

Cambois Primary School

Cowgate, Cambois, Blyth, Northumberland NE24 1RD

Inspection dates

9–10 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- As a result of the determination and vision of the headteacher, ably supported by senior leaders and the governing body, the school has improved a great deal since the last inspection. Together with continuously improving middle leadership, they ensure that pupils achieve well.
- Pupils make good progress from their starting points in reading, writing and mathematics. This includes pupils with special educational needs and/or disabilities (SEND). However, leaders recognise that tasks set for the most able pupils sometimes lack sufficient challenge. This can prevent them from reaching the highest standards of which they are capable.
- Leaders' continuing ambition to eliminate underperformance and to provide the best teaching, outcomes and experiences for all pupils is put into action, meaning the school is continuing to improve.
- Pupils' conduct around school is good and there are well-established routines that pupils clearly understand. Pupils are well cared for by staff. Pupils say they feel safe in school and that school keeps them safe. Parents and carers, staff and governors support this view.
- Leaders' effective monitoring of pupils' outcomes in English and mathematics is ensuring that pupils achieve well. This is because leaders take swift action to support pupils who fall behind. Monitoring, however, is not as rigorous in other curriculum areas.
- Governors have a strong understanding of the school's strengths and areas for development. They are very committed to providing a high-quality learning resource for the local community.
- Staff promote pupils' spiritual, moral, social and cultural development well through the wide and varied range of curriculum experiences, both in and out of school.
- The early years provision is good. Many children arrive with lower than typical starting points and make good progress during their time in the phase. This is due to regular opportunities to develop important skills including their use of speech. By the end of Reception, the large majority of children are ready for learning in Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching still further so that pupils reach the highest standards of which they are capable, by:
 - ensuring that pupils are consistently set challenging tasks to extend their learning and progress, especially the most able pupils
 - further developing the monitoring of pupils' outcomes in subjects beyond English and mathematics so that all subjects are monitored well.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has been unwavering in her determination to secure a good standard of education for pupils in the school. The senior team and governing body have worked successfully to eliminate underperformance, improve the quality of teaching and accelerate the pace of progress pupils make in their learning.
- The headteacher's determination that all pupils will achieve their full potential, regardless of any difficulties they face, is reflected in the high expectations that teachers have for their pupils and that pupils have for themselves. As a consequence, pupils are now making good progress and developing a confident approach to learning. There is an ambition and determination to improve all aspects of school life, from leaders, teachers and dedicated, knowledgeable governors.
- Leaders and governors have an accurate view of what the school does well and what it needs to do to be even more successful. Procedures to monitor and evaluate the quality of the school's performance through checking the quality of teaching are incisive and detailed in English and mathematics. The skills of other subject leaders across the wider curriculum need to be improved further for leaders to be able to rigorously monitor and evaluate the quality of provision. This includes the assessment and tracking of pupils' progress in creative and foundation subjects, which are currently being developed. Leaders' plans for further improvements reflect a clear view of the school's strengths.
- Senior leaders, with effective support from the local authority, have established strong procedures so that they and class teachers know how well pupils are learning and developing personally. Pupils' attainment and progress are carefully tracked. Teachers' assessments are compared with those made in other schools and with nationally produced materials to ensure they remain accurate.
- Middle leaders demonstrate effective management of their responsibilities. They clearly identify how actions for improvement have made an impact on teaching, which, in turn, has ensured that pupils make good progress.
- The great priority given to pupils' welfare and personal development helps pupils' learning. For example, high-quality nurture provision for those with particular barriers to their learning helps these pupils relate well to others, enjoy learning and aim to do their best. As a result, they achieve well in school.
- Leaders use pupil premium funding effectively to ensure that disadvantaged pupils achieve as well as others in the school and are able to participate fully in all aspects of school life. In order to promote the progress of pupils supported by the additional funding, the school deploys skilled teaching assistants to help them keep up with other pupils in the school. Leaders and governors monitor effectively the impact that any additional provision has on the development and well-being of each individual child.
- The good leadership of the special educational needs coordinator has resulted in effective provision for pupils with SEND. Their needs are identified early and their good progress, often in small steps, is tracked accurately. The funding to support pupils with SEND is used very effectively by leaders.

- The physical education (PE) and sport premium is used effectively. Specialist coaches work alongside school staff and the school has provided many additional opportunities for pupils to engage in adventurous outdoor activities and develop their sporting skills.
- Parents and carers are very positive about the work of the school. Parents appreciate that the school gives an equal opportunity to succeed and does not tolerate discrimination of any kind. The overwhelming majority of parents who spoke to the inspector agreed that they would recommend the school to another parent and that their child was happy in school and felt safe.

Governance of the school

- Governance has improved since the last inspection. Some new governors have been appointed, which has broadened and strengthened the skill set of the governing body. Governors are highly professional and clear about their role. They are dedicated to school improvement. They now have a very clear and accurate understanding of the school's strengths and weaknesses, gained from detailed reports, attendance at meetings and their own first-hand experience in monitoring school performance alongside senior leaders.
- Governors are thorough in their examination of the school's performance data, and regularly ask questions regarding the progress of different groups of pupils in different classes. They also ensure that child protection and safeguarding are a high priority for staff, that procedures fully meet requirements and that they keep policies and practices up to date.
- The governing body ensures that additional funds are well spent. Governors are knowledgeable about the effect that additional funds have on pupils' progress, including funding to support disadvantaged pupils or to support those with SEND.

Safeguarding

- The arrangements for safeguarding are effective. Strong safeguarding procedures mean that leaders are quickly alerted to any concerns. Leaders and governors treat safeguarding concerns with the utmost importance. They respond rapidly and proportionately, working positively with parents and agencies, so that pupils are safe and secure. High-quality detailed records indicate the strong priority leaders give to any safeguarding concerns.
- The school has a tangible ethos that is positive and caring, putting the welfare and well-being of each pupil at the heart of all that it does. This is clearly seen in the friendly and confident manner of the pupils in school. The curriculum supports pupils well in maintaining their own safety, including keeping themselves safe online.
- Monitoring of attendance is used effectively to keep pupils safe by quickly identifying those who are missing their education.

Quality of teaching, learning and assessment

Good

- There is much strength evident in teaching, which is securing rapid improvement for pupils. Pupils' learning during the inspection, their work in books and the school's own records provide evidence that teaching is good. This has led to standards of attainment in reading, writing and mathematics rising. Pupils who were previously underachieving are now catching up, and differences in attainment are diminishing between different groups of pupils across classes.
- In lessons, pupils are enthusiastic in their learning, and expectations for both achievement and behaviour are usually high. Teachers and support staff expect pupils to work hard. Workbooks show that pupils waste very little time. In lessons, pupils interact well with each other to share ideas and improve their knowledge and skills.
- Relationships between staff and pupils are harmonious. Most pupils work hard in lessons and enjoy their learning. They often find lessons interesting and fun. Sometimes, when the work is not hard enough, a few pupils lose concentration. The most able pupils sometimes do not do their best when the work does not fully extend their thinking.
- Guidance for learning is good. Teachers use their good subject knowledge to make it clear to pupils exactly where they should focus their efforts in lessons. Pupils are often given clear criteria and checklists to help them assess their own work and see how to improve it. This helps them to make good progress in their learning.
- Regular checks on pupils' understanding are also helping teachers to quickly identify misconceptions. This means that the issues are addressed quickly, so that these misconceptions do not persist.
- In mathematics, basic skills of number and calculation are taught well and consolidated regularly. Teachers make good use of resources to develop pupils' basic skills in calculation, counting forwards and backwards and knowing tables. Older pupils are developing in their abilities to think mathematically, and to conjecture and reason when problem solving.
- Teaching assistants are well trained and effectively deployed. They have the strongest impact on the learning of those who find learning more difficult. Pupils with SEND and disadvantaged pupils receive frequent additional support in class or in additional sessions outside the classroom.
- Reading is well taught throughout the school and many pupils enjoy reading. Older pupils, especially the most able, read fluently and with confidence, and some read for pleasure at home. From early years, pupils are taught to use their knowledge of phonics to support their reading of new words and pupils' phonics skills have improved since the previous inspection. Pupils respond well to the school's reward system, which encourages pupils to read more frequently.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe. Those spoken with reported that they feel safe and can explain why they feel safe. They believe that they are well cared for and that there are always adults to help them in the classroom or around the school. Parents also agree with this view and believe that their children are happy and safe.
- Pupils' attitudes to learning are good, and most are very keen to succeed and to produce their very best work. They grow in confidence during their time in school, acquiring an assured and resilient approach to developing their own learning. They take their roles of responsibility in the school community very seriously and are proud to be elected as school councillors.
- Pupils say that bullying is rare. They are aware of the different types of bullying that they may encounter, including cyber bullying. They are confident that, should any minor instances of misbehaviour occur, staff will resolve them quietly and effectively.
- Clear routines mean that pupils move between activities in class quickly and calmly. Pupils walk around school, to assemblies or to the dining hall calmly and purposefully. This means that learning time is not wasted by a slow response to teachers' instructions or expectations.
- The daily breakfast club provides a welcoming and positive social experience for the many pupils who arrive before the formal start of the school day. These experiences reinforce the school's aims to help to develop respect and independence.
- Pupils make good progress in their spiritual, moral, social and cultural development. Their social development is a strength. Pupils relate well to one another, staff and visitors. They demonstrate secure knowledge and experience of other ways of life and are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy their learning and mostly work conscientiously. Behaviour systems encourage positive attitudes to learning and the few incidents of misbehaviour are swiftly and deftly addressed. Pupils were crystal clear that behaviour is good in school, and that there is no bullying at all. Only a small number of parents disagreed with this view in their responses to Ofsted's online questionnaire, Parent View.
- Pupils' attitudes to learning are largely very positive. They are keen to learn. This is seen in the work they do in books and their willingness to participate in lessons. Pupils show adults and other pupils respect, which has helped all groups of pupils to feel confident to give their views and to do well in their learning. These good attitudes to learning are an important factor behind their improving rates of progress.
- The school runs a busy breakfast club, which encourages pupils to be punctual and to attend more regularly. This gives the pupils a chance to start their day in a calm and

relaxed manner, which ensures that they are ready to learn when they start the day's lessons.

- The vast majority of pupils attend regularly and arrive punctually at school. Rates of attendance for all groups of pupils have improved over time. The school is working effectively to reduce persistent absence further and has appropriate procedures to do this. Pupils have responded well to the school's rewards for regular attendance and value the recognition and treats they receive when they attend well.

Outcomes for pupils

Good

- Improvements in teaching are leading to pupils making better progress throughout the school. The school's own information shows that current pupils are making good progress, including in reading, writing and mathematics. Good progress seen in pupils' books, and in observations of learning across the school, confirms this.
- The most recent national assessments results reflect significant improvements to pupils' attainment and progress compared with previous years. The national assessments also show that the progress made by all groups of pupils in relation to their starting points was significantly better than at any time over the last three years.
- Children in early years make good progress from their mostly below typical starting points. The proportion of children reaching a good level of development at the end of Reception has been improving year on year and is now approaching the national average.
- Leaders are committed to ensuring that the progress of disadvantaged pupils is in line with that of their peers nationally. The school's current assessment information, and pupils' work seen during the inspection, indicate that disadvantaged pupils are making good progress from their different starting points. Records indicate that the difference between the attainment of disadvantaged pupils and that of other pupils nationally is also diminishing effectively.
- The most able pupils make similarly good progress to their classmates, although sometimes, opportunities are missed to add further to the level of challenge and to stretch pupils' thinking. This means they do not consistently reach the higher standards of which they are capable.
- The school is quick to identify any pupils who may be at risk of falling behind. Teachers make effective provision for these pupils through activities that are well matched to their individual needs and abilities. This includes pupils with SEND. Where needed, support plans are in place, with challenging targets. As a result, the progress made by the majority of these pupils reflects that of their peers.

Early years provision

Good

- Children enjoy the high-quality learning opportunities provided to them and they learn and play happily together. They are eager to explore and investigate, are happy to share and take turns, and they display good behaviour. Children are fully engaged in all activities and wait patiently when lining up, such as for lunch. Leaders are skilled in

developing areas of provision, based on accurate assessment of children's stages of development, and usually maximise learning opportunities for all.

- The vast majority of children start early years with skills and knowledge that are below those typical for their age, especially in reading and writing. As a result of good teaching and provision, careful observation and good questioning, most children make good progress and are well prepared to start Year 1. The proportion of children who reach a good level of development is approaching the national average.
- Adults observe children carefully and build on their interests. They carefully support children's learning through prompts and good questioning, and they develop their skills when working alongside children during imaginative and creative play sessions.
- The early years leader leads an effective and skilled team of adults who share the same passion and desire to see young children thrive. He has a clear understanding of the strengths in early years and has identified key areas for improvement, based on an effective analysis of the school's detailed and informative assessment system.
- There are highly positive relationships between staff, children and parents. This helps children to quickly become confident learners and have a positive attitude to school.
- Safeguarding practices in early years are highly effective. Children are taught how to manage risks from an early age, and the very effective safeguarding culture that permeates the school is equally apparent in early years. There are no breaches of statutory welfare requirements; children are safe and well supported. Judging by the confidence and fun with which children play and learn, children clearly feel very safe, secure and happy.
- Funding to support the learning of disadvantaged children is particularly well used to enhance speech and language development so their progress is similar to that of their classmates.
- Teachers identify children's special educational needs accurately and at an early stage, so that children receive the support they need to help them make good progress from their starting points.

School details

Unique reference number	122179
Local authority	Northumberland
Inspection number	10110578

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

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Dr Jeff Sanders
Headteacher	Marianne Allan
Telephone number	01670 825218
Website	www.cambois.northumberland.sch.uk
Email address	admin@cambois.northumberland.sch.uk
Date of previous inspection	20–21 June 2017

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is well above the national average.
- The proportion of pupils with SEND is well above the national average.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well below average.
- The school's part-time provision for Nursery children operates in the morning. Reception children attend on a full-time basis.
- The school offers part-time provision for two-year-old children.

Information about this inspection

- The inspector observed teaching and learning in all classes. Some lessons were observed jointly with senior leaders. In addition, shorter visits to classrooms were carried out to see particular aspects of the school's work, such as the teaching of reading or the provision for pupils with SEND.
- Meetings and discussions were held with the headteacher, senior and middle leaders, members of the governing body, the school improvement partner and a representative from the local authority.
- The inspector met with a group of pupils, observed playtime and lunchtime, and talked with pupils and staff around the school.
- The inspector analysed documents, including the school's plans for improvement and reports showing the school's view of its own performance. The school's website was evaluated. Safeguarding documents and policies and records relating to pupils' personal development, behaviour, welfare, safety and attendance were inspected.
- The inspector analysed information on the performance of the school in comparison with that of other schools nationally and the school's own records of pupils' attainment and progress.
- The inspector took account of the 31 responses received from parents to Ofsted's online questionnaire, Parent View. In addition, inspectors spoke with parents in the playground during the school day.

Inspection team

Geoffrey Seagrove, lead inspector

Ofsted Inspector

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