



Castle Camps CE VC Primary

Inspection Report

Unique Reference Number 110784
LEA CAMBRIDGESHIRE LEA
Inspection number 278511
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mr. Paul Missin LI

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

Type of school	Primary	School address	Bartlow Road
School category	Voluntary controlled		CB1 6SX
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01799 584270
Number on roll	124	Fax number	01799 584442
Appropriate authority	The governing body	Chair of governors	Mr. Andrew Webb
Date of previous inspection	29 November 1999	Headteacher	Mr. Kevin Sheehan

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 278511
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This Church of England Voluntary Controlled school is smaller than most other schools. It serves a wide catchment area in south-east Cambridgeshire that comprises both rural and growing town settings. The village Pre-school is on the school site and additional care facilities are provided before and after school. Attainment on admission has varied, but it is now well below average. The proportion of pupils with learning difficulties and disabilities is below average. Almost all pupils have White British heritage and none is at an early stage of learning English. A below average proportion is eligible for free school meals. There has been high staff turnover in the last four years. Pupil mobility is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Castle Camps CE VC Primary School is a good, effective and caring school. This is also the school's view. The changing composition of the school has meant that the standards children reach when they first come to the school have dropped significantly since the last inspection. From this very low level, children make good progress as they move through the school. This is mainly because of the good teaching and the interesting and challenging curriculum they receive. Currently pupils gain average standards by the time they leave but the indications are that standards are continuing to rise in Years 4 and 5. The good progress that pupils make in Years 1 to 6 was a feature of the last inspection report, but progress in the Foundation Stage has improved significantly since 1999. Assessment procedures are good in English and mathematics but are insufficiently developed in some other curriculum areas. The school is led and managed well and there is an effective partnership between the headteacher and his deputy. Co-ordinators manage their areas of responsibility appropriately and are now working hard to further develop their management responsibilities. The headteacher successfully promotes the strong school ethos and works hard to secure a high achieving school that has an important role in the community. Management procedures are secure and the school has an accurate view of the quality of its work. School improvement priorities are appropriate. The school is now working hard to improve its analysis of available assessment data so that it has a clearer view of the progress that groups of pupils are making as they move through the school. Overall, the school provides good value for money and has a good capacity to secure further improvements.

What the school should do to improve further

- Use assessment data more effectively to show the progress which different groups of pupils are making.
- Develop further the roles and responsibilities of the subject leaders.
- Improve procedures for assessing and recording the progress that pupils make in subjects other than English and mathematics.

Achievement and standards

Grade: 2

Pupils make good progress in their learning and generally meet the challenging targets that are set for them. When they first enter the school, children are attaining standards that are well below those expected for their age. At the time of the last inspection standards on entry were judged to have been average. Since 1999 there has been a steady drop in the standards pupils attain when they enter the school as the catchment area of the school has widened and changed to include more families with social problems. Children make good progress in the Foundation Stage, although by the time they enter Year 1 standards, particularly in language and communication skills are still below those expected for their age. This represents a significant improvement since the last inspection when progress was limited and provision was judged to have been unsatisfactory. Pupils continue to make good progress in Key Stage 1 to reach average

standards in Year 2. The progress made by the current Year 6 group is satisfactory and standards are average, but indications are that pupils in Years 4 and 5 are making better progress and will attain higher standards. Progress is similar for all groups of pupils. Standards are lower in the current Year 6 because of the impact of staffing changes and less effective teaching in the past, and the effects of higher than average mobility in this group.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Regular and sensitively managed times for class and school prayers and reflection time lead to a very well developed spiritual awareness. Pupils' behaviour in class and around the school is consistently good and their positive attitudes and the supportive relationships evident all support a clear sense of community. Pupils also have a good appreciation of being part of a wider local community. They make a positive contribution to school life as they undertake class responsibilities and represent their peers on the school council. They were particularly pleased with the way in which they have been able to influence the development of the recently refurbished Class 1 toilets with their colourful designs. Attendance rates are broadly average. The development of pupils' personal skills including their ability to work independently, to collaborate with others and to do their best equips them well for their future education and the world of work. Pupils have a good appreciation of the importance of exercise and healthy lifestyles as they take part in regular physical education activities, including the use of the school swimming pool in the summer. Regular work in the school's allotment encourages a first-hand understanding the value of fresh produce. Pupils' strong cultural awareness is developed through, for example, the school's involvement with 'Link Africa' and their support for a school in South Africa. The school has also enjoyed welcoming African drummers.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. This was also the school's view and the judgement of the last inspection team. Since 1999, there has been significant improvement in the quality of teaching in the Foundation Stage. It had been unsatisfactory, but now it is good. This is mainly because of the teacher's lively and enthusiastic approach and the careful planning ensure that lessons are fun and relevant to the pupils' needs. A strength in teaching across the school is the way in which teachers motivate and involve pupils in their lessons. Expectations are clear, pupils understand what they have to do and key vocabulary is emphasised wherever possible. Teachers' lesson planning shows how activities are planned for pupils of different abilities, but sometimes the level of the work being taught is not sufficiently clear to them. Assessment is satisfactory overall. Day-to-day assessment in the Foundation Stage is good. Assessment in English

and mathematics are good. Detailed records are maintained of the progress which pupils are making and this data is used well to inform planning and to set targets for pupils to reach. Pupils confirm that these targets were helping them to understand what they need to do to improve. The school is now working on developing rigorous assessment and recording procedures for science, information and communication technology (ICT) and some other subjects.

Curriculum and other activities

Grade: 2

The curriculum is good. The school rather modestly judged it to be satisfactory. Considerable emphasis is placed on the provision of basic literacy and numeracy skills and this enables pupils to make good progress in their learning in these areas. Very good improvement has been made in provision for ICT since the last inspection. The introduction of a new computer suite and the introduction and effective use of interactive whiteboards in each of the classrooms have helped to promote interest in the subject and raise the standards pupils achieve. Curricular provision is supplemented by well planned additional opportunities such as, musical tuition for strings, woodwind and keyboards, and a good range of extra-curricular clubs. Pupils are particularly pleased with the number of interesting visitors who come to the school and the exciting visits that classes made.

Care, guidance and support

Grade: 2

The good level of care, guidance and support provided by the school is an important strength which many parents recognise. One wrote, 'The whole staff team is approachable and friendly and nothing ever seems to be any trouble'. This is a caring school where the welfare of pupils and their families is an important priority. There are effective procedures for child protection and health and safety and there are close links with external agencies when these are required. The pupils confirmed that they enjoy school and feel safe there. This helps younger children to settle quickly into school routines and supports the positive attitudes and relationships evident in the whole community. Pupils are supported well by the targets which they have in reading, writing and mathematics. Pupils confirmed that these targets were helpful in showing them how to make their work better. The needs of pupils with learning difficulties and disabilities are quickly assessed. They are fully involved in all class activities and are supported well with useful individual learning plans. The needs of more able pupils are met well across the school although the number in Year 2 reaching the higher levels in the 2005 national tests was lower than average.

Leadership and management

Grade: 2

Leadership and management are good, as they were at the time of the last inspection. This was also the school's judgement. Strengths in the headteacher's leadership and

management use the way in which he ensures that the ethos of the school is clearly promoted and is shared with all concerned in its work. School improvement planning is detailed and effective and relevant priorities are identified. The school has a clear view of its strengths and areas for development as shown through the accuracy of its self evaluation. It is now aware of the need to analyse assessment data more rigorously so that it has a clearer view of overall attainment trends and the progress which different groups of pupils are making. The school has made good improvement since the last inspection. Progress in the Foundation Stage and in provision for ICT has been very good. The leadership and management of the Foundation Stage are good. The co-ordinator ensures that the needs of all pupils in her mixed age class are met well. Leadership and management of provision for pupils with learning difficulties and disabilities are also good. Most parents considered that the school is led well, but a few had concerns about how anti-bullying is promoted. Indications from the inspection are that this is being dealt with appropriately. Management procedures are secure and there is an effective partnership between the headteacher and the deputy headteacher. Co-ordinators manage their areas of responsibility appropriately but are now aware of the need to further develop their management skills and responsibilities. Governance is good. Governors have a good view of the working of the school. They help to provide an effective link with the local community and, through the work of the Strategic Planning Committee, challenge the school well in its drive for improvement. The overall strengths in leadership and management mean that the school is well placed to make further improvement.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 your welcome when I visited the school recently to see how well you were doing. I was pleased to have been able to be with you in some of your lessons. I noticed how you behaved very well and how many of you were very keen to share your ideas with your teachers and your friends. I think you are doing well in your work and you told me that the targets which you have been set are helping you to do even better. Teachers manage the work in English and mathematics well and have a good idea of how well you are doing. They will now be working hard to find out even more accurately how well you are doing in some other subjects. You certainly do a lot of interesting things and several of you told me how much you had enjoyed the visits of the African drummer and Mr Whizzy, the circus clown. I particularly enjoyed meeting the school council. They take their roles very seriously and I was impressed with the way they helped design the colourful toilets in Class 1. Your headteacher and other teachers look after you well and the governors give good support to the school. They will now be working even harder checking all of the information they have about how well you are doing as you move through the school so that they can make things even better for you in the future. Best wishes for the future.