

Camms C of E (Aided) Primary School

Camms Close, Castle Hill, Eckington, Chesterfield, South Yorkshire S21 4AU

Inspection dates

30 to 31 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher has established a positive culture of high expectations and has a clear understanding of what constitutes effective teaching and learning. Therefore, pupils' outcomes are improving.
- Leaders are accurate in their evaluation of the strengths and weaknesses of the school. They are taking the correct action to drive further improvements.
- Middle leaders are knowledgeable about their subjects. However, they do not always play a full part in improving teaching and pupils' outcomes, because they do not visit lessons often enough.
- Leaders have taken effective action to improve the teaching of reading and writing. Current pupils, including disadvantaged pupils, are making stronger progress in English.
- Pupils are usually taught well and make good progress. Where learning is effective, teachers have high expectations and regularly check pupils' progress
- Governors and leaders are not rigorous enough in holding the school to account to ensure that improvements are made in a timely manner and additional funding is spent effectively.
- The happy atmosphere in the school reflects the way that leaders value and respect all members of the community.
- Pupils' behaviour in lessons and around the school is good. They feel safe and take good care of each other. They are friendly, polite and courteous.
- Good leadership in the early years ensures that children achieve well and are prepared for learning in key stage1.
- The curriculum is broad and balanced. It provides pupils with rich experiences which make learning enjoyable.
- Pupils' emotional and social needs are met very well because of the wide-ranging provision leaders have in place.
- Teachers and senior leaders do not make good use of their tracking and assessment information to set ambitious targets for all year groups and pupils.
- In mathematics, work does not provide a consistent level of challenge for pupils. Too little attention is given to some aspects of the mathematics curriculum, such as developing pupils' reasoning skills.

Full report

What does the school need to do to improve further?

- Improve attainment and progress in mathematics by the end of Year 6 by:
 - providing more high-quality opportunities for all pupils to apply their mathematical learning and develop their reasoning skills
 - rigorously monitoring and evaluating the effectiveness of the mathematical provision, the use of assessment information and the quality of teaching and learning.
- Improve the quality of leadership and management by:
 - equipping subject leaders with the skills and knowledge they need to have a greater impact on the quality of teaching and pupils' learning in lessons
 - ensuring that the governing body and senior leaders have the expertise to hold all leaders to account more effectively for the progress made by pupils and the impact of additional funding.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has an accurate grasp of the school's strengths and aspects which need to improve. He has an unwavering commitment to supporting pupils and their families. His calm approach provides a stable environment where pupils are well cared for. Staff are quite rightly proud of their work at the school. They contribute to supporting the values that promote inclusion. As one pupil pointed out to an inspector that, 'This is a good school because we are cared for and can learn.'
- Parents acknowledge that their children are happy at school. They said that the information they receive is helpful.
- Leaders' self-evaluation of the school's performance is accurate and identifies clear priorities for improvement.
- Leaders know the barriers to learning faced by disadvantaged pupils. They carefully consider how best to use the additional funding they receive. For example, targeted support for reading and writing is improving pupils' rates of progress in these subjects. Leaders are less clear about the impact of interventions designed to improve outcomes in mathematics. Assessment information is not used effectively to inform mathematics planning or to set ambitious targets for improvement.
- The primary physical education and sport premium is spent effectively. The sport premium leader meets with pupils regularly to discuss extra-curricular opportunities that they would enjoy. Experienced coaches work alongside teachers and staff to run a range of sports clubs. As a result, the number of pupils now taking part in sport has increased.
- The curriculum is broad and balanced. It provides well for pupils' spiritual, moral and social development. Opportunities to learn about other faiths and cultures are less well developed. Writing and reading are embedded well across the curriculum because topics are linked together, resulting in continued improvements in pupils' writing progress. Pupils' books show that not all aspects of the mathematics curriculum are covered in sufficient detail, restricting opportunities, particularly for the most able pupils, to develop reasoning skills and to cover in depth aspects such as shape and data handling.
- Pupils are well educated about the importance of fundamental British values and, as a result, are well prepared for life in modern Britain. They have a good understanding of values, such as tolerance and respect, and they learn about the world beyond Eckington. Pupils have extensive opportunities to develop skills in the arts and music and learn from the environment, for example forest school and residential experiences.
- Middle leaders, such as those in charge of subjects, are playing an increasingly important part in supporting the senior team to secure improvement. However, their impact on improving outcomes for pupils is variable, especially in mathematics. They can monitor provision by looking at books, talking to pupils and scrutinising teachers' planning. However, they do not visit lessons frequently enough to help them get a clear picture of where teaching is strongest or where support is needed.
- Senior leaders do not hold middle leaders fully to account for the progress that pupils

make in all subjects and for the impact of additional funds.

- Leaders have established a good partnership with parents. The vast majority of parents would recommend the school to others. They typically make comments such as my daughter 'adores school'.

Governance of the school

- Governors bring a range of skills and expertise to their roles. They are committed to helping the school serve the community. They ask challenging questions about the information provided on the headteacher's report. Regular visits to the school help them to understand what is working well and enable them to ask about anything that they do not understand.
- Governors understand how the school intends to improve. They track the school's planned priorities. However, the plans they receive from leaders do not have timely measures included within them or identify who is responsible. Consequently, the governors are not able to be precise about the urgency of achieving the school's aims or hold leaders fully to account.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders have secure arrangements in place to ensure that children are kept safe. Appropriate checks are carried out on all staff prior to employment, and the identity of visitors is carefully checked. Frequent training enables staff to keep up to date with school expectations and with the most recent government guidance.
- Effective use is made of external agencies to address the needs of pupils and their families. Staff know the pupils well and are vigilant in ensuring their well-being. Staff respond quickly to any minor concerns so that they do not escalate. Most parents who spoke with inspectors, or who responded to Ofsted's online questionnaire, Parent View, indicated that their child feels safe in school and that their children are well looked after.
- Pupils have a good understanding of how to keep themselves safe. They have a good knowledge of internet safety and are confident that adults would address any concerns.

Quality of teaching, learning and assessment

Good

- Teachers plan pupils' learning carefully, based on a good understanding of their individual needs. They make good use of praise and rewards to encourage pupils to work without fear of failure. As a result, pupils embrace new learning and are keen to do well.
- Teachers have good relationships with their pupils and have high expectations of their behaviour. Teachers reinforce expectations about behaviour calmly and effectively, ensuring that pupils are clear about what is expected of them. Occasionally, especially in mathematics, they accept work from pupils that is not of their best.
- Teachers have good subject knowledge, and they make good use of technical

vocabulary, especially when teaching grammar. This helps pupils quickly develop their knowledge and understanding and make good progress. An extensive work scrutiny of pupils' work shows the impact that teaching is having in securing good outcomes for pupils in the current year, especially in writing, which is a strength of the school.

- Pupils' learning in English is supported through effective questioning that probes and develops pupils' understanding well. Pupils are given plentiful opportunities to read and write purposefully in different subjects. For example, after a visit from the local Member of Parliament, pupils developed their skills in persuasive writing.
- In mathematics, work does not always demand enough of pupils, especially the most able pupils. There are inconsistencies in teachers' expectations of what pupils can do. However, in some lessons there is a greater level of challenge, for example in Year 3 class most-able pupils produced some high-quality work on problem-solving and demonstrated their improving reasoning skills.
- Teaching assistants are deployed well to support pupils, especially when working with those with special educational needs and/or disabilities (SEND). They are skilled at helping pupils sensitively to improve their skills and knowledge. As a result, SEND pupils make good progress from their starting points.
- Nearly all parents have confidence in the quality of teaching that their children receive. Teachers make good use of homework to extend work. Parents would welcome more guidance on how they can support their children at home.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are overwhelmingly positive about the support and care they receive from adults. They say that this helps them in class when they learn. Teachers establish clear routines so that pupils work together well when they discuss and share ideas.
- Pupils have opportunities to carry out different roles and responsibilities. This contributes to developing their understanding of care and tolerance. Pupils can volunteer to become house or sports leaders or be elected to the school council, which creates a sense of belonging. The school raises pupils' aspirations through activities and sports competitions that take place outside of school, which exposes pupils to the wider world and helps prepare them for secondary school.
- Pupils understand about bullying because teachers take time to explain what this means. An overwhelming majority of pupils said that bullying is not a problem at their school. They are confident that if they have a concern, adults would put things right.
- Pupils feel valued and listened to and enjoy positive relationships with staff. As a result, they feel confident to express their opinions. Leaders acknowledge and act on pupils' suggestions. For example, improving the range of lunchtime activities.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and around the school. They are polite, friendly and courteous and behave sensibly most of the time. The school is a harmonious community where pupils get on well together.
- Leaders keep detailed records of any incidents of poor behaviour, and these records show the effectiveness of procedures for improving behaviour, including the use of reflection time during lunchtimes. However, leaders have identified that there is more work to be done to reduce the number of lunchtime incidents.
- At playtimes and lunchtimes, there is a happy atmosphere because staff provide lots for pupils to do. There are clubs for pupils who want to keep busy at lunchtimes, such as the 'mile a day' and organised games.
- In lessons, pupils respond positively to teachers' praise by concentrating on tasks and trying to do their best. They enjoy school and attend regularly. Levels of attendance are in line with national averages. A breakfast club is helping to improve attendance and punctuality further.

Outcomes for pupils

Good

- The school gives children a good start in the early years. They make good progress in developing a range of skills and knowledge that prepares them well for key stage 1. Outcomes by the end of Year 2 are above average. Teachers are tackling barriers to learning successfully, but for some pupils these can be varied and significant.
- The proportion of pupils reaching the expected standard for their age was above average in reading and writing at the end of Year 6 in 2018. Pupils' attainment is improving further in the current year, especially in writing. Leaders have analysed and addressed the weakest areas in school assessments and in national tests at the end of Year 6 in 2018.
- Pupils, including disadvantaged pupils, acquire new skills quickly in English. Pupils write enthusiastically, making accurate use of punctuation and increasingly complex grammar. By Year 6, pupils have developed a good sense of audience, and they adapt their writing style according to its purpose. Pupils read confidently. The most able pupils make good progress in reading and writing. They express clear preferences for the sort of books they especially like. They can talk about favourite authors. They effectively use their writing skills to support their learning in other subjects.
- In mathematics, pupils' progress, while often good when developing calculation skills, is more uneven because work does not always demand enough of all pupils. Too few pupils are developing mathematical fluency and using their knowledge to develop reasoning skills. Mathematical skills are not developed sufficiently across the curriculum. As a result, pupils' enjoyment of and progress in mathematics are affected.
- Pupils with SEND receive good support, enabling them to acquire new skills and knowledge quickly. There are well-tailored programmes for pupils with complex needs

that cater successfully for their social, emotional and academic needs.

Early years provision

Good

- Children start in the Nursery and Reception classes with a range of skills, knowledge and understanding that is broadly typical for their age. Staff carry out baseline assessments so that they can plan learning that meets children's needs, matched to their stage of development. Children make good progress in their acquisition of language. For example, many children confidently explained their learning to inspectors, including one child who carefully explained the route that the gingerbread man was to take through the 'scary castle'.
- Children settle quickly and build good relationships with each other. Activities encourage them to work together and speak to one another.
- Adults play an effective role in supporting children's progress. They encourage the use of language by modelling key words for children to repeat. They question effectively and allow time for the child to respond independently.
- The quality of teaching is good. The curriculum is varied and interesting. Activities are purposeful and there is both child-initiated and adult-led work. Adults skilfully direct children to make the most of their play. Learning takes place equally effectively, both in the classroom and outdoors.
- Children are very safe in the Nursery and Reception classes because they are confident to talk to their teacher if they have any concerns. Staff have received appropriate training to keep children safe.
- There is effective leadership of the early years. The leader gives highly effective support and guidance to teachers and teaching assistants. She has identified areas for improvement, for example ensuring that the most able children make faster progress.

School details

Unique reference number	112882
Local authority	Derbyshire
Inspection number	10086755

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Rev. Andy Walker/Maggie Brough
Headteacher	Tim Cocking
Telephone number	01246 432 829
Website	www.camms.derbyshire.sch.uk
Email address	headteacher@camms.derbyshire.sch.uk
Date of previous inspection	1 to 15 July 2010

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported by the pupil premium is slightly below average.
- The proportion of pupils with SEND is average.

Information about this inspection

- The inspectors observed pupils' learning in lessons, many of which were observed jointly with the headteacher. In addition, the inspectors made some short visits to observe learning at other times
- Discussions were held with pupils, staff and three members of the governing body, including the co-chairs of governors.
- The inspectors took account of the views of the 33 parents and carers who responded to Ofsted's online questionnaire, Parent View. Inspectors also talked with parents at the start of the school day.
- The inspectors listened to some pupils read and reviewed a sample of their work. Inspectors also reviewed school documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, safeguarding information, and health and safety documentation.

Inspection team

Phil Garnham, lead inspector	Her Majesty's Inspector
Liz Moore	Ofsted Inspector
Janis Warren	Ofsted Inspector

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