

Cam Woodfield Infant School

Inspection report

Unique Reference Number	115574
Local Authority	Gloucestershire
Inspection number	338607
Inspection dates	19–20 January 2010
Reporting inspector	Joyce Cox

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Miranda Clifton
Headteacher	Helen Trent
Date of previous school inspection	4 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent three quarters of their time looking at learning, visited seven lessons and observed seven teachers. They held meetings with governors, staff and some Year 2 pupils. They observed the school's work, and looked at samples of pupils' work in literacy, numeracy and science, curricular planning, assessment and tracking information for each year group and the school's procedures for ensuring pupils' safety. Inspectors also considered 43 questionnaires that were received from parents and carers.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question '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)' is not recorded in the report.

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

- what senior leaders are doing to ensure teaching and learning are consistently good or better
- how successfully staff use assessment data to match work and plan the next steps in pupils' learning
- the extent and impact of the governing body's involvement in whole-school improvement.

Information about the school

Cam Woodfield is smaller than the average infant school. The large majority of pupils are of White British heritage. A very small minority of pupils are at an early stage of learning to speak English. The proportion of pupils who have learning difficulties and/or disabilities is above the national average. The main areas of need are moderate learning and physical difficulties.

Children in the Early Years Foundation Stage are taught in two Reception classes. Year 1 and Year 2 pupils are placed in three mixed aged classes.

The on-site extended provision, which consists of an after-school club, a breakfast club, a holiday club and a pre-school unit, is run by an independent management committee and has a separate inspection.

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

Cam Woodfield is a good school where pupils are happy, work hard and achieve well. Parents and carers are pleased with the school, especially with the excellent quality of care it provides for their children; as one commented, 'The headteacher, school secretary, and all the staff are very caring, understanding and approachable. Lovely school, very glad we chose this one.' Staff also give outstanding support to all pupils, including those who find learning difficult and those who are vulnerable. Pupils' behaviour is excellent and they feel safe in school. There are good procedures for protecting pupils from harm. Attendance figures have improved over the last year and are now above average.

Senior leaders and governors are totally committed to providing the best possible education for every pupil and are constantly seeking ways to improve the already good teaching and curriculum. Teachers make good use of assessment information to match work to pupils' ages in the mixed age classes. The next step is for staff to consistently use assessment information to ensure that pupils' individual needs are most effectively met. Pupils love school because lessons are fun and normally engage them in a wide variety of practical activities. Although pupils make a good contribution to school life by being monitors, they require greater involvement and input into school life. Learning is increasingly organised around interesting themes such as 'The Amazon Rainforest.' This enables teachers to make creative links between subjects and to make learning more meaningful. Regular and rigorous tracking of each pupil's progress gives senior leaders a clear overview of which pupil needs extra support or challenge.

Strong teamwork, based on good evaluations of the school's performance and sharply focused development plans, are key factors in the school's success and fundamental to its good capacity for continuing improvement. The impact of this is very evident in the upward trend in pupils' attainment. The school has implemented a number of successful initiatives to develop speaking, listening, reading and writing skills from Reception to Year 2. Consequently, attainment has risen from being broadly average at the time of the last inspection to above average levels in reading, writing and mathematics. A focus on improving boys' writing skills has been particularly successful and boys' attainment is now above the levels expected both locally and nationally. Children get off to a good start in Reception because of a strong emphasis on developing their social skills, confidence and independence. Pupils with learning difficulties and/or disabilities make good progress because of the good teaching and sensitive support they receive. Governance is good and their monitoring role has improved considerably since the last inspection.

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What does the school need to do to improve further?

- Build upon the existing good practice in using assessment information by:
 - making sure all staff use the full range of agreed procedures effectively to identify pupils' individual needs.
- Increase the opportunities for pupils to be involved in decision-making about the school.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and really enjoy learning. Their enthusiasm is evident in every lesson because they listen attentively and are keen to answer questions. Pupils collaborate well in pairs and in small groups, often discussing their ideas with a partner. They can explain clearly why some foods are healthier than others and say they thoroughly enjoy the play equipment at breaktimes and being active. Pupils enjoy being classroom and lunchtime monitors and like expressing their opinions to senior leaders. However, as there are no school or playground councils, pupils have limited regular opportunities to suggest ideas for improving the school. They are involved with the village community through close links with the church and enjoy raising money for local and national charities. The school is developing a good link with an inner city school in Bristol so pupils can learn about life in a different location. A much-enjoyed session about African drumming and dancing led by visitors from Kenya provides pupils with a growing understanding of other cultures.

Pupils make consistently good progress from lower starting points in acquiring good language, literacy and mathematical skills. Attainment in reading, writing and mathematics has shown marked improvement over the past two years in response to new initiatives, particularly as a result of a major focus on developing pupils' speaking skills and their understanding of sounds and letters. Improved resources, including more non-fiction texts to interest boys, have accelerated many pupils' progress in reading, and indeed writing. Pupils with learning difficulties and/or disabilities benefit significantly from individual and small group support which contributes well to their good progress. Pupils' good academic progress and personal qualities and their excellent behaviour prepare them well for later learning at their junior schools.

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	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching in the school starts with effective planning amongst the teachers. Staff use their extensive knowledge and understanding of the pupils to modify and adapt the curriculum to match pupils' interests. They often make effective use of interactive whiteboards to engage and motivate the pupils. Consistent approaches to teaching reading, writing and mathematics are accelerating pupils' progress. Clear and consistent systems for dealing with inappropriate behaviour helps all staff to maintain a calm atmosphere in lessons which is conducive to good learning. All teachers have high expectations of both behaviour and academic achievement. They are well supported by a team of skilled teaching assistants who make an important contribution to pupils' learning, both in class and through small group specialised support for pupils who needs it.

Good systems for assessing pupils' progress from term to term enable teachers to pitch activities at the right level for different groups. On a day-to-day basis, assessment is slightly more variable, for example the degrees to which teachers consistently use assessment strategies to support individual pupils. Using the full range of assessment tools has yet to be fully operational in some classes.

The high ratio of adults to pupils is a key factor in the outstanding care, guidance and support that the school provides. This is greatly appreciated by parents and carers. Excellent liaison with external agencies underpins the high quality care for vulnerable pupils. A parent support advisor works closely with parents and carers, providing support and advice to successfully remove potential barriers to learning. Pupils with physical difficulties love their twice-weekly 'Fizzy' sessions where staff devise exciting

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activities to successfully improve pupils' movement and coordination. They use bright, enticing resources such as a 'wobble stone' and pupils make considerable gains not only in their body movements but also in their self-esteem, confidence and enjoyment. There are good arrangements for settling pupils in and easing the move to junior school at the end of Year 2.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Determined leadership by the headteacher, coupled with strong support from the deputy headteacher and governing body, give a firm steer to the school's continuing successful development. The whole staff team shares their high aspirations for all the pupils. Literacy and numeracy subject leaders have a central role in monitoring the school's performance as well as mentoring colleagues to ensure good achievement in their subjects. The headteacher rigorously evaluates the quality of learning in lessons and makes accurate judgements against agreed criteria. Subject leaders have yet to develop this aspect of their role. All staff work hard to ensure equality of opportunity for all groups of pupils. The success of the school's strategies can be seen in the good progress made by all groups, including pupils with learning difficulties and/or disabilities and those who are learning to speak English. The school successfully tackles all forms of discrimination.

Governors are well informed about the school and know what it needs to do to be even better. Staff and governors are very conscientious in ensuring pupils' safety and health. A strong emphasis is placed on child protection and all staff have received relevant training. At the time of the inspection, safeguarding procedures were robust and met all statutory requirements. The school is highly regarded in the local community as a warm and welcoming place. Staff work hard to build on this relationship and engage well with all parents and carers. Regular newsletters and an attractive website provide parents and carers with good information. Good partnerships with other local playgroups and schools enrich pupils' learning, for example in supporting sports development. Senior leaders and governors have devised ways to promote community cohesion beyond the local context and are starting to evaluate the impact of the school's work in this area.

These are the grades for leadership and management

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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
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	2

Early Years Foundation Stage

Children are well prepared for their Reception classes through visits to meet their new teachers. Parents and carers are involved from the outset and staff maintain regular contact with them throughout their child's first year. The Reception team organise 'Family Fun' sessions throughout the year where parents and carers are invited in to share in their child's learning. These are well attended and valued by parents and carers.

Many children start school with poor social, language and communication skills. Language skills are developed well through story telling and role play activities, especially when adults participate as play partners, asking children questions and prompting them to explain what they are learning. Teachers encourage children to choose their own activities and resources and help them to become more independent as the term progresses. Effective teaching of sounds and letters and encouragement to attempt mark-making get children off to a good start with learning to read and write. Children learn about numbers and shapes through a good variety of activities, some of which are led by the teacher while children choose others for themselves. Children make good progress and standards are average in all areas of learning at the start of Year 1. The small number of more able children attain above the expected levels. Teaching is organised well so that children experience the full range of activities to which they are entitled. The Early Years Foundation Stage classrooms are attractive. The outdoor area is quite small and is not freely available at all times. Staff make learning fun and enjoyable and really challenge children to think and work together.

Adults work as an effective team and have endless patience and a good knowledge and understanding of the personal and learning needs of young children. This ensures that

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children make good progress in their personal, social and emotional development and their general well-being. Assessment is rigorous and accurate, enabling individual children's needs to be identified and met. Most of the children who attend the on-site pre-school transfer into the Reception classes. Staff in both settings are currently correctly devising ways to ensure consistency in the way they assess children's progress in all the areas of learning.

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

Just under half of the parents and carers responded to the Ofsted questionnaire. Almost all of these parents and carers are happy with their child's experiences at the school. All are confident that the school keeps their child safe and feel that the teaching is good. All the parents and carers agree that the school is led and managed effectively. Inspectors agree with the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cam Woodfield Infant 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 12 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	17	40	2	5	0	0
The school keeps my child safe	25	60	16	38	0	0	0	0
The school informs me about my child's progress	20	47	20	47	1	2	0	0
My child is making enough progress at this school	21	49	19	44	2	5	0	0
The teaching is good at this school	22	51	19	44	0	0	0	0
The school helps me to support my child's learning	21	49	22	51	0	0	0	0
The school helps my child to have a healthy lifestyle	22	52	20	47	1	2	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	18	42	21	49	1	2	0	0
The school deals effectively with unacceptable behaviour	17	40	20	47	2	5	0	0
The school takes account of my suggestions and concerns	16	37	23	54	1	2	0	0
The school is led and managed effectively	30	70	13	30	0	0	0	0
Overall, I am happy with my child's experience at this school	29	65	12	28	2	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



21 January 2010

Dear Children

Inspection of Cam Woodfield Infant School, Dursley GL11 6JJ.

Thank you for your warm and friendly welcome when we visited your school. I enjoyed talking to you and seeing what you were learning. I am writing to tell you that the inspectors agreed that Cam Woodfield is a good school.

These are the things we found out:

- You make good progress in learning sounds, letters and numbers in Reception and this helps you to do well in reading, writing and mathematics in Years 1 and 2.
- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher is a good leader.
- You are extremely well cared for in school and you say you feel safe.
- Your school works well with your parents and carers and other schools to make sure you all do well.

All the adults work hard to keep finding ways to make your school even better. We have asked the school to improve two things:

- Help teachers to plan even more exciting lessons and activities so you all do as well as you possibly can.
- Give you more chances to say what you think about the school.

You can help by always working hard and by being good and taking care of each other.

Very good wishes for the future,

Yours sincerely

Joyce Cox

Lead inspector

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