

Camerton Primary School

Inspection report

Unique Reference Number	109187
Local Authority	Bath and North East Somerset
Inspection number	337236
Inspection dates	8–9 December 2009
Reporting inspector	Judith Rundle 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 of pupils on the school roll	28
Appropriate authority	The governing body
Chair	Mrs S Mainstone-Cotton
Headteacher	Mr K Ford
Date of previous school inspection	3 October 2006
School address	Cameron Hill Camerton Bath BA2 0PS
Telephone number	01761 470759
Fax number	01761 470759
Email address	camerton_pri@bathnes.gov.uk

Age group	4–11
Inspection dates	8–9 December 2009
Inspection number	337236

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector visited nine lessons, and held meetings with the headteacher, staff, pupils, the chair of governors and parents. The inspector observed the school's work, and looked at the school development plan and its self-evaluation, tracking information on pupils' attainment and progress, governors' and curriculum documentation, staff and pupil questionnaires and 10 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's actions to tackle the declining trend of attainment in Key Stage 1 and to improve attainment in mathematics across the school
- the impact Every Child Matters is having on pupils' opportunities and development
- how the school ensures that the curriculum meets the needs of pupils in mixed-age classes
- whether improvements in provision are occurring at a swift enough pace to raise attainment and the rate of pupils' progress.

Information about the school

Camerton Primary is a very small rural school on the outskirts of Bath. It has above-average levels of pupil mobility and a declining number of pupils on its roll. The school has Early Years Foundation Stage provision in the Reception class and a privately run nursery shares the school site. It has slightly more boys than girls on its roll and all pupils are White British. It has well-above-average proportions of pupils with special educational needs and/or disabilities and of those who are entitled to a free school meal. The school changed to two mixed-age classes from September 2009. The school holds the Gold Children's Rights Charter, National Healthy School status and the Activemark, and is working towards the Inclusion Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Camerton is a happy school where pupils work in a vibrant, stimulating environment and really enjoy their education. As one said, 'a very fabulous school'. All staff know pupils extremely well and take good care of them. Relationships between staff and pupils are a strength within this small school. Pupils work cooperatively in class and at playtimes and their behaviour in and around the school is good. Pupils have good opportunities to contribute to school life through the school council and running the healthy tuck shop, and participate regularly in local community events. However, their understanding and involvement with the wider community are at the early stages of development.

Teaching has been strengthened significantly in the last two years and is now consistently good. Expectations for pupils' learning and progress have risen in both classes, which is an improvement since the last inspection. As a result, all pupils are making accelerated progress and are rapidly making up for previously slow rates of learning. As one pupil said, 'It's fun and teachers help us when we don't know something.' The school has tackled declining attainment in Key Stage 1 through a number of actions, including changes to staffing, a greater emphasis on assessing and tracking pupils' achievements for early interventions, and matching activities more closely to each child's needs. The same decisive action has been taken to improve attainment and progress in mathematics, including professional development for staff. Attainment has returned to the national average overall by the end of Key Stage 2.

The curriculum has been revised to better match pupils' needs and interests, with an appropriate focus on developing skills for different ages and abilities in one class. However, it is yet to be embedded firmly and planning does not yet identify how activities can be extended or adapted to ensure all pupils are consistently challenged to attain their best at all times. Pupils talk with real enthusiasm about the introduction of the 'Thinking Actively in a Social Context' (TASC) days where they independently identify, research and present their findings on an area of their own interest. The TASC days create a real 'buzz' about learning, especially in the Key Stage 2 class.

The headteacher, staff and governors have a realistic view of the school's work because robust procedures have been introduced to monitor its effectiveness. Areas for development are translated into a comprehensive plan of action that all staff and parent representatives have contributed to. Priorities focus firmly on raising pupils' attainment and progress further. The headteacher has been instrumental and highly influential in bringing about improvements to the school's work at a good pace. Coupled with a strong chair of governors and staff who are committed to providing the best opportunities for pupils, this means that the school has good capacity to improve further. Parents are very positive about the school both in their written responses and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

during discussions. One parent summed up what many others said: 'Camerton is like an extended family community whose staff manage to encourage the best out of children.'

What does the school need to do to improve further?

- Embed the revised curriculum, ensuring through careful planning that all pupils are consistently challenged to attain their best.
- Extend experiences for pupils' understanding of and involvement in the wider community.

Outcomes for individuals and groups of pupils

2

In the lessons observed during the inspection, pupils of all abilities consistently applied themselves well in a productive learning atmosphere. The work seen in lessons, in pupils' books and in the assessment and tracking information held by the school confirms that they are making rapidly accelerating progress. Staffing turbulence in Key Stage 1 has been tackled successfully, and from low starting points when they join the school, pupils are reaching standards that are average in English, mathematics and science by Year 6. Science performs slightly better than the other subjects, especially in the number of pupils reaching the higher Level 5. This reflects the high expectations in teaching. Pupils with special educational needs and/or disabilities make the same good progress as others because of good support from teachers and teaching assistants.

Pupils say they feel safe in school, know who to talk to if they have a concern and are confident staff will deal effectively with any issues. They have a good understanding of how to remain safe, for example while accessing the internet when using computers. Pupils show care for others in the playground and have a well- developed sense of right and wrong. They respond very positively to fundraising activities for those less fortunate than themselves and during assemblies on giving and receiving gifts. Pupils are developing healthy lifestyles through two hours of physical education each week, drinking water throughout the day and eating healthy snacks from the tuck shop.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching features a broad range of methods and resources to engage and inspire pupils. They have ample opportunities to work independently, in pairs or small groups. Good use is made of new technologies, with all pupils accessing computers and the interactive whiteboards for additional motivation and to extend their skills. Teachers and teaching assistants have good subject knowledge that they use well to observe pupils' progress and intervene to move them on to the next step in their learning. Good questioning by both teachers and teaching assistants helps to raise pupils' aspirations in their verbal and written responses. The use of assessment has improved, reflecting the emphasis placed on this through professional development and pupil progress meetings with the headteacher. Marking in Key Stage 2 indicates good use of pupils' targets in English and gives clear suggestions about how to improve further. The introduction of learning diaries in Key Stage 1 also supports links with parents. The school recognises that it has not yet done enough to extend the use of pupil targets to other areas of the curriculum.

The curriculum has been revised successfully this year to support teaching in mixed-age classes, and is appropriately planned on a two-year rolling programme to ensure progression in the development of pupils' skills. Planning in both classes includes specific skills to be covered for each age group to ensure National Curriculum expectations are fully covered, although tasks are not consistently well planned to ensure pupils are extended fully at all times. Pupils love learning 'funky French', especially when it is used to study French pop songs. Leaders have a good awareness of the importance of embedding the new curriculum, and have already identified how and where it can be extended further. The curriculum is enriched with good use of the local environment to stimulate work. For example, pupils were able to talk knowledgeably about the history and geography they had learned during their projects about Bristol and Bath.

Good care and support for pupils are central to the school's work. Pupils are helped to develop self-esteem, self-worth and social skills through well-targeted work from external partners. Good procedures are in place to support vulnerable pupils, including links with external professionals when applicable, although parents occasionally become

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

frustrated by the lack of urgent response by such agencies to meet their child's needs. Good arrangements are in place for induction to help children settle into school and when they move to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is ambitious for the school and pupils and has implemented positive changes that have improved provision and pupils' achievement. The local authority is working with the school to help bring about improvements at pace, including opportunities for professional development. As a result, staff are leading on new initiatives and sharing good practices that are enabling swift and continuous improvement. Governors have also improved their understanding of their roles and responsibilities, and the minutes of their meetings now show a good mix of both support and challenge for the school.

Procedures to ensure the safety of pupils are secure. Child protection procedures are thorough and the school has made the appropriate checks on adults working at the school. Inclusion projects have been introduced to help pupils develop a broader awareness of different people's needs, and the school's leaders have good plans to extend this further. Pupils have good opportunities to develop understanding of other cultures through research and presentations of their findings, although the wider promotion of community cohesion is yet to be fully embedded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress across all the areas of learning but especially in their communication, language and literacy skills because of the quality of teaching. When they join Year 1, attainment in their personal, social and emotional development is slightly weaker than in other areas. The school is taking positive steps to tackle this through involvement in a focused project with other local schools. A good range of resources and activities are available and the outdoor play environment has been improved significantly since the last inspection.

A strength of provision is the highly effective partnership between the teacher and teaching assistant, who offer good and at times outstanding one-to-one support for individual pupils. They have high expectations and use their subject knowledge well in direct teaching and through questions during child-initiated activities to help children make progress.

Good links exist with parents and induction arrangements when children start at the school are good. The assessment and tracking of pupils' progress have been strengthened and the resulting information is used well to set tasks that reinforce learning. As the number of pupils in the Early Years Foundation Stage is very small, leadership is a collaborative responsibility. It is effective in ensuring smooth day-to-day running as well as long-term developments through support from expert governors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are very supportive. All those who commented said they were very happy with the school. The majority are pleased with the progress their child is making, and feel the school meets the needs of individual children well. A minority of parents felt progress and meeting needs could be better but the inspector found progress was accelerating quickly and meeting needs was good. One said, 'All staff are very supportive to each

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

child's needs.' Parents commented on the accessibility of staff and how they are made to feel part of the school community. They particularly appreciate the opportunities for support and to discuss and share ideas at the recently introduced coffee afternoons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camerton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	60	4	40	0	0	0	0
The school keeps my child safe	9	90	1	10	0	0	0	0
The school informs me about my child's progress	5	50	5	50	0	0	0	0
My child is making enough progress at this school	6	60	2	20	2	20	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child's learning	5	50	4	40	1	10	0	0
The school helps my child to have a healthy lifestyle	7	70	3	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	40	5	50	1	10	0	0
The school meets my child's particular needs	8	80	0	0	2	20	0	0
The school deals effectively with unacceptable behaviour	4	40	6	60	0	0	0	0
The school takes account of my suggestions and concerns	5	50	4	40	1	10	0	0
The school is led and managed effectively	5	50	5	50	0	0	0	0
Overall, I am happy with my child's experience at this school	7	70	3	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Pupils

Inspection of Camerton Primary School, Camerton BA2 0PS

I am writing to say 'thank you' for making me feel so welcome and for talking to me when I came to visit your school recently. I also want to tell you what I found out about your school.

Your school provides you with a good education. All the adults who work at the school know you extremely well and take good care of you. You behave well and look after each other in class and in the playground. You work hard in lessons and make good progress in your learning. I really enjoyed seeing the TASC activities and learned a lot about vibration in music, sonic and Second World War shelters from your presentations.

There have been changes to the way lessons are planned for this year and I have asked the school to embed the changes so you are all challenged to attain your best at all times. You can help by working hard and going the 'extra mile' to stretch your own thinking too. You take part in lots of events in your local community but I think you could have more experiences to help you understand and be involved in the wider British and international communities.

I hope that you continue enjoying school and learning new things. Thank you once again for showing me your school.

Yours sincerely

Judith Rundle

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.