

Cam Woodfield Infant School

Inspection report

Unique Reference Number	115574
Local Authority	Gloucestershire
Inspection number	290262
Inspection date	14 March 2007
Reporting inspector	Michael Barron

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	127
Appropriate authority	The governing body
Chair	Keith Pearce
Headteacher	Penny Lidstone
Date of previous school inspection	21 October 2002
School address	Elstub Lane Woodfield Dursley GL11 6JJ
Telephone number	01453 543535
Fax number	01453 548642

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average infant school. Pupils come from a variety of socio-economic backgrounds. Nearly all are of White British heritage. Very few pupils have a first language other than English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which provides pupils with a good start to their education.

Children enter the Foundation Stage with standards that are below those expected. Good teaching and a well planned curriculum enables children to make good progress and achieve well in the Foundation Stage and in Years 1 and 2. Lessons are usually briskly paced and work well matched to pupils' different abilities.

As children enter Year 1 standards remain a little below those expected. By the end of Year 2 standards are average overall. However, the school is aware that standards in writing, and especially boys' writing, are lower in comparison to reading and mathematics, and has identified the need to improve pupils' speaking and listening skills in order to improve their writing skills. Pupils with learning difficulties and disabilities, and the small number whose mother tongue is not English, make the same good overall progress as other pupils because of the good support they receive.

Pupils' personal development and well-being are good and this is reflected in their very good behaviour and positive attitudes to school and to work. They enjoy learning because teachers make lessons interesting and they are prepared well for the next stage of their education. Pupils have a good awareness of the need for healthy living and keeping safe and say that they feel free from bullying and are well looked after. Pupils enjoy being given responsibilities and take their involvement in the school community, and especially in class councils, very seriously. Parents really appreciate the good level of care, guidance and support the school offers their children and this was reflected in their very positive comments in parents' questionnaire replies.

Pupils' spiritual, moral and social development are good, as is their appreciation of their own culture. However, even though the school has provided pupils with regular opportunities to develop their knowledge of the wider world, their awareness and understanding of the multi-cultural nature of modern British society is limited in comparison.

Leadership and management are good and the school has a good capacity to improve. The headteacher is an outstanding and dedicated leader who has ensured that the school has successfully focused on maintaining improvements and on raising standards and achievement. The headteacher, teachers and teaching assistants work well as a team and recognise the work they have to do to bring about improvement. Together they have rigorously monitored and analysed the school's performance and have developed an accurate idea of the school's strengths and weaknesses.

The governing body fulfils its statutory duties satisfactorily and offers a good level of support to the school. However governors do not always challenge the school sufficiently and appear reticent to ask probing questions.

What the school should do to improve further

- Improve pupils' achievement in writing, especially with regard to boys' writing.
- Make sure the governing body develops its role of challenging the school when appropriate.
- Increase pupils' awareness and understanding of the multicultural nature of modern British society.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. Children's standards when starting school in the Foundation Stage vary widely but are below average overall, especially in relation to language and social development. Pupils make good progress in all year groups because of good teaching and a curriculum that meets their needs well. Pupils with learning difficulties and disabilities, and also the very small number at the early stages of learning English, make the same good progress as other pupils because of the good support they receive, especially from dedicated and effective teaching assistants. More able pupils make good progress because they are usually provided with work that is well matched to their abilities.

Standards in the current Year 2 are broadly average and this represents good achievement for this group of pupils, who are on course to reach the challenging targets set for them in the national tests. However, the school recognises the need to improve achievement in writing throughout the school, especially boys' writing, and has developed a range of improvement strategies focusing on this area.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are friendly and well behaved and have developed good relationships with other pupils and with adults. They are polite and have a good regard for the safety and well-being of others. Attendance and punctuality are satisfactory. Pupils enjoy school and say it is 'fun' and that they always feel wanted. Their attitudes to learning are good. Class councils give pupils an opportunity to air their views about the school and to have an input into decision-making.

As they progress through the school pupils develop a good understanding of the importance of making healthy choices and keeping fit. They enjoy taking part in activities such as swimming and after-school sports clubs. Pupils make good progress in literacy, numeracy and information and communication technology (ICT) and are also encouraged to take on responsibilities in school from an early age. This helps prepare them well for the next stage of their education. Pupils also look forward to taking part in activities that contribute well to the wider community, for example raising money for charities such as Red Nose Day.

Spiritual, moral, social and cultural education is good overall and pupils have developed a good understanding of right and wrong and how to stay safe. Visits to places of interest, for example Bristol Zoo and Plump Hill Environmental Centre, help bring learning alive and provide pupils with experiences of life outside their locality. However, pupils have yet to develop a realistic understanding of the multi-cultural nature of modern British society.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Children in the Foundation Stage make good overall progress because they are provided with work that matches their needs well. Lessons blend teacher-directed tasks with independent learning. However, a small minority of children

find working independently difficult and do not always make the progress they are capable of when they are required to work in this way.

The quality of teaching throughout the rest of the school is uniformly good. Assessment is used well when planning lessons in order to ensure that the activities pupils are set are appropriate to their learning needs. Lessons are well structured and teachers work effectively with other adults to make learning interesting and enjoyable and to support pupils, especially those with learning difficulties and disabilities. As a result pupils work hard, are keen to succeed and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and meets the needs and the interests of pupils well. The school has successfully introduced a more topic-based approach to learning which focuses on developing literacy and numeracy but also links subjects together effectively and provides good opportunities for pupils in mixed-age group classes to work together.

Provision for personal, social and health education is good and ensures that pupils become well aware of the importance of fitness and well-being. A range of interesting visitors to school increases pupils' enjoyment of learning. Pupils also have opportunities to take part in the wide range of out-of-hours activities offered by the school, including ICT club and recorders. Provision in the Foundation Stage is good. Children make good progress because they are provided with a range of interesting activities which are well matched to their needs in all areas of learning.

Care, guidance and support

Grade: 2

Procedures for care, guidance and support are good and contribute well to pupils' progress, their sense of well-being and enjoyment of learning. Parents are overwhelmingly positive about the school and comment that it is 'extremely supportive'. Pupils feel safe, happy and well cared for. They know that there is always someone to turn to if they have a problem. Health and safety routines are well documented and risk assessments are fully in place. Teachers and teaching assistants work well together to ensure that all pupils are provided with the support they need in order to make good progress. Robust child protection procedures are understood and followed by all staff. Induction and transfer arrangements are good and help pupils to settle quickly into new routines.

The school has developed good assessment procedures to track the progress of individual pupils. However, pupils are not always aware of their individual learning targets. Teachers' marking is often good and helps pupils understand what they have to do in order to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a clear vision for improving standards and achievement and promoting the personal development and well-being of pupils. She is a very effective leader who has created a common sense of purpose in her staff to ensure that they are committed to placing pupils' needs and equal opportunities at the heart of school

life. She has also ensured that the school has been thorough in checking and analysing its performance. As a result, it has developed a successful approach to raising achievement in nearly all subjects, although the school is aware that writing remains an area in need of development.

The governing body fulfils its statutory duties satisfactorily. However, many governors find it difficult to visit the school regularly and, although the governing body offers a satisfactory level of support, it does not challenge or hold the school to account effectively. Links with external agencies support pupils' learning well. Resources are used well and good use is made of the school's grounds to enhance learning opportunities for pupils.

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Annex A

Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	3
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

Thank you for making us feel very welcome when we visited your school. We really enjoyed our day and especially enjoyed talking to some of you about what you like the most about your school and seeing you work in lessons.

Here are some of the things we particularly like about your school:

- Cam Woodfield Infant School is a good school which gives you a good start to your education and makes sure you make good progress in learning.
- Your personal development is good and you enjoy being at school.
- You are very friendly and you play and work well together.
- Your headteacher, teachers and governors lead and manage the school well.
- The quality of care, guidance and support you receive from the school is good. We believe your headteacher and teachers can do something to make your school even better. We have asked them to:
 - help you to improve your writing, especially boys' writing
 - try to make you more aware of the wider world and the fact that people from different cultures live in Britain today
 - make sure that school governors ask more questions about what the school does. You can help your school to get even better by continuing to work hard in lessons.

We wish you the very best for the future.