



# Cam Hopton Church of England Primary School

Inspection Report

**Unique Reference Number** 115676  
**LEA** Gloucestershire  
**Inspection number** 279654  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** Graeme Bassett RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Hopton Road
<b>School category</b>	Voluntary aided		Upper Cam
<b>Age range of pupils</b>	4 to 11		Dursley, Gloucestershire GL11 5PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01453 542 763
<b>Number on roll</b>	207	<b>Fax number</b>	01453 519 447
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mr Paul Weeks

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 September 2005 - 27 September 2005	<b>Inspection number</b> 279654
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average size school. It serves the village of Cam in a semi-rural area on the edge of the town of Dursley in Gloucestershire. Most of the children are from white British backgrounds. The economic status of the local area is similar to most other areas in the country. Children enter the Reception class with broadly average attainment. The proportion of pupils entitled to free school meals is well below the national average. There are fewer pupils with learning difficulties and disabilities than in most schools. There are no children who have English as an additional language but there are a few from minority ethnic backgrounds. Recently, as a mark of its success, the school gained an award as a Healthy School.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges itself to be good and inspectors agree. It provides a good standard of education and gives good value for money. There is a caring Christian ethos and parents and pupils are positive about the supportive family atmosphere that is fostered.

The school's self-evaluation is good and the school has a good capacity to make improvements. Above average standards at the end of Year 6 have been maintained since the last inspection, with all pupils making good progress because of good teaching. Last year the school's performance was the best for many years and all pupils, including those with learning difficulties, achieved well. The pupils' personal development and well-being are good. Behaviour is outstanding and attendance is good. Spiritual, moral, social and cultural development is good. Pupils are well cared for by the staff who give them good support so that they gain confidence to enjoy their learning. The teaching and learning are good in the Foundation Stage and the curriculum is interesting and well structured. The teaching and learning in other classes are good overall. The teachers plan meaningful links between different subjects to stimulate pupils' interest and to inspire them. The school provides a good curriculum, and the special focus weeks during the year fuel pupils' enjoyment. Teachers' marking provides pupils with clear indications of how they can improve. However, there are insufficient opportunities to allow the pupils to make or record their own judgements about the standards of their work so that they know how they can raise the quality of their work. Pupils with learning difficulties are supported well in small groups and through individual support. Nevertheless, there is not always enough adult support to help all pupils whose work is below expected levels. The leadership and management of the school are good. The headteacher provides a clear direction for the work of the school and the governing body is well informed about the school's strengths and weaknesses. The headteacher, staff and governing body carry out self-evaluation tasks effectively to show how well the school is developing. The strategy is having a good impact on raising standards and improving the quality of learning. This is most evident in the recent move to review the assessment processes. However, the new assessment and tracking records are not yet developed sufficiently.

### **Grade: 2**

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

Focus on: • Developing assessment and tracking records that are easy to complete and to interpret when teachers plan work for the full range of pupils' needs. • Giving pupils better opportunities to evaluate their work and to assess how they can raise the quality of their work to the next level.

## **Achievement and standards**

### **Grade: 2**

Children enter the Reception class with broadly average attainment. They settle well to school routines because of the well structured approach to their learning and the good quality of teaching. By the time they enter Year 1, they make satisfactory progress and their attainment is broadly average. Standards in Year 2 have remained broadly the same as the national average since the last inspection. In the 2005 national tests, the performance was the best for several years. Every pupil in Year 2 reached the expected level in mathematics and almost all did the same in reading and writing. The higher-attaining pupils did not do as well as expected in their knowledge of shape and space in mathematics. Consequently, they did not do as well in mathematics as they did in reading and writing, even though the school's performance improved in all three areas. Since the last inspection, standards at the end of Year 6 have remained above the national average in English, mathematics and science. It is evident that since their time in Year 2, all pupils, including those with learning difficulties, achieve well. In 2005, the pupils' performance in the national tests was significantly higher than the national average and the pupils achieved very well. This performance surpassed the school's targets in all three subjects and was the best performance for many years. The proportion of pupils reaching the higher Level 5 in all three subjects was much higher than the national average. Currently, the standards in Year 6 are above average. Pupils are making good progress and are achieving well.

Grade: 2

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

### **Grade: 2**

Pupils like coming to school and their attendance is good. They enjoy lessons and are ready to learn. They are particularly positive about 'fun' activities such as after-school clubs. Pupils' outstanding behaviour is a credit to the school. Pupils say that they feel safe in school because rare incidents of bullying are dealt with well.

Pupils' spiritual, moral, social and cultural development is good. Pupils are thoughtful about their own and others' lives. They are keen to take responsibility and to help others because they know it helps them to learn to grow up. Pupils' cultural understanding is good and pupils have a good awareness of other people's customs and traditions.

Through personal, social and health education teaching and the school's emphasis on healthy lifestyles, pupils learn to take care of themselves and stay safe. They contribute well to the local and school community and are keen to support charities. Pupils, especially the older ones, are prepared well for life ahead because of their good level of basic skills and personal development.

Grade: 2

## Quality of provision

### Teaching and learning

#### Grade: 2

The pupils make good progress because of effective teaching. The quality of teaching and learning in the Foundation Stage is good. The teacher knows the children well, maintaining accurate records of what each child achieves. In the other classes, teaching and learning are good overall. The planning of lessons is good and this ensures the pupils learn effectively. The school has embraced the national guidelines 'Excellence and Enjoyment' well and teachers are making learning more meaningful and interesting by linking together subjects such as information and communication technology (ICT), history and English under a common theme. The competent use of interactive whiteboards is also having a positive influence on pupils' attitudes to their learning. The teachers provide satisfactorily for the full range of pupils' needs. However, there are occasions when teaching assistants could be deployed more effectively to help pupils who do not reach expected levels for their age. The school judged that the assessment records previously in use were too complex to maintain and these were stopped last year. Teachers, under the good guidance of the deputy headteacher, are adopting a new format for their assessment and tracking records. These are not yet developed sufficiently well to ensure that they can identify those pupils who need extra help or those who need a more rigorous challenge through extension tasks. The school has already improved the quality of marking and in many subjects it is good. The teachers' comments show pupils how they can improve their learning. The school is considering ways to give pupils opportunities to make their own judgements and assessment records about the standards of their work.

Grade: 2

### Curriculum and other activities

#### Grade: 2

The curriculum is good. The school ensures that pupils of all capabilities learn the full range of subjects, including Spanish, and that pupils have opportunities to participate in interesting activities outside the classroom. Good progress is made in developing the curriculum further so that pupils learn how subjects such as English, geography and ICT link together through their topic work. Pupils greatly enjoy the wide range of after-school clubs, visits and residential journeys. The curriculum in the Foundation Stage is good and covers the areas of learning well.

Focus weeks, such as Planet Earth and Performing Arts, provide exciting activities in dance, music and storytelling, with artists, performers and students guiding the pupils. These 'Special Weeks' stimulate enjoyment and contribute well to pupils' personal development. There is good take-up for musical instrument tuition and high levels of participation in sports. Education for pupils' health and well-being and preparing them for the future is good, although formal opportunities for pupils to contribute to the

school's development through a school council have only recently been introduced. Pupils look forward to this developing.

Grade: 2

## **Care, guidance and support**

**Grade: 2**

The school cares well for its pupils. Procedures for safeguarding children are secure and understood by all. The school is developing increasingly effective links with outside agencies to support vulnerable pupils and families. Parents are confident that their children are looked after well and are helped to settle in easily. Pupils say that adults always help them with work and with personal difficulties. They are happy that notes from them in the 'worry box' are dealt with effectively. All pupils learn well because teachers plan work for them at the right levels. However, the current lack of assessment information makes it difficult for teachers to give pupils clear guidance on the next steps towards improvement. Pupils with learning difficulties are supported well in small groups and through individual support. Nevertheless, whilst teachers work hard to support these pupils, there is not always enough adult help to ensure that all pupils whose work is below expected levels get as much support as they need.

Grade: 2

## **Leadership and management**

**Grade: 2**

Leadership and management are good. The headteacher has a clear vision for the future and is supported very well by the deputy headteacher. Their positive approaches have ensured that the school has dealt effectively with the issues raised at the last inspection and there is good capacity for improvement in the future.

The headteacher, staff and governors combine effectively to work as a coherent team to identify strengths and school priorities for improvement through effective whole-school self-evaluation. Parents are invited to contribute their views about the school and these replies are well noted. As a result of this approach, everyone has a clear understanding of what the school does well and where it needs to improve. Targets are set and these are effective in raising standards. This was evident last year with higher standards and better achievement at the end of Years 2 and 6. Higher standards are also identified in the pupils' speaking and listening and in their writing, following the focus upon these areas of learning. The responsibilities of subject leaders are successfully delegated and these teachers now provide good action plans to bring about developments in their subjects.

The leadership and management of the provision for pupils with learning difficulties are good. The school is fully aware that the teaching assistants make a significant contribution to the support given to the pupils with learning difficulties and to those who do not reach the levels expected for their ages. Additional money has been allocated each year to increase the teaching assistant support and this is having a good

impact upon raising standards. The school agrees that it could do more for lower-attaining pupils if more funding was available. Finances are managed well but the school has had extraordinary premises repairs to replace the boiler and to renew the water system. This has restricted developments in other areas of the school.

The management of the Foundation Stage is good. Provision made for these children is good but there is no secure outdoor area for children to investigate growing plants or using wheeled vehicles and larger equipment.

The parents give the school good support, although there are a few who express concerns that the school does not always listen to them as seriously as it might. However, it is clear that the school tries hard to act upon parents' views but occasionally does not do this as well as it could and does not always report back to them about the actions taken.

The governing body is knowledgeable about the school's strengths and weaknesses. The governors give the headteacher, staff and pupils good support and make frequent checks to ensure all pupils are well protected and safe. They meet all the statutory requirements effectively.

The school gives good value for money.

Grade: 2



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## 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>
--	-----------------------	--------------

### 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?	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

<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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	2	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	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

<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**

27th September 2005

Dear Children

Thank you for welcoming us to your school. The inspectors enjoyed their time with you, looking at your work and visiting lessons. We enjoyed chatting with many of you during lunch times and in small groups. Thank you for telling us all about your school.

What we liked most about Cam Hopton CE Primary School:

Your behaviour is excellent.

Your teachers teach well and plan interesting work.

Your attendance is good and you show that you enjoy coming to school.

The work you do is good and you try hard to do your best.

Your headteacher leads the school well.

What we have asked your headteacher and staff to do:

Improve the way your teachers record what you know and can do.

Help you to understand and record what level you are working at and what you need to do to improve.

We hope that you can help your headteacher and teachers by telling them what you find easy and what is hard.

Yours sincerely

Graeme Bassett Lead inspector