

Cam Everlands Primary School

Inspection report

Unique Reference Number	115578
Local Authority	Gloucestershire
Inspection number	326227
Inspection dates	10–11 February 2009
Reporting inspector	Alison Grainger

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)	214
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	Malcolm Jones
Headteacher	Ian Dixon
Date of previous school inspection	12 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Birch Road Cam Dursley GL11 5SF
Telephone number	01453 545452
Fax number	01453 549778

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is broadly average. These pupils' needs cover a wide range, including moderate learning difficulties and social, emotional and behavioural problems. Prior to entering the Reception class, many children attend the independently run pre-school provision on the school's premises. Independent providers also offer on-site childcare before and after school and during school holidays.

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. Almost all parents regard it highly and it occupies a strong place in the community. As one parent said, 'It is the central hub of the local community.' It reaches out to families who, in turn, give very good support to it. Through excellent partnerships with parents and outside agencies, the school is successful in meeting pupils' personal and welfare needs as well as supporting their academic progress. The school cares a good deal about each individual pupil. In the words of one parent, 'The headteacher and his staff treat the children like their own and support and encourage them to do well.'

Pastoral care is outstanding. Excellent action is taken to ensure that pupils are safe and secure at school. As a result, pupils feel safe, are happy, relaxed and enjoy school a good deal. They particularly value the good range of activities that enhance the curriculum, including themed weeks, clubs, visits and visitors. They gain a good understanding of healthy lifestyles and make a significant contribution to the school and wider community. They care about the needs of others who are less fortunate than themselves in this country and overseas. The moral and social aspects of their personal development are particularly strong. Pupils have a well developed understanding of the rights and responsibilities of individuals. Even though personal development and well-being are good overall, pupils' understanding of the diversity of modern multi-ethnic Britain is a weaker aspect.

Pupils make good progress in acquiring the skills important for the next stage of education and their future lives. Over their time in the school, they achieve well. Children get off to a strong start in the Reception Year, making rapid progress in all areas of learning and particularly in their personal development. By the end of Year 6, standards are above average overall representing good achievement in relation to pupils' starting points and capabilities. However, there is variation in how well pupils do in different subjects. Progress is good in all aspects of English and standards in this subject are high. Pupils also do well in science. In mathematics, progress is not as good, although it is steady. Even though almost all reach the level expected for their age by the end of Year 6, fewer reach the higher levels in mathematics than in English and science.

Teaching and the curriculum are good, particularly in the support they provide for pupils' progress in English. They also contribute significantly to pupils' personal development. While most teaching is successful because it is sharply focused on what different groups of pupils need to learn next, not all teaching is as effective. Some lessons or parts of lessons do not take enough account of the next steps in learning that different groups need to take. Much good guidance is given to pupils about how to improve their work, particularly in English. As with teaching, not all guidance focuses sharply enough on what pupils need to learn next.

The school has improved well since the last inspection because it is effectively led and managed. Self-evaluation is good. Real success is evident in improvements to the provision for English. These developments, and the way in which strengths in the care for pupils' well-being have been built on, show that the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

'The class teacher is always welcoming and smiling.' This comment from a parent sums up the warm, friendly atmosphere of the reception environment. Children settle very well and flourish

as a result of the exceptionally good attention to their welfare and personal development. Behaviour is excellent. Children show remarkable maturity for their age in their enthusiasm for learning. They enjoy very positive relationships with each other and with the adults. Children know a good deal about how to stay safe. In one lesson, as children got up from the carpet area to move to an adjoining room to carry out experiments with ice, some were so enthusiastic that they almost started to run. Others, mindful of the class rules, told them clearly, 'No running!'

Children make good progress from starting points broadly at levels expected for their age because teaching is good. There are outstanding features in the teacher's focus on what children need to learn next and in her responsiveness to their contributions in discussions. It is not surprising that one parent of a reception child told inspectors, 'I have been amazed by the brilliant teaching.' The stimulating curriculum includes a good balance of adult-directed activities and those that children select for themselves, indoors and outdoors. As a result of the strengths in provision, children's standards are above average when they transfer to Year 1. Reception provision is well led and managed. The school knows that even more needs to be done to help children capable of doing so to attain even more highly.

What the school should do to improve further

- Accelerate pupils' progress in mathematics and, in particular, help more pupils to reach the higher levels in this subject.
- Ensure that all teaching and guidance to pupils about how to improve their work focus sharply on the next steps in learning.
- Increase pupils' understanding of the diversity of modern multi-ethnic Britain.

Achievement and standards

Grade: 2

The school's records show that standards have only recently risen to above average at the end of the Reception Year. Most year groups started Year 1 with broadly average standards. As a result of a whole-school focus on improving standards in all aspects of English, and particularly in writing, standards in this subject are now above average at the end of Year 6. Pupils of all ages are making good progress in speaking, listening, reading and writing. Good gains are also made in science, in which standards are slightly above average.

The school recognises that, while not allowing pupils' improved progress in English to slip, action to accelerate progress and raise standards in mathematics is now essential. The proportion of pupils reaching the level expected for their age at the end of Year 6 was above average in mathematics in 2008. However, fewer pupils than nationally attained the higher level. Inspection evidence shows that pupils' progress in mathematics is not as good as in English and science. Pupils with learning difficulties and/or disabilities progress at the same rate as others in their classes.

Personal development and well-being

Grade: 2

Pupils are friendly and polite. They are enthusiastic about their school, proud of it, and enjoy the many opportunities that it provides for them to work and play together. As a result, the school is a calm and orderly environment, behaviour is good and the attendance rate is above average. Pupils know that they have responsibilities towards others and that other people have rights as well as themselves.

Through taking on responsibilities, such as those that involve older pupils looking after younger ones, pupils make a significant contribution to the school community. They also contribute well through the school council. Older members of the school council, for example, meet with governors and participate in health and safety checks. Pupils are active in the local community. While pupils know there is diversity globally, they do not have a good enough understanding of the many different cultural traditions and beliefs found in Britain today.

Quality of provision

Teaching and learning

Grade: 2

Most teaching is good, particularly in English, and focused on meeting the needs of different ability groups. Lessons are well organised, with all resources readily available. The purpose of the lesson and each activity is explained clearly to the class. As a result, pupils know what they are aiming to achieve and settle to tasks in a purposeful way. Teaching assistants are usually well deployed, often making a good contribution by supporting pupils with learning difficulties and/or disabilities. Teachers interact well with pupils while they undertake tasks. This was seen, for example, in an English lesson in Year 6 when the teacher continually reinforced the features of persuasive writing with individuals and groups.

There are examples of good teaching of mathematics. A lesson in Year 4, for example, promoted learning well through well paced and interesting activities. However, not all teaching of mathematics focuses sharply enough on the needs of different groups, and more-able pupils are not always challenged fully. There are also moments in lessons in other subjects when the focus on the next steps in learning for different ability groups is not sharp enough.

Curriculum and other activities

Grade: 2

The curriculum has a good balance in its coverage of different subjects and is particularly good in English. Information and communication technology is used widely to support learning in different subjects, also helping pupils to develop their skills in using computers. There is some imbalance in the learning opportunities for mathematics. Much attention is given to work in number and less to other aspects, particularly the development of skills in using and applying mathematics. When pupils undertake practical problem-solving in this subject, they do not have enough opportunities to record their findings in order to consolidate their understanding.

Strong attention to personal, social and health education contributes significantly to pupils' personal development and well-being. A good range of activities is provided in addition to daily lessons. As one parent observed, 'Plenty of sport and music opportunities – fab!' Another commented on how much pupils enjoy the themed weeks in which all activities share a common focus.

Care, guidance and support

Grade: 2

There are many outstanding aspects to the care and support for pupils. Not only is pastoral care a major strength, but also excellent work is done to ensure that pupils are safeguarded. Child protection is taken very seriously as are health and safety. The support for vulnerable pupils is exceptionally good. The school draws extremely well on the support offered by outside

agencies and works closely with parents to meet pupils' needs. Good support is provided for pupils with learning difficulties and/or disabilities, including those with social, emotional and behavioural difficulties.

Academic guidance is not as strong as the attention to pupils' welfare. There is much good practice in English through the use of individual targets and feedback in marking. Next steps in learning are not supported as effectively in mathematics. However, the school has developed a good partnership with parents to support pupils' academic progress. For example, pupils' books are sent home regularly to keep parents informed of the work being covered.

Leadership and management

Grade: 2

Many parents told inspectors how much they appreciate the efficient way in which the school runs. They value the approachability of all staff and point out that the headteacher is, in the words of one parent, 'a great people person'. The school promotes community cohesion well. It takes effective action to meet the needs not only of the pupils but also of families and the local community. It works closely with external providers, for example, to provide courses to help parents develop their own skills and to support their children's learning.

The senior leadership team works effectively. The headteacher and two assistant headteachers have a good overview of the whole school. They are successful in driving school priorities. This is evident, for example, in the success of the action taken across the school to improve English. There is much good subject leadership and the provision for pupils with learning difficulties and/or disabilities is led and managed well. The subject leader for mathematics has held the role for only a short time. The school has started action to improve mathematics provision but recognises that there is much more to do. Governance has improved since the last inspection. Governors are well informed about all aspects of school life. They work closely with staff to ensure that the right improvements are made for the benefit of the 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
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?	1
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 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

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	2
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**

12 February 2009

Dear Pupils

Inspection of Cam Everlands Primary School, Dursley, GL11 5SF

Thank you for helping us when we visited your school. We enjoyed watching your lessons, looking at your work and talking with you. You and your parents told us that you are proud of your school and that you enjoy being there. You will be pleased to know that yours is a good school in which you make good progress. It prepares you well for your future lives.

Your school does a huge amount to help you to grow into sensible young people. You know about other people's rights and responsibilities as well as your own. You do a lot to help other people in school and, for example, by raising funds for charities. Your behaviour is good and this helps to make the school a safe place. You all behaved impeccably when the fire alarm went off. The adults do a lot to ensure that you are safe and well cared for at school.

All the adults in school have worked well together to improve your school since inspectors last visited it. They want to make it even better. To help, we have asked them to do these three things in particular.

- Speed up your progress in mathematics and help those of you who can do harder work to get to the higher level in this subject. At the moment you are making better progress in English than in mathematics.
- Make sure that all the teaching and guidance you are given to help you improve your work focus sharply on the next steps you need to take in your learning.
- Help you find out about the many different backgrounds of people living in Great Britain today. We think that you will find this interesting.

You can help by always doing your best and by continuing to consider the needs of others.

Thank you again for your help.

Yours faithfully

Alison Grainger

Lead inspector