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20 November 2014

Craig Jones  
Headteacher  
Cam Everlands Primary School  
Birch Road  
Dursley  
GL11 5SF

Dear Mr Jones

### **Requires improvement: monitoring inspection visit to Cam Everlands Primary School**

Following my visit to your school on 19 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- increase the proportion of Year 1 pupils achieving the expected level of attainment in the phonics (the sounds that letters make) screening check
- ensure that all monitoring of teaching has a focus on the challenge for more able pupils
- make sure that the school marking system develops a more consistent approach to enable pupils to respond to specific challenges
- ensure that the school improvement plan highlights the work that is being undertaken to implement the recommendations from the last section 5 inspection and the outcomes.

## **Evidence**

During the visit, meetings were held with you, the deputy headteacher, the literacy, numeracy and assessment coordinators and the Chair of Governors. A meeting was also held with a representative of the local authority. In addition, I toured the school with you visiting all classes and reviewing the learning activities and pupils' books. I evaluated a range of documentation including the school's self-evaluation, the improvement plan and progress tracking data.

## **Context**

Since the last monitoring inspection in May 2014 three teaching assistants have joined the staff. A breakfast club has started and some building work has been completed to create more appropriate office space and an enlarged staffroom. The governing body has been formally reconstituted with two new governors joining the school.

## **Main findings**

Since the last monitoring inspection you have continued to focus on the drive to improve standards and pupils' progress using the school improvement plan as the main vehicle to implement and evaluate developments. This plan is a comprehensive document with actions that cover all of the recommendations from the last inspection. However, these are not clearly highlighted to differentiate them from other improvement activities. By highlighting these, it would help to track the specific improvements which stem from the last inspection. Nevertheless, the plan shows all the whole range of improvement activities to be undertaken, the staff responsible for the development of the actions and a timeline. In addition, the school's self-evaluation is accurate and used effectively to review improvement activities and promote further initiatives. You have been successful in developing the roles of middle leaders and their part in the improvement process. Monitoring and evaluation activities involve middle leaders fully and this enables an appropriate and strengthening focus on the prime areas for improvement. There is a clear team approach and staff are committed to raising standards and improving the progress made by all pupils. Staff morale is high.

The latest outcomes for key stages 1 and 2 show an improvement in attainment in reading, writing and mathematics although this is less pronounced at the higher levels. The progress that pupils make across the school is strong for reading and has improved in writing and mathematics. Disadvantaged pupils make good progress overall. However, there are some areas where the improvement in achievement is not so marked. For example, there remains variability in the progress made by boys and girls across subjects. Current data also indicate the low proportion of Year 1 pupils gaining the expected achievement in the phonics screening check, which was

well below the national average. This has prompted a thorough review of the teaching of phonics and a new programme of work has been developed. The effectiveness of this needs to be monitored thoroughly and adjusted as required to ensure pupils make greater progress in their knowledge and use of phonics in order to improve their reading and writing.

Since the last monitoring visit you, the deputy headteacher and middle leaders have continued to focus on the quality of teaching with regular monitoring and support for teachers. This monitoring focuses appropriately on the effectiveness of learning activities for groups of pupils but a greater emphasis on appropriate challenge for more able pupils is required to ensure this group make the progress of which they are capable. Marking has been a focus across the school and this has involved all staff in developing the system generally seen in classes. Pupils largely understand the marking system and can show the activities undertaken during 'green time' following the challenges set by teachers. However, the quality of these challenges set for pupils is variable, particularly in writing, and this inhibits learning.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided effective support and challenge to the school. This has included, for example, direct support for the review of the teaching of phonics and the moderation of work in Key Stage 1. In addition, the local authority has brokered support from an outstanding school with a focus on improving the quality of teaching and learning. Local authority staff have undertaken thorough whole school monitoring activities to evaluate the impact of improvement work. This support is appreciated by you and middle leaders.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Gloucestershire.

Yours sincerely

Robert Pyner  
**Her Majesty's Inspector**