

Cameley CofE VC Primary School

Inspection report

Unique Reference Number	109186
Local Authority	Bath and North East Somerset
Inspection number	288303
Inspection dates	3–4 July 2007
Reporting inspector	Chris Nye HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	116
School	
Appropriate authority	The governing body
Chair	Hattie Ajderian
Headteacher	Dieter Cook
Date of previous school inspection	13 January 2003
School address	Meadway Temple Cloud Bristol BS39 5BD
Telephone number	01761 452644
Fax number	01761 452796

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The school serves a rural community south west of Bath where levels of social and economic deprivation are below national averages. Pupils are mainly White British and the percentage of pupils with learning difficulties and/or disabilities is below average. A very small number speak English as an additional language. The school is smaller than average and teaching currently takes place in mixed-age classes. It has recently gained recognition through the Healthy Schools Award, Activemark and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Cameley Primary School is an outstandingly good school. It evaluates its own effectiveness rigorously and sets itself high but achievable targets for improvement. The headteacher, staff and governors work in close co-operation to overcome any weaknesses and are consistently successful in doing so. As a result, the school has gone from strength to strength and is providing an outstanding quality of education for its pupils.

The school is successfully working in partnership with both the local and the wider communities. Particular benefits are gained from close working relationships with similar-sized local schools because teachers are able to share good practice and learn from each other. Parents are overwhelmingly supportive to the school because of the friendly and inclusive atmosphere within which their children thrive. One parent commented, 'Here, my children simply fly!'

In the Foundation Stage, most children start school with standards higher than those expected for their age. Although the outside play area for Reception children is poorly equipped, they make good progress in all their areas of learning and the provision is good overall. In Key Stage 1, pupils continue to make good progress and progress is outstanding in Key Stage 2. By the time they leave at the end of Year 6, pupils are achieving standards well above the national average in English, mathematics and science. This is because the teaching is inspirational and the quality of care, guidance and support is of an extremely high standard. Pupils with learning difficulties and/or disabilities are particularly well supported. The curriculum is well planned to meet the needs of pupils in mixed-age classes and their personal development and well-being are exemplary. As a result, pupils treat each other with care and respect, behave well and are very self-confident.

Leadership at all levels is excellent. The headteacher, governors and senior staff provide a very clear and united direction for the school. They have created an atmosphere where an enthusiastic and committed staff work extremely well together. All the issues from the last inspection have been fully resolved and effective self-evaluation has resulted in a consistent improvement in standards over recent years. Therefore the school's capacity to make further improvements is outstanding.

What the school should do to improve further

Improve the quality and provision of the outside play area for Foundation Stage children

Achievement and standards

Grade: 1

In the Foundation Stage, children enter the school with standards generally above those expected for their age and they make good progress. Almost all transfer to Year 1 having achieved standards above, or well above, those expected. In Key Stage 1, they continue to achieve well. Although standards in Year 2 dropped last year to around the national average, this was because of a higher-than-usual number of pupils with learning difficulties and/or disabilities. This group had made good progress in relation to their starting points, however, and inspection evidence shows that the current cohort of Year 2 pupils have made very good progress, particularly in reading and writing.

Throughout Key Stage 2, both boys and girls make excellent progress and achieve very high standards in all subjects, especially English, mathematics and science. Pupils are set challenging

targets, which are consistently met. The results of national tests at the end of Year 6 have been of a consistently very high standard in recent years. Inspection evidence and the school's own rigorous assessments indicate that all the current Year 6 pupils are likely to achieve levels at or above the expectations for their age, with over half achieving higher levels in English and science and almost half achieving them in mathematics.

Support for pupils with learning difficulties and/or disabilities is excellent and, as a result, they make very good progress. Pupils for whom English is not their first language are also well supported. Standards in both speaking and listening throughout the school are extremely high.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are exemplary. The spiritual, moral, social and cultural development of pupils is excellent because they benefit from numerous and well-planned opportunities for reflection and creativity, such as thought-provoking assemblies and arts weeks and musical events.

Behaviour is exemplary and pupils are polite, well mannered and confident in their dealings with each other and with adults. They respond very well to the responsibilities given to them, such as membership of the school council, and they take these seriously. Pupils are very proud of the contribution that they make to the community and are keen to take part in plays, dance and musical productions and charity fundraising events. Pupils are very positive about their school. Not only is it clear in lessons that they very much enjoy their learning, but also in discussions during the inspection they were overwhelmingly enthusiastic about their school. As a result, attendance is good and the school has robust procedures in place to ensure that this improves still further.

The school is particularly successful at raising awareness of the importance of healthy lifestyles and how to keep safe. As a result, pupils demonstrate very positive attitudes towards physical fitness, eating a healthy diet and keeping safe. The high standards in personal development and well-being are also illustrated by the way in which the school successfully encourages positive mental attitudes through such initiatives as the 'Philosophy for children' scheme, a focus on pupils' awareness of their own learning styles and through a wide range of problem-solving activities.

Standards in basic skills such as literacy, numeracy and information and communication technology (ICT) are very high. In addition, the school has very well-planned opportunities to develop team-working skills. As a result, pupils receive an excellent preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and, as a result, pupils make exceptionally good progress. Teaching is of a high standard throughout the school. A consistent strength are the excellent relationships between adults and pupils and the very good behaviour of pupils in lessons. Teaching in the majority of lessons is inspirational and uses a very wide range of teaching styles, strategies and resources to engender a very real enthusiasm for learning.

Teachers have high expectations and, as a result, lessons have pace and pupils make excellent progress.

The school has developed very effective assessment systems to evaluate and track the progress of pupils' learning. This information is used very well to plan teaching which ensures that the needs of individual pupils are fully met, especially within classes that have a wide age range of pupils. Pupils who have learning difficulties and/or disabilities and those who are gifted or talented are identified early on in their school careers and additional well-focused support means that they make excellent progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well balanced and takes good account of the needs of mixed-age classes. For example, topics are studied in a well-planned two-year cycle. There is a strong emphasis on the development of skills in all areas of the curriculum and the breadth of subjects covered is wide. For example, it includes French throughout Key Stages 1 and 2. This helps to provide an exciting range of things for the pupils to learn. ICT is a developing strength and teachers are becoming increasingly skilled at using this to support learning. In the Foundation Stage, the curriculum is good but there are not enough opportunities for outside play because there are insufficient resources or space to meet the needs of the Foundation Stage curriculum.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding and parents say that their children feel safe and well looked after in school. Procedures for safeguarding pupils and all statutory requirements are fully in place and staff are very well trained in administering them. There are very effective anti-bullying and anti-racist policies which mean that incidents are rare but always dealt with rapidly and appropriately if they do occur.

The quality of academic guidance given to pupils is a particular strength. Pupils' work is accurately and positively marked, with clear guidance given on how to improve. A common practice is to develop a written dialogue between teachers and pupils about the work, and this is very successfully developing pupils' responsibility for their own learning and their awareness of their targets and how to achieve them. This is excellent practice.

Leadership and management

Grade: 1

Leadership and management are very good at all levels and have many outstanding features. The leadership of the headteacher is exemplary. He has successfully developed a strong sense of teamwork and a shared enthusiasm which celebrates success but challenges staff to achieve even greater heights. As a result, morale is excellent and the school has gone from strength to strength in recent years. The headteacher is very ably supported by senior staff and, with the collaboration of other staff and governors, they are particularly effective at evaluating the school's progress. They do this by collecting and using extensive and accurate data to identify strengths and weaknesses, and this then forms the basis of a very well-designed school improvement plan.

Curriculum leaders are well trained and are extremely effective. They make good use of systematic monitoring to identify where additional support or development is needed in their subjects and they adopt suitable strategies to resolve any issues. For example, a 'writing café' was introduced to extend and develop higher-achieving pupils' writing.

Governors provide excellent support and an appropriate level of challenge. The recently introduced curriculum governors are particularly helpful in encouraging useful links between the school and parents. For example, the curriculum leader and the link governor recently arranged a successful and well-attended mathematics workshop to support parents in their understanding of how the subject is taught.

Support staff are well trained and make a valuable contribution to the quality and effectiveness of the school.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 July 2007

Dear Children,

Inspection of Cameley C of E VC Primary School, Cameley BS39 5BD

Thank you for being so helpful, friendly and polite when I visited your school. I really enjoyed seeing your lessons, watching your attempt on the world bubble-blowing record, talking to you and the grown-ups and looking at the work that you have been doing. You told me that you really enjoy coming to school and your parents and carers are very pleased with how you are taught and cared for.

I think that your school is brilliant! Everyone works really well together and the grown-ups do an excellent job in making sure that the school continues to be an outstanding one. You are extremely well taught and you are given lots of interesting things to do and learn. Because you behave so well and you are so keen to learn, you are making excellent progress and many of you are doing much better than is expected for your age. Even those of you who find learning difficult are making fantastic progress. This is wonderful! Well done!

There is one area which I think could be even better, and that is to make sure that the children in Reception have a better-equipped outside play area. I have asked the school to try to improve this.

Thank you again for helping me during my visit.

Yours sincerely,

Chris Nye Her Majesty's Inspector