

Cams Lane Primary School

Inspection report

Unique Reference Number	105305
Local Authority	Bury
Inspection number	324197
Inspection date	18 March 2009
Reporting inspector	Kathleen McArthur

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Colin Jones
Headteacher	Mr G Ashforth
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cams Lane Off Harper Fold Road Radcliffe Manchester Lancashire M26 3SW
Telephone number	0161 724 8018

Age group	4–11
Inspection date	18 March 2009
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Fax number

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated actions to improve pupils' writing, the role of middle managers and subject leaders and how the curriculum is enriched through information and communication technology (ICT) and the arts. Evidence was collected from the school's self-evaluation, school and national published assessment data, pupils' books and through classroom observations. Discussions were held with staff, pupils and governors, and parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, given in its self-evaluation, were not justified.

Description of the school

The school is smaller than average and draws pupils from a wide local area. Most pupils are of White British heritage. A lower than average proportion of pupils receive free school meals. The proportion with learning difficulties and/or disabilities is a little lower than average. There is a Reception class for children in the Early Years Foundation Stage.

The school holds a number of national awards; Artsmark, Healthy Schools, Activemark and has Bike It status.

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 with outstanding features in pupils' personal development and care, support and guidance. Inspection findings match the school's evaluation of how effective it is. Pupils are very happy in school. This is seen in their smiling faces, good attendance and enthusiasm for all activities. A group of children agreed, 'We are a strong community'. The headteacher provides inspirational leadership and has implemented a vision for continuous improvement in all aspects of school life. He is ably supported by the deputy headteacher. Parents speak highly of the school, express full confidence in the leadership and say they find staff approachable.

Achievement is good. Pupils make good progress throughout the school and reach above average standards by the time they leave. Occasional variations are due to the different starting points of each year group. National test results for Year 2 in 2008 show that standards were significantly above average overall. Standards were lowest in writing but still reflected a broadly average score. However, this was a big improvement on the previous year. School data for Year 6 in 2008 show a strong performance in reading and science, but writing was below average. Throughout the school, pupils present work carefully but their writing often lacks varied vocabulary and common words are sometimes spelt incorrectly. Actions to remedy this include using drama and performance to develop speaking and thinking skills to help pupils plan and organise their writing. Consequently, Year 2 pupils attained better standards in writing in 2008, but actions have yet to have a real impact in the classes for older pupils. Good provision and well-directed support for pupils with learning difficulties and/or disabilities ensure that they progress as well as their classmates.

Excellent provision for spiritual, moral, social and cultural development results in eager pupils who achieve well, develop strong moral values and are very keen to protect their environment. Pupils clearly know how to keep themselves safe, for example by not talking to strangers. They show very good understanding of health matters, enjoy 'Fruity Fridays' and say, 'Lots of skipping keeps us really fit.' Behaviour is good, supported by the 'Good to be Green' system that pupils say is fair. Pupils make an excellent contribution to their community and are keen to take on responsibilities. School councillors know their voice is heard and are proud of their role in fundraising for the 'Trim trail'. High-quality personal and academic skills prepare pupils well for the next steps in education and for their future lives.

Teaching is good. Pupils say their teachers make learning fun and pupils make good progress. Very good relationships are evident everywhere, and pupils willingly cooperate with staff and with each other. Rich displays provide lots of literacy and numeracy prompts to help pupils as they work. Teaching assistants make a strong contribution in supporting different groups. Occasionally, the pace of a lesson is too slow or low-level muttering is not addressed, so pupils lose concentration, do not listen carefully and their progress slows. The good curriculum places priority on basic literacy and numeracy skills, and is currently being developed to improve provision for pupils' writing skills. The curriculum provides an excellent programme for personal development. Enrichment is first-rate and the wide range of after-school clubs is very popular. Colourful displays of artwork enhance the learning environment and ICT, arts and other activities, for example World Maths Day, successfully extend learning beyond the classroom and contribute effectively to pupils' cultural experiences.

High-quality pastoral care is based on very good knowledge of pupils and families; one parent commented that the school has a family atmosphere. Safeguarding arrangements meet all current requirements. Pupils feel very safe and well cared for, and trust the staff to sort out any problems. The school works well with all external agencies for pupils' well-being. Staff monitor and analyse pupils' academic progress rigorously and use the information to direct help and set targets for learning. Pupils know their targets, and thorough marking clearly shows them how to improve their work.

The good leadership team undertakes searching and accurate school self-evaluation to set challenging targets and long-term plans for improvement and staff development. Excellent arrangements ensure that all groups of pupils have equal opportunities to participate in all activities. Middle managers and subject leaders have started to monitor teaching and learning in their areas of responsibility. Good governance holds the school to account and manages the budget carefully to give good value for money. Governors bring good local knowledge and community links, for example with the neighbouring sports club. The promotion of community cohesion is good. Pupils engage well with the local community. They also have a good understanding of UK communities, but are less aware of different cultures in the wider world. There has been good improvement since the previous inspection. The dedicated leadership team gives the school good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The well-led Early Years Foundation Stage is a strength of the school. Skilled, enthusiastic staff place the highest priority on ensuring the welfare of every child and parents are very pleased with this care and support. Children arrive from a wide range of settings and their attainment on entry is below that typically seen, particularly in communication and language skills. Thorough induction arrangements help them settle quickly into the safe, supportive environment. Parents are warmly welcomed, forging important early links between home and school. Children form positive relationships, behave well and make excellent progress in their personal development. Good teaching engages them purposefully in well-planned, practical activities so they make good progress. Achievements are celebrated through positive encouragement and high-quality displays. The good curriculum is a well-balanced mix of adult- and children-led activities, both indoors and outside. When they leave Reception, children reach the expected standards and some attain higher. Although greater focus on helping children link sounds and letters is speeding up progress in early reading skills, communication skills are weaker.

What the school should do to improve further

- Increase pupils' vocabulary and improve their spelling to raise standards in writing.
- Develop pupils' awareness of the wider global community.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Cams Lane Primary School, Manchester, M26 3SW

Thank you for making us welcome when we inspected your school. We enjoyed meeting you, visiting your lessons, hearing you sing in assembly and watching the circle dancing. I could see that you are really keen to practise your new skipping skills to help you stay healthy. The school councillors and pupils who met with us were keen to tell us many good things about your school. This letter is to tell you what we found.

Cams Lane is a good school, with good leaders, teachers and governors. The Early Years Foundation Stage gives you a strong start. You work hard, make good progress and usually reach standards higher than in many schools. We think you need to improve your spelling and use a wider selection of words in your writing, so we have asked the leaders to help you with this.

Your personal development is excellent. You enjoy school, think your work is fun, and feel very safe. We saw good behaviour, you told us that the 'Good to be Green' rules are fair and you like earning rewards. You take every chance to help others, and are well prepared for your future lives.

The curriculum is good, and gives you lots of extras, like visits, clubs and many sports activities. Your parents told us they are very happy with the excellent way the school cares, supports and guides you, and we agree with them.

The school is full of your artwork and ICT gives you many skills and experiences, and we know you meet children from different schools. We have asked the leaders to develop this further so you learn more about communities in the wider world.