough progress in literacy, including reading, and mathematics in the Early Years Foundation Stage and Key Stages 1 and 2 or to build their skills from class-to-class in order to achieve well.
- In 2013, weaker teaching in previous years led to a dip in the achievement of Year 6 pupils, including those who are most able, in each key subject and especially in reading and writing. As a result pupils did not do as well as they should from their different starting points.
- The recently introduced effective marking scheme is not yet used consistently by all staff. As a result pupils are not always given the necessary feedback in order to make rapid improvements

in their different subjects, such as in their writing. Staff do not always provide enough opportunities for pupils to respond to marking when they make comments.

- Staff do not always check how well pupils are learning in lessons. For example, when scrutinising mathematics work books, inspectors found that pupils kept making the same mistakes in consequent tasks because mistakes were not being picked up and quickly corrected by staff in lessons
- The work set by staff too often does not help pupils learn as well as they should. For example, in a phonics lesson some pupils could not complete their tasks well as they were not sure about how to do them. In a literacy lesson, some pupils completed their work quickly and had to wait too long for the next tasks. As a result they lost concentration and became restless leading to a slowing of the pace of learning.
- At times the support provided by staff working with pupils in small groups or one-to-one ensures that pupils can gain the necessary basic skills, such as in their reading and writing in order to boost their achievement. However, not enough staff have the skills to rapidly improve pupils' skills, for example, in learning phonics.
- Disabled pupils, those with special educational needs and those who fall behind in their work are provided with extra support, often in small groups or on a one-to-one basis with teaching assistants and teachers. While this works well for some pupils, it does not meet all their needs.
- School records, work scrutiny and inspection observations show that there is good teaching in Years 2, 4 and 6. This teaching is exemplified by teachers planning activities and providing work that matches well to the pupils' needs and abilities, including those who are most able, and ensures that they can gain the necessary skills quickly. Recent support provided by school leaders, the NLE and the local authority to develop teachers' skills has ensured more teaching in other classes is improving.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement.
- The very large majority of pupils have good attitudes to their learning, which are reflected in the positive manner in which they take part in discussions or complete their work. They have many opportunities to discuss and share their ideas in pairs and groups. However, inspectors observed pupils losing their concentration and becoming restless when the teaching did not engage them enough.
- Pupils and parents told inspectors that at times bullying does happen. Parents commented that the school does not quickly respond when they raise concerns to staff about bullying in different classes. Inspectors noted that the school's records show that there are a few incidents, mainly name calling. Records also indicate the school deals effectively with this through its systems.
- Inspectors found that the school encourages pupils to take responsibility for their behaviour and the vast majority of pupils respond positively to the rewards and sanctions that are in place to promote their good behaviour. As a consequence, there are zero numbers of fixed-term and permanent exclusions in the school's logs.
- Pupils are friendly to each other at all times of the school day. They show respect for others when playing outside during break and lunchtimes. At lunchtime they behave in a calm and orderly manner and responsibly follow instructions from staff when waiting to have their meals.
- Pupils attend well and have maintained this for a number of years. The vast majority are punctual. Only on very rare occasions do some miss lessons which the school knows about.
- The school's work to keep pupils safe and secure is good. Pupils, who spoke to inspectors, said that they have a good understanding of the different types of bullying. They learn about keeping safe in different situations, such as when using computers. They commented on how often staff are around at the different times to supervise them, such as at the start or end of school.

The leadership and management requires improvement

- The headteacher recognises that there was a dip in performance in 2013 and that teaching is not consistently good across the school. He recently put in place appropriate plans, with the valuable support of the local authority and the NLE, to bring about the necessary improvements in teaching, for example with raising the standards in writing. Recent evidence from tests and inspection activity indicates that the school has improved the standards in reading and writing in classes. However, the headteacher has yet to embed these actions in order for pupils to benefit over time.
- The strength of middle leaders is not fully apparent and senior leaders carry out too many responsibilities. Very recent staff changes have increased the need for developing more middle leaders especially a Special Education Needs Coordinator and an Early Years Foundation Stage Coordinator. Leaders and governors are seeking to recruit staff, but as yet these roles have not been filled.
- Leaders and governors have access to a wide range of information to help them know exactly how well the school is performing. However, they do not fully utilise this in order to make the best decisions about improvements, such as in phonics. They recognise when teaching is not good enough, but do not act quickly enough to make the necessary improvements, thus limiting pupils' progress. Not enough information, such as how well their children are doing, is shared regularly with parents in order to engage them fully with providing the best support with their learning.
- Leaders provide a curriculum that is helping pupils to improve their basic skills in reading, writing and mathematics. Additional support for some pupils, such as those with special educational needs identified at school action plus, ensures that they can benefit from all activities on offer. However, the current variations in the quality of teaching limit the overall effectiveness of the school curriculum.
- Whole-school assemblies provide valuable opportunities for pupils to learn about different groups of people and to celebrate each other's successes. In one assembly observed by inspectors, visitors talked to pupils about the Christian faith. This contributes to the development of pupils' social, moral, spiritual and cultural aspects.
- The primary sport funding has been used to increase the amount of time provided for pupils to take part in sport during and after school, including competing in football, tennis, gymnastics and swimming competitions. As a result the funding is supporting improvements in pupils' overall health, well-being and sports skills development.
- Although parents who responded to Parent View, and who wrote or spoke to inspectors, mainly agreed with how well the school keeps pupils safe and how much their children are happy at the school, a large majority expressed concerns. Typically these related to the quality of leadership and management, the school's responses to concerns they raise and information provided to them about children's progress. Overall, inspection evidence supports parents' concerns.
- The local authority provides advice to governors to help them with the headteacher's performance-management processes. They recently undertook a review of the school by looking at the school's latest information, work in books and teaching standards to gain a secure understanding of where things are at. As a result they have renegotiated weekly support for the school with the NLE and are helping with making plans.
- **The governance of the school:**
 - The Chair of the Governing Body is proud of the successes in the school and invests considerable time in visiting in order to see for himself how well pupils are doing. However, he has not been able to accurately analyse the information provided by the leaders. In addition, recent changes in the membership of the governing body have limited the range of skills and the newest members are yet to take a fully active part. As a result they are not sufficiently aware of the performance of the school to take decisive action or to robustly challenge the leaders, for example in closing the gaps in achievement of pupil premium pupils and tackling the weaknesses in teaching in some classes. As a result the school has not maintained its level of performance over time.

- Governors involve the local authority representative appropriately to provide advice about the headteacher’s performance, which they link to his pay. They are not as clear about using pay to improve teachers’ standards, and so limit their ability to tackle underperformance in teaching.
- Plans and provision using the primary sport funding is appropriate. However, governors are not clear enough about the difference being made by the pupil premium funding.
- Arrangements for safeguarding meet statutory requirements.

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	105305
Local authority	Bury
Inspection number	439516

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	201
Appropriate authority	The governing body
Chair	Colin Jones
Headteacher	David Young
Date of previous school inspection	14 June 2006
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