

Camms CofE (Aided) Primary School

Inspection report

Unique Reference Number	112882
Local Authority	Derbyshire
Inspection number	338040
Inspection dates	14–15 July 2010
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Dianne Duckmannton
Headteacher	Angela Caulton
Date of previous school inspection	18 September 2006
School address	Camms Close Castle Hill Eckington
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 55 parents and carers.

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

- the systems used by the school to monitor progress and the impact their use has on teaching and learning
- the involvement of pupils in the target setting process
- the curriculum content to support pupils' cultural development.

Information about the school

This is an average size primary school serving Eckington and surrounding areas. Most pupils are from White British backgrounds. The percentage of pupils known to be eligible for free school meals is close to the national average. The school has a lower than average proportion of pupils who have special educational needs and/or disabilities. There are no pupils with a statement for their needs. Very few pupils speak English as an additional language. The Early Years Foundation Stage provision is in one Reception class and one Nursery class. Among the awards achieved by the school are the Artsmark Silver Award and National Healthy Schools Status.

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?

1

The school's capacity for sustained improvement

1

Main findings

Camms CofE (Aided) Primary School provides an outstanding education for pupils by very effective teamwork by all staff. As one parent commented, 'Camms gives pupils a great foundation in life. There is a strong emphasis on academic achievement but an equal focus on the core values of respect and valuing others'. Since the last inspection, standards in writing have improved significantly and pupils now play an active role in setting and reviewing their own targets. From entering Reception, with expected skills for their ages, the good teaching in the Early Years Foundation Stage ensures that pupils enter the main school with above expected skills. This is despite the use of the outdoor area not being fully developed to support all the areas of learning. They then make outstanding progress because of outstanding teaching. By the end of Year 6 they have reached exceptionally high levels of attainment in all key subjects, as well as gaining a broad range of skills, knowledge and understanding developed through an outstanding curriculum. All groups of pupils, including those with special educational needs and/or disabilities, make outstanding progress.

Pupils say they greatly enjoy their work and get on very well with their teachers. Pastoral care is outstanding and this contributes to the pupils' view that they are extremely safe in school. The overall outcomes for pupils are outstanding including their behaviour and feeling safe. The school does all it can to encourage improved attendance with a wide range of strategies in place. These have resulted in recent improvements but it is still around the national average due to some families taking holidays in term time.

The leadership and management of the school are outstanding with all leaders and managers actively involved in monitoring outcomes. Very good systems to monitor progress enable teachers to plan their lessons to meet the needs of all pupils. The assessment systems are very well used to identify and provide effective support for those pupils who need help. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. These outcomes, together with a marked improvement in attainment and progress, demonstrate that the school has an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attendance to 95% by July 2011 by working with families to discourage them from taking children on holiday during term time.
 - Ensure that the outdoor provision in the Early Years Foundation Stage is used to provide learning experiences to help children develop their skills in all the

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required areas of learning.

Outcomes for individuals and groups of pupils

1

Achievement is outstanding, with no significant variations across the areas of the school's work. Pupils learn extremely well because lessons are interesting and exciting. In a Year 6 numeracy lesson, the learning was based around a murder mystery where pupils used their mathematical skills and the clues provided to eliminate the suspects. In a Year 1 literacy lesson, pupils showed high levels of interest and concentration as the chosen text was linked to a forthcoming trip to the seaside. In a Year 5 literacy lesson, pupils made outstanding progress as they learnt through role playing a courtroom scene, supported by very good use of information and communication technology (ICT) and skilful questioning by the teacher. Pupils with special educational needs and/or disabilities make outstanding progress overall because of highly effective in-class support and individual support. All pupils are extremely well prepared for their future well-being because of their excellent knowledge of key skills, including ICT, supported by their outstanding personal skills. Although most pupils have above average attendance records, some parents continue to take family holidays during term time resulting in the overall attendance figure being only average.

The overwhelming view of pupils is that they enjoy school. They work well together and listen to each other's contributions. Their behaviour is outstanding both in and out of lessons, ensuring that others can learn and enjoy school. They say bullying is very rare because everyone gets on so well together. Most pupils adopt healthy lifestyles by eating healthy food and participating in sport, reflecting the school's achievement of the Healthy Schools Status. They make a very good contribution to the school community through, for example, the school council and running a fruit stall at break time. The contribution to the wider community is more limited to the local area although they actively support a wide range of charities. Spiritual, social, moral and cultural development is good overall, with strengths in pupils' social and moral development. Whilst cultural development is promoted well through the curriculum, pupils' direct experience of other cultures and traditions is more limited.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, pupils benefit from outstanding teaching supported by an outstanding curriculum. Teachers demonstrate excellent subject knowledge and use assessment systems consistently and exceptionally well to ensure the work is matched to pupils' abilities and is sufficiently challenging. Pupils are actively involved in assessing their own work as well as that of their peers. Marking of their work by teachers is of high quality and gives them good information on how to improve. Teaching assistants provide excellent support throughout the school.

The curriculum is relevant for all pupils, including those with special educational needs and/or disabilities. It supports their learning of key skills very well. Pupils are able to further develop these skills by using them in activities that have real purpose and meaning in their own lives as they demonstrated through such examples as letters to the local councillor over environmental issues. The curriculum is made even more exciting by events such as the two week 'eco project'. Opportunities for the arts are very good, reflected by the school being awarded Artsmark Silver. There is a good range of well attended extra-curricular clubs and educational visits. Pupils described with excitement the residential trip to the White Hall activity centre. Good procedures are in place to encourage high standards of behaviour including by providing an enjoyable yet challenging experience in lessons. Transition arrangements with the local secondary school are very good. The pastoral care in the school is outstanding, with all staff strongly committed to the concepts of equal opportunities and the promotion of all aspects of pupils' personal development. The support for all pupils is extremely good through comprehensive planning which is regularly reviewed to ensure intervention

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strategies are working and the correct support is directed to those who need it most. All aspects of care and health and safety are well addressed. There is a wide range of strategies in place to raise attendance further. Whilst very few pupils join the school speaking English as an additional language, there are good support packages in place if needed.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership team provides outstanding leadership. The management structure gives all staff appropriate leadership responsibilities and encourages them to develop their skills. They are all fully involved in management activities and work as a very effective team using their passion and vision to drive improvement extremely well. Resources are well managed and outstanding value for money is demonstrated by the outstanding outcomes for pupils.

The school's excellent work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. This is clearly supported by the very positive views of parents, staff and pupils. The school engages extremely well with parents who have many opportunities to meet teachers either formally or informally as well as being able to attend events such as a parent workshop about phonics (the sounds that letters make). The school has good relationships with a wide range of local agencies, which provide very good support to pupils when needed. Leaders play a very active role within the local cluster of schools.

The governing body is also an effective part of the teamwork. It has a good range of skills and provides good support and challenge. Many governors are active within the school and make regular visits, although they do not always focus sufficiently on monitoring the outcomes of actions taken to bring about improvement. All the governors' responsibilities are carried out effectively.

Leaders carried out an initial audit of the community cohesion requirements. They have ensured the school continues to be a very cohesive community in which pupils show tolerance and respect towards others. Senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. There is clear evidence of an impact within the local community through the responses to the questionnaires and the number of people from the community who are involved with the school. There are some links in place

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with other schools but opportunities for pupils to have direct contact with pupils from different backgrounds and cultures are at an early stage of partnership development. Safeguarding procedures are well developed and are rigorously applied across all aspects of the school's work. All the required checks on adults who work in school have been made and diligently recorded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The coordinator provides good leadership and has a clear vision for future improvement. Staff have excellent relationships with children and their parents or carers. There are good induction procedures for new children and their parents or carers, with a pre-start meeting and then a staggered intake to ensure each child receives support to help them settle. Start-of-day procedures are good and children happily rush off to their activities. Standards on entry to the Early Years Foundation Stage are close to those expected in all areas of learning. Good teaching ensures children make good progress towards the early learning goals and children enter Year 1 with above average attainment.

Staff work very well together in a caring environment. However, the use of the outdoor learning area is underdeveloped and not sufficiently linked to activities experienced indoors to reinforce the children's understanding of all six areas of learning. There is a good balance of adult-directed activities and those that children choose for themselves. Provision for children to move freely from one activity to another is good. Children enjoy their learning and were fascinated watching ice melt during an investigation activity. Planning takes good account of children's differing needs, which is based on an initial assessment and then from the detailed ongoing assessment that takes place.

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Behaviour is very good. All groups of children are happy, and play and learn well together in a safe and caring environment. Their social skills are well developed. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are fully in place.

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

Approximately a quarter of parents and carers expressed their views in their completed questionnaires. The vast majority of these parents and carers are very happy with all aspects of the school. Although a few thought that the school did not deal effectively with unacceptable behaviour this was not confirmed by the inspection evidence. A few parents and carers wrote individual supportive comments, such as how proud they are to have Camms School as a central part of the community. A very few had individual concerns which were carefully considered but had either already been addressed by the school or were not supported by the inspection evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camms CoFE (Aided) 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 inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	60	22	40	0	0	0	0
The school keeps my child safe	36	65	19	35	0	0	0	0
The school informs me about my child's progress	25	45	28	51	2	4	0	0
My child is making enough progress at this school	31	56	23	42	1	2	0	0
The teaching is good at this school	40	73	15	27	0	0	0	0
The school helps me to support my child's learning	26	47	28	51	1	2	0	0
The school helps my child to have a healthy lifestyle	30	55	25	45	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)	30	55	25	45	0	0	0	0
The school meets my child's particular needs	30	55	24	44	0	0	1	2
The school deals effectively with unacceptable behaviour	20	36	29	53	3	5	2	4
The school takes account of my suggestions and concerns	19	35	35	64	1	2	0	0
The school is led and managed effectively	30	55	25	45	0	0	0	0
Overall, I am happy with my child's experience at this school	37	67	18	33	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



16 July 2010

Dear Pupils

Inspection of Camms CofE (Aided) Primary School, Sheffield, S21 4AU

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you enjoying your learning and playing so well together. We really enjoyed listening to your singing and recorder playing as well as looking at your leavers' 'Year Book'. Your school is giving you an outstanding education. You are making outstanding progress in your work and are able to do more things than we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- outstanding teaching helps you all make excellent progress
- your behaviour is extremely good
- adults look after you very well and you feel very safe
- you have excellent relationships with your teachers and with each other
- teachers monitor your progress extremely well and make sure the work they give you matches your skills
- the school is extremely well led and managed.

There are two things we have asked the school to do to make it even better:

- to raise attendance by encouraging parents to take family holidays during the school holidays
- ensure the outdoor area in the Nursery and Reception classes is better used to help children in those classes develop their skills in all the required areas of learning.

You all can help your school by carrying on working hard and helping your teachers, and by attending school as much as possible.

Yours sincerely

John Horwood

Lead inspector

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