

Inspection of a good school: Cameley CEVC Primary School

Meadway, Temple Cloud, Bristol BS39 5BD

Inspection date:

26 April 2023

Outcome

Cameley CEVC Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Cameley CEVC Primary School. They say it is a fun and safe place to learn. Pupils talk positively about the way in which their teachers make learning exciting. Parents and carers share this view. Many of them comment on how the school helps pupils thrive and the way in which staff care for pupils.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils respond well to this. They are polite, courteous and show positive attitudes to their learning. They understand how the school's values of 'aspiration' and 'reflection' help them to become better learners.

Pupils feel safe. They behave well and are kind and considerate towards each other. Leaders have created a respectful culture in the school. Relationships between staff and pupils are warm and respectful. Pupils know that staff will listen if they have any concerns. The vast majority of pupils say that there is no bullying. If it were to occur, pupils are confident that staff would deal with it quickly.

Pupils enjoy the trips and extra-curricular clubs on offer to them, such as 'rock steady' and yoga. They value their responsibilities in school. For example, they can serve as 'innovation' and 'inclusion' leaders to help others in the school.

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

Leaders ensure that there is an ambitious curriculum for all pupils to study. In many subjects, they have carefully considered what pupils need to know and when they need to know it. As a result, pupils learn well in most areas of the curriculum. In these subjects, teachers ensure that learning builds on what pupils know and understand. For example, in mathematics, pupils use their knowledge of equivalent fractions in Year 2 to support subtracting mixed numbers in Year 5. In history, pupils learn about key concepts, such as

migration. They understand the impact of the Roman invasion of other countries and why they left their country. Pupils enjoy these lessons. However, in some other subjects, the curriculum and the knowledge pupils should know is not as well developed. As a result, teachers are not building on pupils' knowledge to support their future learning.

Leaders prioritise reading. Pupils love to read and talk positively about reading a variety of books. Pupils enjoy visiting the class and mobile libraries. They say they love to choose books they have not read before. Phonics teaching begins in the early years. Well-trained staff ensure that the phonics curriculum is followed consistently. Teachers ensure that the assessment of phonics is 'live', so they can act swiftly if pupils fall behind in the sounds that they know. Leaders' motto of 'keep up not catch up' is evident across the school. This means that the most vulnerable pupils receive the support they need to learn well. Pupils read with fluency and enjoy reading books that are well matched to what they know. Pupils also have opportunities to develop their comprehension skills. As a result, pupils feel confident when talking about what might happen in the text.

Leaders and teachers are rigorous in their approach to support pupils with SEND. They create purposeful and manageable learning plans, which include clear targets for pupils to achieve. Parents are appreciative of the school and what it does for their children when they require extra support.

Pupils' positive attitudes towards learning are evident across the school, starting in the early years. They engage well during lessons, and low-level disruption is rare. Teachers ensure that pupils have opportunities to share their ideas. As such, they feel valued. This creates a calm and supportive environment in which to learn.

Leaders support pupils' wider development well. Pupils have opportunities to broaden their learning through topic trips, such as visiting the SS Great Britain. Pupils comment how this deepened their understanding of engineering and how to make things. Pupils know their school values and the importance of their Christian ethos.

Governors visit the school regularly to check the impact of leaders' work. They ensure that both teachers and pupils receive the resources they need to enhance learning. Staff feel supported and that they 'add value to their school community'. They enjoy working at the school and appreciate the way that leaders consider their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong ethos of safeguarding across the school. They provide staff with up-to-date safeguarding training. Staff use this well to spot signs that may indicate a pupil is at risk, acting quickly to address concerns. Leaders work well with a range of professionals to help vulnerable pupils and their families.

Pupils know how to keep themselves safe in the real and online world. They understand the importance of staying safe around railways and not to share their personal information online. Pupils are also aware of the possible dangers posed by others.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not planned the precise knowledge that pupils need to know. As a result, pupils lack the essential prior knowledge to support future learning in these subjects. Leaders need to ensure that there is a clear sequence of knowledge to develop pupils' understanding in all areas of the 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Cameley CofE VC School, to be good in March 2017.

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.

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	146976
Local authority	Bath and North East Somerset Council
Inspection number	10268506
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	Board of trustees
Chair of trust	Chris Nye
Headteacher	Hannah Maggs
Website	www.cameleyprimaryschool.org
Date of previous inspection	Not previously inspected

Information about this school

- Cameley CEVC Primary School converted to become an academy school in June 2019. When its predecessor school, Cameley CofE VC Primary School, was last inspected by Ofsted, it was judged to be good.
- The school is part of The Trust Partnership. The school is designated as having a religious character. The most recent section 48 inspection was in October 2019, where the school was judged to be excellent.
- The school has nursery provision for three- and four-year-old children.
- The school does not use any alternative provision.
- There is a before- and after-school club managed by the governing body.

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, special educational needs coordinator, subject leaders, a group of staff, representatives of the trust and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited lessons across the school, including the on-site Nursery, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, school self-evaluation and curriculum documentation. Inspectors also spoke with staff and pupils throughout the inspection about safeguarding and behaviour.
- The lead inspector reviewed responses to Ofsted's parent questionnaire, Parent View, including free-text responses. He also spoke to some parents and carers. Inspectors also considered responses to staff and pupil surveys.

Inspection team

Darren Preece, lead inspector

Ofsted Inspector

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