



# Cam Everlands Primary School

## Inspection Report

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**Unique Reference Number** 115578  
**LEA** Gloucestershire  
**Inspection number** 279631  
**Inspection dates** 12 September 2005 to 13 September 2005  
**Reporting inspector** David Driscoll RISP

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>	Birch Road
<b>School category</b>	Community		Cam
<b>Age range of pupils</b>	4 to 11		Dursley, Gloucestershire GL11 5SF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01453 545452
<b>Number on roll</b>	210	<b>Fax number</b>	01453 549778
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Keith Rose
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mr Ian Dixon

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Cam Everlands is a popular primary school; more parents wish to send their child there than there are places available. Although pupils' standards are usually average on joining the school, the balance of higher and lower attainers can vary considerably from year to year. In particular, the proportion of pupils with learning difficulties and disabilities varies between one in five and one in three pupils in individual year groups.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Cam Everlands Primary School provides a satisfactory education for its pupils and offers satisfactory value for money. Pupils in the Reception class are taught well and make good progress in reaching average standards. Pupils in other years make satisfactory progress in their subjects, because of the satisfactory teaching they receive. Pupils' personal development is good, because the school makes sure they learn to behave well and respect others. The school is a welcoming and friendly place, so pupils are happy to be there, attend regularly and enjoy their work. Parents are strongly supportive of the school and are keen to be involved in their children's education, because the school does much to encourage them.

The school's managers judge its overall effectiveness to be good rather than satisfactory, largely because their assessment of pupils' progress and the quality of teaching is a little too high. In other respects, their judgements match those of the inspection. Improvement since the previous inspection has been satisfactory, and the school has the capacity to improve further.

### What the school should do to improve further

- Pay greater attention to national comparisons, rather than local ones, when judging pupils' standards and achievements.
- When evaluating teaching, ensure sufficient attention is paid to what has been learnt, rather than just what has been taught, in order to identify how teaching quality and progress rates can be raised further.

## Achievement and standards

### Grade: 3

Pupils in the Reception class make good progress in developing their knowledge, skills and understanding; they enjoy their learning. They swiftly develop their personal skills, listen attentively to others and become part of a class community.

Pupils join Year 1 with standards that are average. They make satisfactory progress as they move through the school and leave Year 6 with standards that are average for their age.

Results in the national tests at the end of Years 2 and 6 are usually close to the national averages, with only the occasional year when they have been significantly better or worse since 2000. There were some clear signs that pupils did not do as well as they should have done in the English tests at the end of Year 6 in 2004, but the 2005 results show that the school's actions to improve standards in English have been successful; results improved significantly. In particular, the school has been successful in closing the gap between pupils' progress in writing and reading.

The school's good emphasis on ensuring that all pupils are treated equally means that no group of pupils is doing worse than any other; indications in the past of boys not

doing as well as girls have been tackled and the test results from last year show that this is no longer an issue for the school. Whilst standards in most subjects are average, standards in sport are higher because of the many activities that pupils take part in beyond lessons.

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

### **Grade: 2**

Pupils enjoy their work, attend school regularly and are punctual. They are lively and enthusiastic and successfully take on considerable responsibilities. Year 3 pupils, for example, enjoy acting as 'buddies' to younger pupils. The School Council provides good opportunities for pupils to be involved in decision-making and to initiate change. Behaviour is good, partly because pupils have been involved in drawing up the school's Golden Rules and partly because staff consistently promote consideration of others. Exclusions are very low and pupils feel secure and happy.

Social, moral and cultural development is good and spiritual development is satisfactory. Pupils know right from wrong and show respect for others. A rich variety of social and cultural experiences, such as displaying their artwork in a public gallery, enhances pupils' personal development and self-esteem. Pupils have good knowledge and understanding of different religions around the world, but are less aware of the variety of beliefs within Britain.

Pupils work and play safely and are very aware of health issues, such as diet and exercise. Many take part in extra-curricular sport. Through activities such as involvement in an environmental project, pupils make a good contribution to the local community. They are adequately prepared for their future economic well-being, by developing their basic skills at a satisfactory rate.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory, so pupils make satisfactory progress in their work.

Teaching in the Reception class is good. Pupils had only just started during the week of inspection, but already the teacher had got the pupils into set routines that taught them the importance of rules and how to behave with one another. The pupils are happy and confident, enjoying their start at school.

Teaching in other years is satisfactory. Lessons are well organised, so that no time is lost through searching for resources. The pupils stay focused on their work because lessons are planned to contain several changes of activity in a relatively short period of time, allowing no time for the pupils to become bored. Support assistants, either voluntary or employed, play a particularly good part in lessons. They work with groups of pupils, of differing levels of attainment, to ensure the pupils are pushed along at the best possible pace. Often, the groups who receive this extra support do better

than others in lessons, but the group changes throughout the day so no individual is missed.

Sometimes, material that has been taught is not learned as well as it might be by the pupils. On occasion, the teacher does not ensure that all pupils are paying attention when instructions are being given. In these cases, some pupils will carry on working, rather than listening to the teacher. This is another case where working with a support assistant has benefits, as pupils are reminded to stop and listen. On other occasions, the teacher can do too much for the pupils; answering questions themselves, for example, rather than giving pupils the opportunity to think about their response more deeply.

In all lessons, the atmosphere is calm and purposeful, with little need to spend time controlling behaviour because teachers are consistent in applying the school's rules.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets pupils' needs. There is a suitably strong focus on the teaching of mathematics and English in all year groups, particularly in Year 6. Other subjects are adequately covered. Good opportunities are provided for personal and social education. A range of educational visits and 'theme weeks' enhances school life. In addition, there are many opportunities to make a contribution to the school and local community. A strong emphasis on health education helps pupils to improve their health and fitness.

A large number of pupils participate in and enjoy the wide programme of sport, music and other activities, such as golf for girls, offered outside school hours. Pupils are further encouraged to join local sports clubs by the lists of contacts in the hall. Pupils have their skills improved in many sports, often to above average levels.

## **Care, guidance and support**

### **Grade: 2**

Care for pupils is good. There are regular meetings with external agencies to ensure that vulnerable pupils are well supported and successful in school. There is close liaison with the families of all pupils. When troubled, pupils have adults they feel they can turn to in school or a 'suggestion box' they can use to ask questions. Child protection procedures are clear and all staff have undergone training so they understand how to respond, should any issues arise. Health and safety routines and risk assessments are in place, with a good input from governors. Staff and pupils show a good awareness of health and safety issues in the way they work. Procedures for dealing with bullying are most effective. Parents heap high praise upon the school for the way it ensures that pupils feel safe and secure in a calm and purposeful environment.

All pupils are set appropriate targets by their teachers but when working with support assistants greater attention is paid to ensuring they reach their goals. Teachers help pupils to improve their work through good quality guidance in lessons and helpful

marking. Pupils with learning difficulties are supported well in lessons by support assistants.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school and its evaluation of itself are satisfactory. When the school's managers identify weaknesses in its provision, such as underachievement in a particular subject, they are quick to draw up plans and take action. The actions are well thought out and carried through to ensure that deficiencies are rectified successfully. However, the school's evaluation of its work is over-generous because too much emphasis is placed on comparing its standards and results with those of local schools, rather than the national picture. The school's approach, for example, shows good achievement rather than the satisfactory picture painted by national comparisons. Similarly, the school's own assessment of teaching is a little too positive, because insufficient checks are made on whether what has been taught has actually been learnt. The slightly generous outcomes from the school's evaluation mean that targets for improvement are satisfactory, but not particularly challenging.

The headteacher in particular communicates a strong message about the importance of personal development, especially regarding good behaviour and respect for others. This message is reinforced by all staff so the whole school has a common purpose in developing an environment where pupils feel safe, confident and listened to. Parents and pupils are very strongly supportive of the school, partly because the school goes to such lengths to gauge their views and act on them. Because of this, significant improvements have been made, particularly in the areas of homework and access to information. However, another reason for parents' strong support is simply that they enjoy being part of the school community.

After the last inspection, test results were improved quickly to the national average, and have remained so for several years. Governors now fulfil their statutory duties in full, and their work in supporting and helping to direct the school is satisfactory. Satisfactory progress has been made.

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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>	3	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	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	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	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

Cam Everlands Primary School Birch Road Cam Dursley GL11 5SF

13th September 2005

Dear Pupils

As you know, Mrs Thompson and I visited your school recently to check on how well it was doing.

Thank you very much for the way you welcomed us into your school, with a special thank you to all those who spoke to us and told us about their life at school.

Your teachers often ask you what you think about your school. We agree with you that the school is a happy place to be, where everybody is safe and can enjoy themselves. The teachers and other grown-ups at the school try hard to make sure that you learn to behave properly and always get on with others.

In lessons, you learn the things that you should. By the time you leave the school, you know the same things as most other children in England, and you are particularly good at football and other sports.

Mr Dixon and others who are in charge of the school also check on how well it is doing, but they are being a little too kind when they decide how good the school is. We have asked them to be a little bit harder on themselves and set themselves more difficult tasks to do. We have also asked them to look a bit more closely at whether you really understand what your teacher has explained to you.

Thank you again for helping us with our work.

Yours faithfully Mr Driscoll (Lead inspector)