



# Cams Lane Primary School

## Inspection Report

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**Unique Reference Number** 105305  
**LEA** Bury  
**Inspection number** 277333  
**Inspection dates** 14 June 2006 to 15 June 2006  
**Reporting inspector** Mr Peter Jones CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Cams Lane
<b>School category</b>	Community		Off Harper Fold Road
<b>Age range of pupils</b>	4 to 11		Radcliffe, Manchester M26 3SW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 724 8018
<b>Number on roll</b>	195	<b>Fax number</b>	0161 725 9615
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Colin Jones
<b>Date of previous inspection</b>	13 September 1999	<b>Headteacher</b>	Mr G Ashforth

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school serving a community of varied social and economic backgrounds. Pupils' attainment on entry is below average. The majority of pupils are of White British heritage. The percentage of pupils known to be eligible for free school meals is average, and the percentage with learning difficulties and/or disabilities is below average. The school has Healthy Schools status and holds the Activemark Gold award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree that this is a good school with some outstanding features, including the overall quality of pupils' personal development and some aspects of leadership and management and care. It provides good value for money. The quality of provision and standards in the Foundation Stage are good. Throughout the school, pupils make good progress and reach standards that are above average by Year 6. The systems for assessing how well pupils are doing are good and pupils are set challenging targets. Pupils' work is marked regularly but the comments do not always make it clear what they need to do next to improve and so slows their progress. Teaching and learning and the curriculum are good and well monitored by senior managers. However, subject coordinators in all curriculum areas do not consistently carry out this role. As a result, pupils' progress is hindered in some subjects. Pupils' personal development and well-being are outstanding. Their attitudes and behaviour are first rate and central to the positive climate for learning in school. Pupils are encouraged to think and work independently, and thrive on the responsibility the school gives them as School Councillors or Playground Friends. They enjoy school, as shown by their good attendance and the large numbers who take advantage of the many opportunities provided in sport and music. Pupils are extremely aware of health issues and how to stay fit and healthy. The overwhelming majority of parents and carers are very supportive of the school's work. The school is well led and managed, with the governing body making a valuable contribution. Self-evaluation is accurate and reflects the correct priorities for development. There has been good improvement since the last inspection and the school has good capacity to improve further.

### **What the school should do to improve further**

- Make sure that the quality of marking is consistently high across the school so that all pupils are given effective guidance on how they may improve their work.
- Ensure the monitoring of teaching by coordinators in all curriculum areas is effective and helps pupils to get the most out of their learning in all subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement and standards are good. The trend of pupils' attainment on entry to the school has changed in recent years from broadly average to below average. Children make good progress in the Reception class as a result of good teaching. This includes progress in physical and creative development, an issue at the last inspection. This good progress is maintained through Key Stages 1 and 2 and, by Year 6, pupils reach standards that are consistently above average. Targets are challenging and are reviewed regularly. Pupils with learning difficulties and/or disabilities, and the small number of looked-after children, are effectively supported and progress well. The school's programme to improve the performance of the higher ability pupils and to raise standards of boys' writing in Key Stage 1 is proving successful. The school's

impressive improvements to its accommodation and resources since the last inspection are important contributors to the improved standards and progress, most notably in information and communication technology and in the Foundation Stage.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The pupils display consistently positive attitudes to their learning. They work well both independently and cooperatively from an early age. The staff create an atmosphere of trust and care, and the pupils say they feel safe. Bullying is said to be very rare and is dealt with appropriately and effectively. Attendance is above average and illustrates pupils' enjoyment of school and the support of parents and carers. Pupils develop good basic skills in literacy and numeracy that equip them well for later life. Pupils' behaviour is exemplary both in and out of the classrooms. They are confident and mature, and respectful of others' points of view. The school council works to improve the school environment by raising money for playground equipment. Playground Friends work sensitively to make sure all pupils are happy in the playground. The efforts of both groups are typical of the way pupils respond to the school's encouragement for them to take responsibility and contribute to the community. Pupils eagerly take part in a range of physical activities and adopt healthy lifestyles. Pupils' spiritual, moral, social and cultural development is excellent. They respect the feelings of others and understand the difference between right and wrong. Pupils raise funds for charities, contribute to the local community and have a good understanding of the diversity of culture in modern British society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall with examples of outstanding practice. As a result, both boys and girls learn well and make good progress. Improving basic skills in English and mathematics is a high priority. Tasks are matched well to pupils' different abilities. Teachers impart information clearly and accurately, making good use of interactive whiteboards, and this has a positive effect on pupils' learning. For example, in an excellent Year 6 lesson, pupils of all abilities were able to successfully describe and evaluate how a poet paints pictures with words. Teachers are enthusiastic, have high expectations, and conduct lessons at a brisk pace. Well-established routines and praise are used effectively to create a positive, secure ethos where pupils achieve well. Teachers have good subject knowledge and challenge pupils' thinking through sharp question and answer sessions. Teaching and learning in the Foundation Stage are good. Support staff make a very positive contribution throughout the school, especially with pupils who require additional support.

Teachers have worked hard to provide a bright and stimulating environment to help pupils learn. Assessment information is used well to plan new learning. Marking is conscientious, but does not consistently give guidance on what pupils need to do next to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The individual needs of pupils, including those with additional needs and looked-after children, are met well. The school is far-sighted in the way it is adapting its curriculum to meet the needs of its changing pupil intake. An example is the innovative work undertaken to improve curriculum links between the Reception Year and Key Stage 1 which is already resulting in improved progress. Pupils use books and technology to successfully increase their independent working and research skills. The links between subjects are developing well with impressive displays of work involving writing, art, and design technology throughout the school. Pupils benefit from a strong programme of personal, health and social education and citizenship that lies at the heart of the curriculum. Pupils take good advantage of the excellent range of sporting and musical activities in and out of school. The school has forged excellent links with sporting organisations and holds the prestigious Activemark Gold Award.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The level of support for all pupils is reflected in their excellent personal development. Procedures for child protection and health and safety are robust and understood by all adults in the school. Vulnerable pupils, those with additional needs, and looked-after children are given excellent support. The school provides a safe and welcoming environment for learning. There are good induction arrangements for children starting the Reception class. Similarly, Year 6 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Support and guidance for pupils' academic progress are good. The school uses assessment data effectively to track individual pupils' progress towards their targets. However, pupils do not always receive precise enough information about what they need to do next.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The dedicated headteacher, well supported by his deputy, provides outstanding leadership. He brings a high level of skill and innovation to realising the exciting vision for the school's future development, created with his leadership team and governors. Strategic planning seeks to maintain future progress by ensuring development takes account of the changing nature of the school's pupil intake. There is a strong team ethos and morale is high. Although there has been considerable staff turnover in recent years, the monitoring and development of teaching

and learning by senior managers has helped to maintain good standards and achievement. They ensure that pupils are set realistic yet challenging targets, and that they make good progress towards them. However, the monitoring of teaching and learning by subject coordinators is not consistent across all areas of the curriculum, and this hinders progress in some subjects. The school's self-evaluation accurately identifies areas for improvement. Finances are carefully managed and used effectively. The quality of education for all pupils has been greatly enhanced by the tremendous improvements to the accommodation and resources since the last inspection. The governing body is enthusiastic and capable; it provides good support to the school whilst at the same time asks the questions needed to bring further improvement. In light of its track record of securing consistently good standards, the school has a good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school.

- You like coming to school and everyone gets along very well together.
- You are very proud of your school and its achievements. You like it even more now you have extra classrooms, and more books and equipment.
- Your school council does a lot for you and the school, and the Playground Friends make sure everyone feels included.
- Your headteacher, deputy headteacher and governors have a good idea how to make your school even better.
- Teachers and classroom assistants work hard to help you to learn.
- Your behaviour is excellent and you work very hard.
- The school keeps you safe and happy.
- We know that you enjoy the extra-curricular and sports activities and also raising money for charity.

What we have asked the school to do now.

- We think that teachers could give you more helpful comments when they mark your work to help you improve.
- We would like your teachers to check that everything is being done to make sure you are learning as much as possible in all subjects.

We appreciated talking to you and watching you learn. We wish you well for the future.