

Inspection of a good school: Cams Lane Primary School

Cams Lane, Radcliffe, Manchester, Lancashire M26 3SW

Inspection dates:

4–5 March 2020

Outcome

Cams Lane Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this nurturing school. The pupils that I spoke with say that they feel safe and happy because staff are kind and care about them. They know that staff will help them if they have a problem. Staff provide strong support for pupils' emotional health and well-being.

The school's motto, 'fun, fantastic, fulfilling', describes the school well. Pupils told me that they enjoy learning because 'teachers make lessons fun'. Pupils also value the wide range of activities that are on offer to enrich the curriculum. These include sports clubs, as well as craft and gardening groups.

Pupils are polite and friendly to adults and each other. They behave well. Pupils say that although bullying does happen occasionally, adults deal with it quickly and make sure that it stops.

Pupils have responded well to teachers' increasingly high expectations. Pupils concentrate, and they work hard, even when they find learning difficult. Their work is of a high quality and they are proud to share it.

What does the school do well and what does it need to do better?

Instabilities in staffing led to a dip in the standards pupils achieved in 2019, especially in mathematics. These issues have been resolved. Leaders have improved how the curriculum is planned and delivered in English and mathematics. For instance, teachers have received additional training in how to deliver the English and mathematics curriculums. Leaders make sure that subject depth and coverage matches the ambition of the national curriculum. They have considered carefully the needs and interests of all pupils, including those pupils with special educational needs and/or disabilities, in drawing up the well-organised curriculum plans. Pupils' learning in English and mathematics is secure once more.

Leaders have prioritised reading. Children begin to learn phonics as soon as they join the Reception class. Staff work with parents and carers so that they can support their children with their reading at home. Those pupils and children who fall behind in reading are given extra help to catch up. This support is effective and, in 2019, a high proportion of pupils reached the expected standard in the Year 1 phonics screening check. Teachers use stories to bring class topics to life. Older pupils talked with enthusiasm about the books that make them scared or the books that make them laugh. In 2019, pupils achieved well in reading, particularly in the Reception class and in key stage 2.

Leaders have organised the mathematics curriculum well. From the Reception class to Year 6, leaders ensure that it is delivered by teachers in a logical order. Teachers are trained well in how to teach mathematics. For example, teachers notice quickly when children and pupils are stuck. Teachers break down mathematical problems into small and manageable steps for pupils. They use appropriate resources to help pupils understand mathematical problems. This helps pupils to work things out for themselves. Pupils and children have opportunities to explain their thinking and become confident with number.

The curriculum is not as well planned in some other subjects, such as history, art and design and geography. This means that pupils have gaps in their knowledge and skills in these subjects. Leaders have already identified the most important knowledge that they want pupils to learn in some year groups. This starts in the Reception class where children begin to learn about significant events in history. For instance, children learn about Remembrance Day. However, curriculum plans in these subjects remain in the early stages of development.

Leaders place great emphasis on supporting pupils' emotional health and well-being. Pupils learn to cope with challenges and uncertainty. Staff focus on developing pupils' sense of right and wrong as well as their spiritual and cultural understanding. This has a positive impact on pupils' behaviour and their attitudes to their learning in lessons. Teachers expect pupils and children to do their best.

Governors provide effective support and challenge for leaders. Members of the governing body bring a broad range of expertise to their roles. Leaders and governors are considerate of staff workload. They have invested in staff training. Staff feel valued and enjoy working at the school. There is a strong sense of teamwork amongst staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safeguarding and protection of pupils is a high priority. Leaders, including governors, ensure that the school's policies and procedures are in place and understood by everyone. Leaders carry out all the appropriate recruitment checks on staff. All staff receive appropriate safeguarding training. They understand their roles in keeping pupils safe.

Leaders and staff know pupils and their families very well. This helps them to spot when pupils may need additional support. Leaders work with a range of partner agencies to

support pupils and families in challenging circumstances. Leaders' safeguarding records are comprehensive and maintained carefully.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet well planned and sequenced in some subjects. It is for this reason that Ofsted's transition arrangements were applied to confirm that pupils benefit from a good education. Leaders are still working out precisely what needs to be taught and when in some subjects, including history, geography and art and design. As a result, pupils have gaps in their knowledge. Leaders must continue to develop this work so that teachers are clear about what pupils must know and remember across all subjects in the primary curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 24–25 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105305
Local authority	Bury
Inspection number	10122119
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Alan Beedie
Headteacher	Marie Graves
Website	www.camslane.bury.sch.uk
Date of previous inspection	24–25 May 2016, under section 5 of the Education Act 2005

Information about this school

- The school is part of The Beacon Alliance which is a soft federation of schools.

Information about this inspection

- I met with the headteacher, the deputy headteacher, subject leaders and other members of staff. I spoke with some members of the governing body and with a representative of the local authority.
- I spoke to pupils about their experience of school and their views on behaviour and bullying. I also observed pupils' behaviour during lessons and at breaktimes.
- I considered 32 responses to Parent View, Ofsted's online questionnaire, including 29 responses to Ofsted's free-text facility. I spoke with parents before school to gather their views. I also took note of 18 responses to Ofsted's staff questionnaire and 55 responses to Ofsted's pupil questionnaire.
- I reviewed a wide range of documentation about the school, including information about safeguarding and leaders' checks on newly appointed staff.
- I did deep dives in the following subjects: reading, mathematics and history. For each of these subjects, I held discussions with subject leaders and teachers, visited lessons,

looked at samples of pupils' work and talked to pupils about their learning. I also observed staff listening to pupils read.

- I looked at leaders' curriculum plans and pupils' work in other subjects and discussed these with leaders.

Inspection team

Cathy Parkinson, lead inspector

Ofsted Inspector

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