

Inspection of a good school: Ann Cam Church of England Primary School

Bayfield Gardens, Dymock, Gloucestershire GL18 2BH

Inspection date:

12 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy attending this vibrant school which sits at the heart of its community. They feel it is a safe and happy place to be. Pupils get along well with each other. They are kind and respectful. Pupils are enthusiastic about their relationships with staff.

Parents and carers are overwhelmingly positive about the work of staff in the school. They appreciate the school's good communication and openness.

Pupils learn well in early reading and science. However, the quality of education is not as strong in all subjects.

Behaviour is generally good. The school is calm, and pupils have positive attitudes to their learning. Pupils know how to keep themselves safe in school, on the internet and if using social media. Pupils report that bullying is rare. They feel confident that staff will help them if issues arise.

Pupils say there is a lot to do, particularly outdoors. They talk enthusiastically about their learning in the woodland area, the polytunnel, the outdoor gym and the swimming pool. Pupils look after one another. A buddy system links the oldest and youngest pupils together. Pupils enjoy the whole school being together for daily worship.

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

A new interim executive headteacher has got to know the school community quickly and identified areas for improvement. Leaders have strengthened the school curriculum but there is still work to do. The curriculum is better developed in some subjects than in others. Leaders' systems to check and monitor the delivery of the curriculum are at the early stages

of development. As a result, leaders are unsure of the impact of the curriculum on pupils' learning.

In science, for example, leaders have set out what teachers should teach and when. Teaching builds on what pupils have been taught previously. However, in other subjects the curriculum does not identify the essential content that pupils need to learn. Sometimes the curriculum content is not matched well to what pupils know and can do. This means pupils do not deepen their knowledge and understanding. This stops some pupils from achieving as highly as they should, particularly in mathematics.

Most subject leaders are well trained and have strong curriculum expertise. They use this well to help teachers to develop their subject knowledge. However, some subject leaders are not as far along with their curriculum thinking. They have not had appropriate training to help them to fulfil their roles.

Younger children get off to a good start in their education when they join Little Daffodils pre-school or the Reception class. They settle into routines quickly and start learning straight away. All children are taught phonics from the start of Reception.

Pupils read books which are matched to the sounds that they are learning. This is helping them to be successful in their reading. Most pupils make good progress through the phonics curriculum. Pupils are encouraged to read at home and work towards becoming 'a reading legend'. Pupils appreciate the well-stocked library and the opportunity to earn tokens for a book vending machine. All pupils are well supported to read regularly.

Teachers support pupils with special educational needs and/or disabilities (SEND) effectively. Leaders have precise information about pupils who need extra help. Leaders make sure that the everyday provision for pupils is right. Staff are trained well so they know how to support pupils with SEND. Leaders create plans for these pupils, with parents. They review these plans each term. Staff know if they then need to do anything differently. As a result of these systems, pupils with SEND achieve well. They feel successful.

Most pupils behave well in lessons and at other times of the school day. There are, however, a small number of pupils who struggle to remain focused on their learning.

The governing body knows the school well. Governors are aware of the school's strengths and areas to develop. They use this knowledge to provide an appropriate balance of support and challenge to leaders. Governors and leaders are mindful of, and support, staff well-being. They consider staff workload when introducing changes to benefit the pupils. Staff are proud to work at the school. They appreciate the approachability and support of leaders.

Safeguarding

The arrangements for safeguarding are effective.

All staff have safeguarding training annually. Leaders and governors are also trained in safer recruitment of staff. Leaders and staff know what to do if a pupil is at risk. Robust procedures are in place to follow up safeguarding concerns. This includes securing support

from early help services. Pupils are taught about the risks they may face and how to keep safe, for example when learning online.

Pupils feel safe in the school. They are comfortable talking to a member of staff if they are worried about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' systems to check and monitor the delivery of the curriculum are at the early stages of development. As a result, leaders are unsure of the impact of the curriculum on pupils' learning. Leaders should ensure that systems are in place to check that the curriculum is being delivered effectively. This will allow leaders to make any necessary changes to the curriculum so that pupils learn more and remember more.
- Some subject leaders do not have expertise in their areas of responsibility. This means that they are not able to support teachers to deliver the curriculum as intended. Leaders need to ensure that all subject leaders are supported to develop expertise in the subjects for which they are responsible.
- Teaching does not always help to deepen pupils' knowledge and understanding, particularly in mathematics. As a result, some pupils do not learn as well as they should. Leaders should make sure teaching helps pupils to use and apply their knowledge consistently across all subjects.

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 outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2013.

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 information from Ofsted Parent View 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	115683
Local authority	Gloucestershire
Inspection number	10227036
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair of governing body	Clare Green
Headteacher	Sharon Cale
Website	www.anncam.gloucs.sch.uk
Date of previous inspection	9 February 2017, under section 8 of the Education Act 2005

Information about this school

- The interim executive teacher has been in post since Easter 2022 and supports the school for two days per week.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, subject leaders and governors. The lead inspector held a telephone conversation with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics and science. For each deep dive, the inspector met with subject leaders, visited lessons, talked to pupils and looked at pupils' work.
- Inspectors visited Little Daffodils pre-school and Reception class.
- The lead inspector observed pupils in Year 1 and 2 reading to adults.

- Inspectors reviewed the policies and procedures used to keep pupils safe and discussed safeguarding with staff and pupils.
- Inspectors met with parents and carers at the end of the school day and took account of the responses to the online survey, Ofsted Parent View. They also took account of the responses to the online survey for staff.

Inspection team

Lizzy Meadows, lead inspector

Ofsted Inspector

Sean McKeown

Ofsted Inspector

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