

INSPECTION REPORT

**CAM HOPTON CHURCH of ENGLAND PRIMARY
SCHOOL**

Upper Cam, Dursley, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115676

Headteacher: Mr Paul Weekes

Reporting inspector: Mrs Rajinder Harrison
18059

Dates of inspection: 3rd-5th April 2000

Inspection number: 191763

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Hopton Road Upper Cam Dursley Gloucestershire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Colin Lawrence
Date of previous inspection:	11 th – 14 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cam Hopton is a one-form entry primary school situated on the outskirts of Upper Cam, near Dursley, with 214 pupils on roll aged 4-11 years old. It is similar in size to other primary schools and whilst not heavily oversubscribed, it is popular with the local community. The percentage of pupils eligible for free school meals (5%) is well below the national average. When children start in reception their attainment is broadly average, with a significant but small number being above average. Recently, as the profile of the community has grown and evolved, the range of ability on entry into the school has begun to widen. There are very few pupils from ethnic minority backgrounds with only one pupil speaking English as an additional language. The percentage of pupils on the school's register for special educational needs (14%) is below the national average as is the percentage of pupils with a statement.

HOW GOOD THE SCHOOL IS

Cam Hopton is an effective school that provides a good standard of education for its pupils. Everyone in the school community works hard to ensure pupils have appropriate opportunities to learn and work to their potential. The school is managed well, and the overall good teaching helps pupils to achieve standards that are generally well above average by the end of Key Stage 2 compared with schools nationally. Pupils make good progress overall, with a significant number making very good progress towards the end of Key Stage 2 and they leave the school mature, confident young people, well prepared for the next stage of their education. The school gives good value for money.

What the school does well

- There is a strong, shared commitment to raise standards; expectations of good work and behaviour are high and the school's ethos is very good. Pupils enjoy school, and are happy, learn effectively in a calm, industrious environment.
- Pupils attain high standards in English, mathematics and science, and the overall standards of work seen are good.
- As a result of the very good provision for pupils' social, moral and cultural development pupils' personal development is very good and they are enabled to learn effectively in an environment where relationships are secure and where people are respectful of others' views.
- The quality of teaching is good overall and pupils learn effectively, taking full advantage of the range of opportunities made available to them.
- The headteacher and key staff are effective in their roles; governors play an integral role in the development of the school and the school is managed well.

What could be improved

- Teachers' planning does not yet consider individual target setting to support pupils' learning even more effectively and the needs of some pupils are not always appropriately met.
- The homework policy is not consistently applied across the school.
- Teachers' marking is not always helpful in ensuring specific teaching points are made to support pupils' learning

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then considerable effort has been put into addressing successfully the key issues identified in the previous report, as well as continuing to develop the existing sound practice. As a result of this sustained hard work overall standards have been raised and, for the majority of pupils, are now well above average by the end of Key Stage 2. Where investigation work, for example in science, was raised as an area for development in the previous inspection, this is now good and standards in science are above average. Standards in art, which were unsatisfactory in the previous report are now good. In geography standards have been improved and the subject is now in line with expectations. Satisfactory schemes of work are now in place for all subjects, and these schemes are reviewed systematically in line with curriculum developments. The schemes provide sufficient guidance to support teachers' planning for delivering the National Curriculum effectively and analysis of assessment data is helping the school set appropriate targets. Teachers' lesson planning has generally improved and where learning objectives are clearly identified this has a positive impact on pupils' learning. The higher attaining pupils are suitably challenged and make very good

progress especially in Key Stage 2. The school has an increasing number of low attaining pupils and pupils with special education needs who generally receive appropriate levels of support and make good progress overall.

The role of the curriculum co-ordinators has been developed to include monitoring of planning and standards. Senior managers regularly carry out monitoring in classrooms and evaluate the impact of teaching on learning. The valuable feedback from this activity has been very effective in encouraging the sharing of good practice and has resulted in eliminating the high percentage of unsatisfactory teaching identified in the last report. Teaching throughout the school is now generally good enabling pupils to enjoy work and achieve high standards. Teachers have taken advantage of a range of staff development opportunities, in line with the School Development Plan, and have taken on the challenges of the literacy and numeracy strategies appropriately. They are currently developing their information technology skills well, in order to maximise the quality of the information technology curriculum provision for all pupils. Learning resources have been upgraded and now fully support all areas of the National Curriculum. Considerable sums of money have been given to supporting the appropriate implementation of the literacy and numeracy strategies, both of which are still at an early stage of development pending full reviews in the near future. The rates of improvement have been good and the school has the initiative and drive to sustain this good effort.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	A	well above average A
Mathematics	C	C	B	A	above average B
Science	B	C	B	B	average C below average D well below average E

Over the last three years standards have kept pace with the national trend whilst remaining broadly above average when compared to schools across the country. With only thirty pupils in each year group, the slight variations in 1998 can be attributed to the ability of that particular cohort. Children under five, who come into school with broadly average attainment, make satisfactory progress. At both key stages standards in the core subjects of English, mathematics and science are generally above average and pupils' learning is good in all areas of the curriculum. Pupils do particularly well in Key Stage 2 and generally achieve standards in English and mathematics that are well above average, and standards that are above average in science when compared with similar schools. Evidence from the inspection indicates that higher attaining pupils are enabled to achieve very high standards well above the national average. These good results are directly related to the generally good quality of teaching, and the cohesive approach to planning using the schemes of work effectively. The school sets targets that are appropriately challenging, but realistic, reflecting the ability of each cohort. The extra support groups in Year 5 are timely to ensure the school can sustain the high standards it currently enjoys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils enjoy school, and they are keen to learn and do well.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they respond well to the school's high expectations of good behaviour in and around school. Parents and teachers are very complimentary of pupils' behaviour and regularly share this with pupils.
Personal development and relationships	Relationships in the school are very good. All members of the school community are respectful of each others' needs. Pupils are kind and caring and take on responsibilities willingly.
Attendance	Attendance is good and attendance levels are above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall with good teaching seen across the whole school. This is a significant improvement since the previous inspection when teaching was judged to be sound overall with a significant percentage of unsatisfactory teaching. Of the lessons observed, 17% were judged to be very good, 63% were good and 17% were satisfactory. In Reception teaching was good for half of the lessons seen, in Key Stage 1 all the teaching seen was good or better, and in Key Stage 2 more than three-quarters of lessons seen were good or better. Very good teaching was seen in both key stages. The basic skills of literacy and numeracy are taught well and pupils apply their learning confidently in a range of contexts.

Strengths of the good teaching include much improved planning based on a clearer understanding of the schemes of work, the very good relationships with pupils, and the continued hard work put in by all teachers. Teachers also use support staff and volunteer helpers very effectively, maximising the impact of their contribution to support the learning of both individuals and groups. Higher attaining pupils are provided for well with tasks and activities that encourage them to think things through and apply their learning to new situations. In a few lessons planning is not sufficiently rigorous in challenge and pace to ensure good teaching and learning. Whilst the direct teaching of children in the Reception class is good, in some lessons groups of children who are not the focus of direct adult support, sometimes make limited progress because teachers' planning does not always consider what these children are to learn. Pupils with special education needs have appropriate targets outlined in their individual education plans, and are supported well by support staff or teachers, in working towards these.

Despite the extensive disruption caused by the building works during the inspection week, the negative impact on lessons was minimal. Pupils are diligent in their studies, not easily distracted by disturbances, and are keen to learn from their teachers. They ask questions confidently, work effectively in collaborative activities and take very seriously the high expectations placed on them. They are confident learners and are quick to rise to positive acknowledgement of their hard work and effort. Their attentiveness to staff and each others' presentations is generally very good, and they show a caring for each other by helping peers to achieve to the best of their ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good overall. It is satisfactory for children under five. Provision for extra curricular activities is good, and the termly 'focus' weeks have a significant impact on enriching pupils' learning experiences. Visits to places of interest and the range of visitors to the school contribute effectively to enhancing the curriculum.
Provision for pupils with special educational needs	Provision for pupils with special education needs is satisfactory and in most lessons these pupils make good progress because staff are sensitive to their needs. Whilst individual education plans are in place, these are not always rigorously monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good and is implicit within the day to day work of the school including the formation of very good relationships. Provision for pupils' social and cultural development is very good. Provision for moral development is good with classroom charters being effectively implemented in some classrooms. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory overall. Day to day routines are good and support a safe, calm and friendly environment where effective learning takes place. Teachers know their pupils well and are quick to note any concerns they might have about pupils' personal and academic progress. Formal assessment procedures are generally good. The school has not fully addressed training for Child Protection for all staff, and procedures for recording and monitoring health and safety concerns are, at present, informal.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff are effective in their roles and the school is managed well. The headteacher has taken on board all the issues raised in the previous inspection and worked hard with all of his staff to implement the required changes to good effect. There is a clear focus and total commitment to raise standards and the school achieves most of its aims, particularly those related to creating a happy, caring, school environment and enriching relationships where pupils develop good work habits, self discipline and motivation. Because of the good standards the school has achieved, it embraces national initiatives with some reservations but takes from them good practice that adds value to existing provision.
How well the governors fulfil their responsibilities	The governing body provides very good support to the school, and is fully involved in ensuring priorities in the school development plan are carried through. It is proud of the school, shares the strong commitment to making improvements that benefit all pupils, and works in close partnership with staff, the community and the local education authority to keep pace with all of its responsibilities.
The school's evaluation of its performance	The school carries out regular evaluation of test results and uses this information well to review practice and set development targets. The school is aware of what further measures it needs to take to carry out more rigorous self- assessment and thus sustain its high levels of performance.
The strategic use of resources	The school maximises its resources to ensure it achieves 'best value' in all its work. Spending has been targeted appropriately to improve the school environment and to develop the curriculum in order to provide pupils with good learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are happy to attend • Pupils behave well and learn to be good to each other • Pupils make good progress because teaching is good • The school is well led and managed • The school helps children to become mature and responsible • Staff work hard, are generally very approachable and readily available to discuss concerns • The school has generally high expectations of their children 	<ul style="list-style-type: none"> • A significant percentage of parents are not happy with the homework children receive. • A significant number would like more information about their children's progress • The school working more closely with parents • The range of activities the school provides outside lessons is insufficient.

The inspection team agrees fully with the parents' positive views about the school. The level of homework children are asked to do is not always consistent with the school's homework policy. The school is aware of this issue and will seek to review and redress this in consultation with parents and governors. The annual reports parents receive to inform them of their children's progress are good and the school has an open door policy where parents are welcome to discuss concerns at any time. However, the school recognises the need to consider target setting for individual pupils and is to do this in discussion with parents and pupils through a more formal procedure. Information about all aspects of school life is regularly shared with parents through newsletters and parents are encouraged to participate in the life of the school by helping at various events and functions and through the very resourceful parents' association. The team feels that the range of extra-curricular activities on offer to pupils in Key Stage 2 is good, enriching pupils' learning experiences and social and personal development appropriately. Whilst there are limited opportunities for pupils in Key Stage 1, this is in line with most other schools, but the school is receptive to discussions on this, if parents feel it is appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a strong, shared commitment to raise standards; expectations of good work and behaviour are high and the school's ethos is very good. Pupils enjoy school, are happy, learn effectively in a calm, industrious environment.

1. The immediate impact the school makes on anyone visiting is one of a quiet, calm and orderly community where hardwork is a natural expectation. Despite the inspection having been conducted under difficult circumstances created by major building works and re-furbishment, the impact was almost negligible. Staff and pupils carried on with their day to day activities as normal and it was business as usual.
2. Pupils have high expectations of themselves, concurring with what parents and teachers expect of them and the result is one where everyone can enjoy success. Teachers are clear about what is required of them. They are supported effectively by the headteacher and a very active governing body. Teachers' hard work is appreciated by parents and other members of the school community. Parents, in turn, aspire to the very best for their children and support the work of the school, in a number of ways, including helping in classrooms and in other regular activities. This culture of hard work and high achievement is shared by everyone, and the success enjoyed by all. Parents and carers of pupils readily acknowledge the improvements they have seen since the previous inspection.
3. Since the previous inspection all the key issues noted in the report have been addressed systematically through a well-designed development plan that addresses immediate and long-term improvements. As a result of improved schemes of work and overall awareness and understanding of the richness and variety of the curriculum, standards have been raised to a high level at the end of Key Stage 2 in the core subjects of English, mathematics and science. Work seen in other areas is also generally good. For example, a really stunning example of inspirational work was seen in a Year 4 design and technology lesson, where pupils were not only fully absorbed in their work but listened, in anticipation, as the teacher praised their efforts and showed them how they might improve their work.
4. At the same time the school has continued to expect very good behaviour from all of its pupils and relationships are based on mutual respect and friendship. These very good relationships enable pupils to feel they are valued. As a consequence, they are confident in their learning and seek support and guidance without any reticence. Pupils grow in their maturity, learn to value each other, are tolerant and kind and use the adults who work with them as effective role models for their personal development. At no time during the inspection was a cross word exchanged between pupils or between teachers and pupils. This level of mutual respect ensures pupils take on challenges and accept responsibility with relative ease. Pupils are happy and enjoy coming to school. They are enthusiastic about learning and benefit from all the experiences school offers them. They leave the school well prepared for the next phase of their education.

Pupils attain high standards in English, mathematics and science, and the overall standards of work seen are good.

5. Standards in English, mathematics and science are well above average by the time pupils leave the school. Standards in the previous report were satisfactory overall with the school being average when compared to all schools. Since the previous inspection the school has maintained steady improvement in line with the national trend. The variations that occurred in the results in Key Stage 1 in 1997, and in the results in Key Stage 2 in 1998, are attributable to the relative size of the cohorts in those year groups and their overall ability. The careful analysis of the results of tests, including baseline assessments, help the school to set targets from year to year and this is one factor contributing to the raised standards. Standards in geography and art were below average in the previous report, and improvement in these subjects has been good. Standards in art are now good and above expectations.

6. Children enter the school with broadly average attainment. They work steadily in the Reception class, enjoying all the learning opportunities they are given and the vast majority achieve what is expected of children at this age by the time they enter Key Stage 1. Their literacy and numeracy skills are developed step by step, and most children are confident with both these areas of learning, being able to recognise many letters and sounds, counting up to twenty or more backwards and forwards. In the Reception class a significant number of pupils working on phonic work and practising their writing are able to sound out words confidently, and some are able to compose good, coherent sentences. When supported by adults they settle to tasks quickly and make good progress. They understand that school is a place where learning takes priority. This positive attitude, regularly reinforced by their teacher and helpers, enables them to enjoy their learning.
7. Standards in reading at Key Stage 1 in 1999 were below average when compared to similar schools. The school has put a greater emphasis on reading, especially shared reading, regularly sending reading books home and there is no evidence to suggest standards are below average. Some very lively and enthusiastic teaching in Years 1 and 2, using the literacy strategy framework, provides pupils with very good opportunities to develop their speaking and listening skills. For example, pupils in a Year 1 English lesson reading 'Dr Xangles Book of Earthlets' loved the images that were conjured up by the text and were eager to contribute their own ideas. The magic of the book had clearly captured their imagination, and supported their writing skills effectively. Pupils in Year 2 similarly enjoy whole class work, confidently taking part in oral work relating to the story from the previous day.
8. In Key Stage 2, whilst the literacy hour has not been taken up wholesale in every class, pupils continue to improve steadily in all aspects of English. The majority of them are confident and articulate in their use of language, and apply their skills as required in other subjects. For example, pupils understand how to structure writing for reports in science, and know a wide range of poetry styles from work they have studied, and select appropriately in their compositions using onomatopoeia, for example, in Year 5. Pupils in Year 6 voice very mature opinions about the poem presented to them and some graphic observations emerged when pupils were asked to put themselves in the shoes of the child in the 'Dear Mum' poem. The improvements in English are attributable to the persistent hard work of the teachers and their raised expectations of pupils. The previous report suggested some underachievement of higher attaining pupils, and these pupils are now provided for well.
9. Standards in mathematics are well above average by the end of Key Stage 2 and this, also, is an improvement since the last report when standards were generally in line. The school has only taken on the numeracy strategy this year, and it is too early to measure its impact. However, teachers have taken on the issues raised in the previous inspection, and improvement in the subject has been good. Higher attaining pupils are appropriately challenged in both key stages, and they learn very effectively, improving as they move through the years. They apply number skills appropriately to other subjects, measuring accurately in design and technology, reading thermometers accurately in science, and applying good data handling skills in their graph work. Pupils acquire a good understanding of two and three-dimensional shapes, recognise the key processes they need to apply to solve problems and enjoy the challenge of mental mathematics. In a Year 2 lesson pupils were literally 'bursting' to provide answers, but were patient with peers less secure with their responses. Areas for improvement include the more effective application of information technology to the mathematics curriculum. The school is aware of this and has appropriate strategies in hand, which include staff development and purchase of further resources.
10. Standards in science, satisfactory overall in the previous report, are now above average, and improvement has been good. Where the report identified that investigative work and independent study was underdeveloped, improvement has been good, and, when planning investigations, pupils are given time to think their ideas through. As a result of this less directed approach, pupils develop their ability to theorise and hypothesise well and their understanding of scientific concepts is good by the end of Key Stage 2. For example, in a Year 1 lesson, pupils quickly worked out the consequences of putting a switch into a circuit, and could relate this to everyday situations where switches are important. In a Year 5 lesson, pupils gave rational reasons for what they perceived as the real threats of global warming, and their application of prior learning was

very good. As in mathematics, the application of information technology, for example in data handling, is not yet fully developed.

11. There was insufficient time during the inspection to look in detail at other subjects, but standards are at least satisfactory, and examples of good work were seen in all subjects observed. Standards in art are good and some very interesting and lively displays, depicting a range of cultures, were seen around the school.
12. This improvement in standards is the result of continuous hard work by all staff. Energy has been directed appropriately into developing and refining the schemes of work. Good practice has been identified through regular monitoring of teaching and standards, and assessment procedures have been improved. Termly assessment and moderation of pupils' work, improved planning procedures, including a clearer understanding of what pupils are to learn and a sustained effort to challenge pupils have all been effective in raising standards. Good subject knowledge and a clear understanding of how children learn, ensures that teachers have high expectations of what pupils can achieve. When commenting on the impact of the literacy strategy, one member of staff was really struck at how much more the pupils could do than she had previously given them credit for.

As a result of the very good provision for pupils' social, moral and cultural development pupils' personal development is very good and they are enabled to learn effectively in an environment where relationships are secure and where people are respectful of others' views.

13. In an environment where people really care for each other, the children are encouraged to grow and develop as members of a community that goes beyond the school. The closeness of the community does not preclude pupils reflecting on where their learning can take them. Some older pupils, for example, were confident that someday they might have the opportunity to make a difference, in a bid to save the rainforests and avert the threats of global warming.
14. The vast majority of pupils hold the school in high regard. The school is seen as a place of learning and of achievement. From their start in the Reception class, children are taught to be aware of self and of others and the impact they have on each other. Children are expected to behave well, be kind and caring, and to always work hard. These expectations follow them through school. Pupils quickly learn to be sensitive to each others' needs, learning from the very good role models teachers and other staff provide. They are quick to help wherever possible, be it friends and peers who need support, or teachers who ask them to lend a hand in jobs around the classroom or school. For example older pupils regularly mentor new children in the Reception class helping them to settle into school quickly and painlessly. Pupils are helped to gain confidence, and are encouraged to seek help when necessary. During the inspection whilst children were not shy, neither were they presumptuous or discourteous. They were polite and friendly, engaging in dialogue confidently expounding the virtues of their school with pride.
15. Pupils enjoy the friendships they have with the adults and with each other, and most were quite adamant that few unfriendly situations ever arose in school. They know the difference between right and wrong, and quietly correct each other when necessary, referring to the school's expectations of them. Pupils are keen to please and work hard as a consequence. Only when work is unchallenging, or pace of lessons is slow, do they occasionally lapse into 'silly' behaviour. Generally, they show good levels of self-discipline, settle quickly to work, and take pride in what they present. Their behaviour in and around school is very good and they are a pleasure to be with. By the time they leave school they have a good grasp of citizenship in its widest sense.
16. Pupils have opportunities to learn about, experience and reflect on the richness and diversity of cultures and communities through a good range of visits that are offered by the school, and from visitors to the school. One strong feature in the school calendar is the termly 'focus week'. This action packed learning experience blends together art, literature, history, music, geography and religious and cultural traditions, for example, of China on the most recent occasion. This themed approach to understanding China and a wide range of its' facets, has made a considerable impact on pupils' appreciation of that country's culture and traditions. Pupils talked animatedly of Chinese festivals and the story of the 'Willow Pattern' had engaged their imaginations.

17. The overall curriculum emphasises the school's aim to provide opportunities from which all pupils benefit. Parents and other members of the local community are regularly invited to enjoy music and drama activities and pupils see these occasions as special times where they can share their learning with others. Specialist music tuition and swimming lessons that are arranged for all pupils for example, are additional good features that open out further possibilities where they might achieve success. A range of extra curricular activities and clubs, for example football, netball and choir, mainly for Key Stage 2 pupils, are well supported. The school, like many others in the country, does not support the same provision for its younger pupils, as is indicated in the school prospectus.
18. The school places great emphasis, in its aims, on providing a good all round education for its pupils. It does this successfully and pupils leave the school mature, confident and responsible young people. They are given every opportunity to learn and feel secure as they move into the next phase of their development.

The quality of teaching is good overall and pupils learn effectively, taking full advantage of the range of opportunities made available to them.

19. The quality of teaching is good overall with good teaching seen across the whole school. This is a significant improvement since the previous inspection when teaching was judged to be sound overall with a significant percentage of unsatisfactory teaching. Very good teaching was seen in both key stages. Only one unsatisfactory lesson was observed and this was largely due to lack of challenge and pace for the vast majority of pupils. The marked improvement in teaching since the previous inspection is largely a testimony to the teachers' commitment to hard work and continuous improvement. They are keen to help pupils achieve the best they can, and they are well rewarded by the positive response from the vast majority of pupils. The basic skills of literacy and numeracy are taught well and pupils apply their learning confidently in a range of contexts.
20. Strengths of the good teaching include much improved planning based on a clearer understanding of the schemes of work, the very good relationships with pupils, and the continued hard work put in by all teachers. At the time of the previous inspection some schemes of work were not well defined or helpful in guiding teachers' planning. Teachers have reviewed the schemes one by one, and plans are in place to continue to do this for each subject. This regular monitoring of the curriculum has enabled teachers to become more skilful in their interpretations of the subject matter, and more confident in their approaches to teaching the material. Where resources were in short supply before, these are now available to support lessons effectively. In addition, marked improvements have been made in monitoring teaching by senior staff and some co-ordinators. This action and the subsequent feedback to teachers and their colleagues have helped to identify good practice, and raise standards of teaching effectively. Teachers' planning is checked regularly by senior staff and subject co-ordinators, and issues raised are discussed at curriculum and other meetings. This level of monitoring and continuous review is helpful in identifying areas that require attention, be it in planning or teaching techniques, so that pupils are given maximum support in their learning.
21. Teachers' lesson planning has improved since the previous inspection. In the majority of lessons it is clear what is being taught and pupils of differing abilities are generally well provided for. Lessons are generally linked well to schemes of work and pupils usually understand what they are learning and why. In many lessons seen, teachers related new work effectively to what pupils already knew, and generally made valuable use of plenary time to round off current learning and set the scene for the next lesson. Pace of lessons is generally good and, because teachers have become more confident with the contents of the National Curriculum, their subject knowledge and teaching techniques are good. Teachers make very good use of probing questions to encourage pupils to recall and apply prior learning. In most lessons seen, pupils were able to explain well what they had achieved during the session, a good example being a Year 5 science lesson when pupils gave plausible arguments about the long term consequences of destroying the rainforests. Higher attaining pupils are provided for well, with suitably challenging tasks and activities that encourage them to think things through and apply their learning to new situations. For example, in the same Year 5 lesson, higher attaining pupils showed a good level of maturity

in their fluency and trains of thought. Overall, the impact of good planning, where work is matched well to pupils' needs and has a lively pace engaging their interest, has improved the quality of teaching.

22. Teachers use support staff and volunteer helpers very effectively, maximising their contribution to lessons. This is especially valuable in helping individuals and specific groups of pupils learn and achieve success. They enjoy the same very good relationships seen elsewhere, and pupils appreciate the extra help by responding enthusiastically to the work set.
23. The basic skills of literacy and numeracy are taught well from early on in the school. Whilst it is too early to measure the added value of implementing the national literacy and numeracy strategies, some good teaching was seen in a number of classes. Pupils take on the challenges presented by some enthusiastic teaching and enjoy the systematic practice of new skills and application of new learning. Especially good are the opportunities that pupils have to present their work to their peers and receive appreciative comments from them.
24. Pupils are diligent in their studies, not easily distracted by disturbances, and are keen to learn. Their enthusiasm, coupled with their good relationships with teachers and other staff, creates an effective climate for learning. They are encouraged to ask questions and do so confidently even as early as the Reception class. When required to do so, they work effectively in collaborative activities and take very seriously the high expectations placed on them as members of a group. For example, in a Year 1 literacy lesson, pupils encouraged each other by waiting patiently for everyone to be involved in contributing to the speaking and listening exercise, even when a few struggled to keep up the pace in the rapid response task. A similar activity in a numeracy lesson in Year 2 highlighted pupils' sensitivity to each other's problems and difficulties. They show a warm caring for each other by helping peers to achieve to the best of their ability. They are confident learners and take positive pleasure in being praised for their hard work and effort. Their attentiveness to staff and each others' presentations is generally very good and as a consequence not only do pupils learn from teachers, but by listening to each others' interpretations, they also learn effectively from each other.

The headteacher and key staff are effective in their roles; governors play an integral role in the development of the school and the school is managed well.

25. The headteacher and key staff are effective in their roles and the school is managed well. The headteacher has diligently taken on board all of the challenges identified by the previous inspection and has led the school effectively in addressing the key issues. With unstinting commitment to school improvement, not only has the action plan been driven through effectively, but there is clear direction in the School Development Plan to ensure continuous improvement. In partnership with staff, governors and parents, the headteacher has enabled the school to provide a good standard of education whilst retaining Cam Hopton's essential qualities of a caring, happy place, where relationships are very good, and where children can enjoy learning and achieve high standards. His passion and enthusiasm are evident from the results the school enjoys. The school is well placed to make further improvements.
26. Key staff make significant contributions to supporting the headteacher and colleagues effectively. As a result of a systematic review of schemes of work, staff development issues have been addressed successfully, with phase and subject co-ordinators leading training to develop good practice, for example in information technology. Effective teamwork has enabled monitoring of planning, teaching and learning to have a very positive impact on standards. Feedback from monitoring has helped staff improve practice and seek help and advice from each other. Subject co-ordinators are clearer about the expectations placed on them to lead on curriculum matters, and take on board their responsibilities, including monitoring the impact of any changes implemented. For example a full review of the literacy strategy is planned to advise on the way forward and to consider further resource implications. Because of the good standards the school achieves, it embraces national initiatives with some reservations, but takes from them good practice that adds value to existing provision. Whilst a great deal of valuable and good progress has been made in curriculum management, the school has already identified the implications of

the new Curriculum 2000. Priorities for integrating further changes are addressed appropriately and governors are kept fully informed.

27. Governors play an integral role in the effective management of the school. A number of them regularly visit the school to monitor the work in classes, and engage in constructive dialogue with staff to gain a good overview of day to day practice. They have a very good understanding of the school's strengths and areas for improvement and are instrumental in taking decisions that support school development. They work in close partnership with staff, the community and the local education authority, always with the best interests of the children at heart, and they are justly proud of the school and its pupils.
28. The school regularly reviews its performance and sets appropriate targets for development. The targets are high but achievable because time is taken to review pupils' capabilities. Monitoring of individual pupils' progress is not yet established to refine target setting further, thus ensuring support is targeted at an early a stage as possible help pupils make better progress.
29. With this level of dedication and commitment and the good standards achieved, the school provides good value for money.

WHAT COULD BE IMPROVED

Teachers' planning does not yet consider individual target setting to support pupils' learning even more effectively and the needs of some pupils are not always appropriately met.

30. Teachers' planning has improved considerably since the previous inspection. Teaching is clearly linked to schemes of work, and in most lessons clear learning objectives identify what pupils are to learn, and how this relates to prior learning. Lessons generally begin with good links to what pupils already know, and through skilful questioning and interactive discussions, pupils are enabled to make good progress. Assessment information and teachers' records are used effectively to inform planning.
31. Higher attaining pupils are regularly given work that challenges and extends their learning, so that by the end of Key Stage 2, their progress is very good and they achieve high standards. The vast majority of other pupils, including pupils with special education needs make generally good progress, because staff are sensitive to their needs and support them appropriately.
32. In a few lessons, judged to be satisfactory overall, planning does not sufficiently challenge pupils, and occasionally, lessons lack pace and rigour. In these lessons a few pupils make insufficient progress because planning is not mindful of their needs. For example in a Key Stage 2 English lesson all pupils were set the same task, and one low attaining group was unable to begin the task until the teacher was able to help them make a start. In another lesson all pupils were given the same worksheet to complete irrespective of their prior attainment, and although some found this appropriately challenging, for others it was too easy. The one lesson judged to be unsatisfactory lacked pace and challenge and pupils were not clear as what they were expected to learn. As a result pupils' learning was minimal, and behaviour lapsed into some silliness not typical of them. In the Reception class, planning for the direct teaching of small groups is good. However, it is not always clear what learning is to take place in the groups working without adult support. These children behave well, absorb themselves in play activities, and benefit from their social interactions but their play generally is not well linked to the overall learning objectives for the lesson and hence, insufficient progress is made. Whilst individual education plans are in place for pupils with special education needs, in a few instances, these are not rigorously monitored and this is an area for improvement.
33. The school sets targets for raising standards from year to year, using detailed assessment information about specific year groups. This good practice helps the school identify and target extra support, for example, in the current Year 5 class, where there are a significant number of lower attaining pupils. However, the current assessment policy does not provide formal guidance as to how targets for individual pupils are to be identified and subsequent progress monitored.

Many pupils are capable of being given targets to aim for and taking greater responsibility for their own learning. Already many of them work diligently to produce good work in the time teachers give them to complete tasks. The school has begun to consider procedures to support target setting for individual pupils, and recognises the potential impact on their achievement. The school is also aware of the need to provide pupils and parents with clearer information about what each pupil needs to focus on to improve personal performance. This initiative is at an early stage of development but there are clear signs that it has the potential to raise standards further.

The homework policy is not consistently applied across the school.

34. The school has a homework policy, of which parents are aware. However, a significant percentage of parents, nearly twenty percent from the questionnaire returns, the majority of those who attended the parents' meeting and a few submitting written comments, raise a number of concerns about the work their children are given to do at home. The vast majority of these parents feel insufficient homework is given to their children, particularly towards the end of Key Stage 2, when pupils are preparing for secondary education. However, a few parents feel children have too much homework, and this pressure is unnecessary. A small number of parents of children in Key Stage 1 feel their children receive little to do at home, although reading books are regularly sent home. A few parents at the parents' meeting also indicated that homework did not always relate to what children were doing in class, and sometimes pupils were not sure what was required of them. A small number of parents feel that some teachers give children home work more regularly than others. Inspection findings, based on evidence from parents, conversations with pupils, lesson observations and teachers' planning, indicate that homework is not given consistently across the school to support pupils' learning and the policy is not implemented effectively by all teachers. Only one lesson was seen during inspection where homework was set, and this related appropriately to what pupils were learning in class.
35. The homework policy is sound and consistent with practice in many other schools. Monitoring of other practice and procedures in the school is good but does not extend to include monitoring the implementation of the homework policy. With parents raising concerns about homework generally, and with the opportunity to use home-school contracts to increase liaison with parents, the school is well placed to resolve the homework issue to a satisfactory end.

Teachers' marking is not always helpful in ensuring specific teaching points are made to support pupils' learning

36. The school has made a range of effective improvements in monitoring and assessing pupils' attainment since the previous inspection. Teachers know their pupils well and keep appropriate records for teaching and learning, using the information to compose detailed annual reports for parents. During most lessons, pupils regularly receive praise and support that helps them to understand how to improve particular skills and develop learning. In literacy and mathematics, for example, teachers provide appropriate cues to move learning on, and pupils are sometimes asked for their ideas and opinions of each other's work, so that improvements are made appropriately.
37. Teachers take time in introductions and in plenary sessions to guide pupils' learning sensitively and effectively, and because relationships are very good, pupils are happy to learn from their mistakes and respond positively to the support they are given. Teachers ask searching questions that lead pupils to making appropriate improvements in written work, for example, how they might lay out a poem for maximum impact on the reader. However, evidence of marking of pupils' work in books that is equally helpful varies from being very good on a few occasions, to unsatisfactory in a significant number of instances.
38. The best marking highlights for pupils what is particularly good about their work and in what way they can improve their next piece of work or modify their approach to a task. Pupils read comments on marked work, eagerly, and respond appropriately. In order to improve, pupils take any advice and help teachers offer and as a consequence they learn from their mistakes. In subsequent written work when teachers recognise this improvement, pupils know they have

learned effectively and are ready to move on. This level of on going written dialogue ensures pupils and teachers work together effectively.

39. Where written comments are minimal, it is not always evident to pupils how good their work is or what to do to improve. In some instances marking consists only of a tick and a brief note, for example 'good' or 'well done', with no reference as to why the work merited this. The marking policy needs to be applied consistently across the school in order to improve monitoring of individual pupils' progress. Books are already monitored regularly by co-ordinators and key staff to establish standards and progress. There is potential to include the monitoring of the consistency of marking so that pupils can be even more involved in improving their own learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Cam Hopton Church of England Primary School is delivering a good standard of education to its pupils. Pupils are happy, enjoy school and value the relationships they form with their peers and staff in the school. Everyone in the school community is working hard to raise standards, and the school has improved measurably since the previous inspection.

In order to continue with these improvements the school recognises it has further hard work to do. There are three areas where immediate attention needs to focus. The headteacher, staff and governors should:

- a) **Ensure that when planning teaching:** (Paragraph Nos. 32 – 33)
- teachers' short term planning matches the needs of all pupils in every lesson
 - clear targets for improvement are set for individual pupils in partnership with each pupil and shared appropriately with parents
 - the achievement towards these targets is monitored regularly
- b) **Ensure the work pupils are given to do at home adds value to what they are learning in school by:** (Paragraph Nos. 34 – 35)
- reviewing the school's homework policy in consultation with parents
 - ensuring the policy is implemented consistently across the school
 - ensuring that pupils understand how the homework relates to their class activities.
- c) **Ensure that all teaching staff use marking as an effective strategy for moving pupils' learning on by:** (Paragraph Nos. 37 – 39)
- identifying precisely what is good about pupils' work and what they need to concentrate on next
 - involving individual pupils actively in setting and monitoring personal targets
 - monitoring the marking policy rigorously to ensure that all staff implement it consistently

In addition the school needs to:

Ensure all staff are made fully aware of Child Protection issues through relevant training.

The Health and Safety issues are addressed through formalising the procedures appropriately.

Take further measures to carry out more rigorous self-assessment of the school to sustain current high levels of performance.

Ensure support for individual pupils is targeted at an early a stage as possible in order to help them make even better progress.

Ensure individual education plans are monitored more rigorously.

Develop further the use of information technology to support teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	63	17	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	31
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99	11	20	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	19	19	20
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	87	87	94
	National	82(90)	83(83)	87(93)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	18	19	19
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	84	90	90
	National	82(86)	86(86)	87(93)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	16	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	16	13	16
	Total	25	21	25
Percentage of pupils at NC level 4 or above	School	93(80)	78(66)	93(70)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	15	14	15
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	85(77)	78(60)	93(83)
	National	68(65)	69(65)	75(71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	208
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	29.7
Average class size	30.6

Education support staff: YR– Y6

Total number of education support staff	6.7
Total aggregate hours worked per week	91

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
	£
Total income	312775
Total expenditure	306755
Expenditure per pupil	1482
Balance brought forward from previous year	7750
Balance carried forward to next year	13770

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

214

Number of questionnaires returned

70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	44	49	6	0	1
Behaviour in the school is good.	57	41	0	0	1
My child gets the right amount of work to do at home.	20	56	19	3	3
The teaching is good.	49	46	3	0	3
I am kept well informed about how my child is getting on.	23	57	14	0	6
I would feel comfortable about approaching the school with questions or a problem.	57	36	3	3	1
The school expects my child to work hard and achieve his or her best.	54	39	6	0	1
The school works closely with parents.	34	54	6	3	3
The school is well led and managed.	49	46	3	0	3
The school is helping my child become mature and responsible.	53	43	0	0	4
The school provides an interesting range of activities outside lessons.	34	43	14	1	7

(Where percentages do not add up to 100% figures have been rounded off)