

Cam Hopton Church of England Primary School

Inspection report

Unique Reference Number	115676
Local Authority	Gloucestershire
Inspection number	326248
Inspection date	11 February 2009
Reporting inspector	Mo Roberts HMI

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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	205
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	Andrew Searle
Headteacher	Catherine Leahy
Date of previous school inspection	26 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hopton Road Upper Cam Dursley GL11 5PA
Telephone number	01453 542763

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. They evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness of aspects of the Early Years Foundation Stage, the quality of pupils' recent work in science, mathematics and writing, and how well the school's assessment and tracking data are used to ensure all pupils make good progress. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

This is an average sized primary school. It serves the village of Cam in a semi-rural area on the edge of the town of Dursley. Most children are from White British backgrounds. Although the school has a small number of pupils from other ethnic groups, all pupils speak English as their first language. Children enter Reception with skills that are broadly typical for their age. While the proportion of pupils entitled to free school meals is well below the national average, it is increasing. There are fewer pupils with learning difficulties and/or disabilities than average. The school holds a variety of awards including Investors in People, an Active Mark, Eco School (bronze), Healthy School and a full International Award. There are strong links to the adjacent extended school provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Cam Hopton provides an outstanding education for its pupils. The school has a warm, caring environment where excellent spiritual and moral guidance ensures pupils achieve outstandingly well in their academic work and personal development. As one parent said, pupils regard learning as 'cool' and it is clear they thoroughly enjoy the very interesting challenges that staff continuously set them. Pupils are keen to investigate the wonders of the world and reach exceptional standards year on year, particularly in their science work.

Teachers assess pupils' progress very thoroughly and make excellent use of this information when planning future work. This helps them ensure that lessons are pitched at the right levels and all pupils can succeed. Tasks engage pupils' interest and inspire them to learn; for example, superb writing resulted from their experience of a re-enactment of the last hours of the Titanic. The school has placed an emphasis on pupils' writing and the outstanding results are seen in wonderful displays around the school. Pupils' individual improvement targets, together with strong support from all adults in the school, ensure they are constantly challenged to raise their levels of achievement in all subjects. The careful use of the tracking systems, which were introduced by the headteacher and refined by subject coordinators, ensures pupils make outstandingly good progress. If any pupils, including those with learning difficulties and/or disabilities, are in danger of falling behind this is quickly identified and prompt additional support given to help them catch up. Increasingly, pupils know their own targets and what they have to do to reach them but they tend to rely on teachers to set the next target for them. They are not asked enough to give their own views about what they can do to improve their own learning. Parents are well informed about their children's progress as they receive reports and targets each term when their child is in Key Stage 2.

The teachers' exceptionally good planning shows how pupils' personal skills of enquiry, teamwork and care of others are successfully fostered. This was demonstrated when pupils were involved in teamwork on the day of the inspection, working well with local secondary school science teachers and members of the local business community. Pupils' behaviour is exemplary. The curriculum is well adapted to suit all pupils' needs and learning styles and involves many hands-on experiences, visitors and educational outings. Staff are keen to adapt it further, for example by giving additional opportunities to use varied portable information and communication technology equipment. The pupils make a very positive contribution to the local community and they have excellent international links, but they have less knowledge about ethnically diverse communities within the county.

Leadership and management are outstanding and have a profound impact on pupils' progress and the exceptionally high standards they reach in all subjects. The relative weakness regarding the proportion of pupils who reach the higher level in mathematics has been analysed in detail and is being dealt with effectively. The headteacher's quietly determined leadership is a good role model and has led to the further upward trend in standards. She is ably supported by the deputy headteacher. Staff teamwork plays a valuable part in moving the school forward however, one middle management role, relating to the younger pupils, was in the process of being filled at the time of inspection. Governors have a good understanding of their strategic role in the school's development and have increased their understanding of the school's data; as a result they are better able to check on the school's effectiveness and hold it fully to account. Governors are regularly in school and there is a clear understanding of what is working well as well as what can still be improved. The capacity to improve the school further is excellent. Most

parents hold very positive views of the school and appreciate the high quality of the school's leadership; they feel that the school takes good account of their views. The few queries raised in the questionnaires were all followed up and none was found to be a widespread concern, although inspectors feel that the delay in the decisions about the redevelopment of the buildings are tiresome for all involved. Despite the school's best efforts, the accommodation remains far from ideal. The school's mission statement to 'celebrate achievements by living and learning together' is nevertheless met in full in this outstanding school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a strong start in the Reception Year. They settle very well because of the excellent support and care they receive. Induction procedures are good and establish useful links with children and families before children start at the school. Many of the children are already socially confident when they arrive and these talents are skilfully used to enhance harmony and to achieve a common purpose in the classroom. Children make good progress in their learning in all areas, including in their personal, social and emotional development. There is clear and effective teaching of basic skills such as early letter sounds and number skills. Children experience a good balance of activities; some of them are carefully directed by adults and some promote learning through exploration. As in the later years, children in this stage are given excellent opportunities to learn through investigating, enjoying for example their 'bicycle repair shop' role play. As a result of the good teaching and a curriculum which is well adapted to pupils' interests, children reach, or in some areas of learning, exceed, the standards expected by the time they transfer to Year 1. Increased opportunities have been provided for this year's cohort so that the weaker dimensions of personal and social development and knowledge and understanding of the world identified in last year's assessments are now being strengthened. However, the lack of cover outdoors somewhat limits the scope of what can be regularly provided to stimulate outdoor learning and the school has rightly identified the need to continue to develop the outdoor provision. Many new resources have already been provided. The leadership and management of the Early Years Foundation Stage are good and have excellent potential to develop even further.

What the school should do to improve further

- Involve pupils more in the setting of their learning targets.
- Complete the development of the outdoor learning environment in the Early Years Foundation Stage.

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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?	1
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	1

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?	2
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?	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/or disabilities make progress	1

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	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 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

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	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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 Hopton Church of England Primary School, Upper Cam GL11 5PA

Thank you to those of you who showed us around the school and to the pupils whose work we looked at in detail. We enjoyed visiting some lessons and the special science activities and finding out about the many exciting opportunities you have for work and play. You told us that you like school and that the adults make learning interesting and fun. You will not be surprised to hear that we found that you go to an outstandingly good school.

The teachers make sure that you learn well, for from a good beginning in the Reception class you build your skills exceptionally well right up until the time you leave in Year 6. You make excellent progress with your work because teachers assess your individual needs very carefully and plan their lessons very well. I have asked the school to make sure that you are more involved in talking about what your next targets for learning should be, so you understand more about how each of you personally learns best.

Your behaviour was exceptionally good on the complicated and exciting science day! You make a very good contribution to the school and the wider community, especially through the extensive charity work that you do. You know really well how to keep fit and healthy and how to stay safe. You told us how many things are really great at your school and that you feel safe there. The adults care for you very well, especially for the youngest when they start school. You have super opportunities to go on visits, including residential ones, and we enjoyed all the displays of your work related to them. There are lots of sports, musical activities and clubs for you to attend. I know teachers have plans to extend your information and communication technology skills when some more portable equipment arrives. This should be easier to take to the temporary classrooms.

Your school is exceptionally well led and managed. Your headteacher and deputy do a great job and they are well supported by all the other adults. The adults, including the governors, are continually working to make your school even better. They look very carefully to see what can be improved and are waiting impatiently for the canopy to arrive for the Reception class – so the youngest children can learn even more outdoors. Thank you once again for making us welcome on a busy day. Keep up the good hard work that you all do.

Yours sincerely

Mo Roberts HMI