

South Camberley Primary and Nursery School

Frimley Road, Camberley, Surrey, GU15 2QB

Inspection dates 11–12 December 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- School leaders and governors have worked very effectively to get this new school off to a good start.
- All groups of pupils achieve well due to effective teaching, underpinned by an imaginative curriculum which stimulates their interest and enthusiasm for learning.
- Pupils' good behaviour and positive attitudes contribute to the good progress made by each year group.
- Parents are overwhelmingly positive and secure in the knowledge that their children are valued, nurtured and kept safe.
- A close eye is kept on the quality of teaching and careful analysis of pupils' progress means that any underachievement is spotted quickly.
- Staff benefit from a wide range of additional training. This has led to progressive improvements in the quality of teaching and in the rate of pupils' progress.
- The executive headteacher provides insightful and decisive leadership and plays a pivotal role in the relentless drive to ensure all pupils do as well as they can.
- The leaders of the three campuses work closely together to ensure cohesion across the school and continuity in pupils' learning as they move through each phase.
- Governors are well informed and play an active part in driving improvements.

It is not yet an outstanding school because

- The rate of progress in mathematics by the most able pupils through Years 5 and 6 does not match that made in reading and writing.
- During mathematics lessons, tasks are not always pitched at the right level for different groups, particularly the most able.

Information about this inspection

- The inspectors saw teaching in every class. They observed 25 lessons of which nine were observed jointly with the headteacher or other senior leaders. One assembly and pupils' behaviour in the playground and at lunchtime were also evaluated.
- Discussions were held with pupils, four members of the governing body, the headteacher, staff, and a representative from the local authority.
- The inspectors observed many aspects of the school's work, including the support for pupils who need extra help. They examined pupils' work in their books and on classroom and corridor wall displays, and heard groups of pupils read.
- The inspectors looked at a number of documents including plans for the school's future development, lesson plans, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is monitored and records of how the quality of teaching is checked.
- The views of parents were taken into account, including those expressed in the 86 responses to the online Parent View survey and in discussions with inspectors at the beginning of the school day.
- Staff views were taken into consideration by looking at 31 returned questionnaires and discussions with several members of staff.

Inspection team

Rob Crompton, Lead inspector

Additional Inspector

Victor Chaffey

Additional Inspector

Katheryn Raftery

Additional Inspector

Full report

Information about this school

- The school is larger than average. It opened as a new school in September 2012, when three local schools were amalgamated. The school has three campuses: The Orchard, formerly the site of Bristow Infant and Nursery School; Tall Trees, formerly Camberley Infant School, and Redwood, formerly Watchetts Junior School. Pupils in Nursery, Reception, Year 1 and 2 are based in either The Orchard or Tall Trees campus. Pupils in Years 3 to 6 are based on the Redwood campus. A Sure Start children's centre shares the Orchard campus.
- Around a third of pupils are from minority ethnic groups and speak English as an additional language. Both these proportions are broadly average.
- The proportion of pupils known to be eligible for free school meals, for whom the school receives additional funding through the pupil premium, is broadly average. (The pupil premium provides additional funding for children who are looked after, children of parents serving in the armed forces and for those known to be eligible for free school meals.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is half the national average. The proportion supported through school action plus or with a statement of special educational needs is broadly average. These needs relate mainly to moderate learning difficulties, behavioural, emotional and social difficulties, or speech, language and communication problems.
- Extended services are provided through breakfast and after-school clubs.
- The senior leadership team includes the executive headteacher and three heads of campus.

What does the school need to do to improve further?

- Accelerate the progress made by the most-able pupils in mathematics through Years 5 and 6, so that it is closer to that made in reading and writing, by:
 - ensuring that, in all lessons, the right balance is struck between introductions and time for pupils to work independently
 - making sure that tasks are pitched consistently at the right level, so that pupils of different abilities, particularly the most able, are engaged and suitably challenged throughout lessons

Inspection judgements

The achievement of pupils is good

- When children enter the Nursery or Reception classes, their social, language and number skills are generally below those typical for their age. From starting school as it opened in September 2012, children built well on their starting points. Those in the Reception classes reached a good level of development, which meant they got off to a good start in Year 1. Across the school, pupils in each year group made good progress and this has continued into this year.
- Year 2 pupils reached above average levels in reading, writing and mathematics and now, in Year 3, they are building extremely well on their very secure skills. Despite the good progress made by Year 6 pupils last year, a legacy of under-achievement meant there were gaps in their knowledge and understanding. Pupils did well in writing and reached average levels in reading, but their attainment in mathematics was below average. Current pupils in Year 6 are on course to reach at least average levels due to consistently effective teaching. The most-able pupils are doing particularly well in developing their reading and writing skills, although the school's tracking indicates that fewer of these pupils are on course to reach the higher levels in mathematics.
- Effective, systematic teaching of phonics (letters and the sounds they make) means pupils gain increasing confidence in reading unfamiliar words and are progressively accurate in spelling. By Year 6, pupils' reading skills are secure and the most able read widely and fluently, showing insights into the approach and appeal of different authors.
- Across the school, pupils are making good headway in writing. Their written work indicates that, in a relatively short time, their skills in handwriting, punctuation, spelling and grammar are moving on apace.
- Pupils are justifiably proud of their written work. The most able pupils show considerable flair. Describing an encounter with 'Big Foot', for example, one boy in Year 6 wrote, 'I announced, "What do you want with me?" I meant it to be intimidating but it came out as a whisper compared to his thunderous voice.'
- Pupils are making good progress in mathematics. In Years 1 and 2, they gain confidence in using their basic skills through activities such as constructing bar charts. Through Years 3 to 6, pupils are rising to the challenge of using their secure numerical skills when solving real-life mathematical problems.
- The school's strong commitment to promoting equality of opportunity, fostering good relations and tackling discrimination is seen in its success in supporting pupils with different needs and starting points.
- Due to effective support, both within lessons and during individual or small group sessions, disabled pupils and those who have special educational needs make good progress.
- The achievement in each year group of pupils entitled to free school meals is very close to that of other pupils. Indeed, last year, Year 6 pupils in this group outperformed the other pupils by a small margin.
- Pupils from minority ethnic backgrounds, including those who have English as an additional language, make similar progress to their classmates. This is because, not least, teachers support all pupils' learning through visual prompts, video clips and practical activities. These pupils are typically among those who are working at above the expected levels.

The quality of teaching is good

- In the Nursery and Reception classes, every opportunity is taken to engage children in conversations about their work and extend their learning. Staff ensure an excellent balance between focused sessions led by adults and times for children to explore and learn from the wide variety of stimulating activities both indoors and outside.
- From the moment they enter, children are purposefully occupied. During one lesson, for

example, Reception children played in the Three Bears' cottage, others took on the role of teachers as they used a 'feely bag' to question a member of staff about shapes. 'Follow me and see our building.' 'Come and see my ghost buster space ship.' 'Look at my Christmas present list.' These were among the many appeals they made to show what they were doing.

- Teaching across the school is typically good and often outstanding. Consistent strengths in the most effective lessons include the way teachers plan work at the right level to challenge all pupils and the way teaching assistants support groups and individual pupils. Most teachers are adept at stimulating and sustaining pupils' engagement and their skilful questioning keeps pupils on their toes.
- Routinely, teachers elicit pupils' ideas about what makes good work and pupils frequently use these agreed success criteria to assess the own work and that of their classmates. Examples of this, among many, were seen in Year 3 when, asked about recounts, pupils suggestions included, 'Use time connectives, include interesting detail, and, indent new paragraphs.'
- Pupils benefit from precise feedback during lessons and from teachers' detailed comments on their work. They are given time to reflect on their teachers' remarks before starting new work and their books show that they act on this advice in subsequent work, often entering a written dialogue with their teacher.
- Support staff make a valuable contribution to pupils' learning. For example, teaching assistants skilfully help individuals and small groups catch up in their phonic (linking letters with sounds they make) skills. One had created a personalised work corner for a pupil, complete with the letters and words he found difficult. After sensitive and individually tailored support, he showed great pride in showing what he had learned.
- Occasionally, particularly in mathematics lessons, pupils have limited time to get down to work independently. This includes when teachers spend too long introducing ideas, going over old ground and explaining what pupils are to do. In a few lessons, all pupils are given very similar tasks, which means that some find the work easy while others struggle to cope.

The behaviour and safety of pupils are good

- Relationships are strong and these underpin pupils' good behaviour in lessons and around the school. Pupils are treated with respect and respond positively to opportunities to perform roles of responsibility, such as being members of the school council. They take pride in their new school and are keen to do well.
- Pupils are welcoming, polite and keen to talk to visitors. They have a strong sense of right and wrong. They know about different types of bullying but report that it is very rare, as evident in the school's behaviour records. Pupils are attentive and keen to do well, although their attention wanders occasionally where lesson introductions are too long.
- Lunchtimes are enjoyable social occasions where pupils have a good choice of nutritious food. Sports funding has been used to good effect to provide resources and increase pupils' participation in physical activities at lunch time.
- There is a friendly and purposeful atmosphere as the day begins. Pupils arrive promptly and show by their enthusiasm that they are keen to learn. Regular attendance is promoted successfully through weekly awards. The vast majority of pupils now attend regularly. The school has been particularly successfully in almost eliminating persistent absence.
- Pupils feel safe in school and they know what to do in potentially unsafe situations. For example, they talk confidently about using the internet safely and about what is safe to do and what is not safe. They are well aware of the need to keep their personal details to themselves, especially when meeting people outside their immediate family. They are clear about whom to go to in school if they feel worried or upset. Parents are confident that their children are kept safe.

The leadership and management are good

- The executive headteacher has successfully nurtured a fully committed team of leaders and staff. Their shared vision is set out in tightly focused plans to continue to improve the school and accelerate pupils' progress.
- Staff morale is extremely high. Sharply-focused checks on teaching, including the work of the support staff, give staff clear guidance for improvement. Extremely strong management of teachers' performance and the programme of staff training have resulted in continuous improvement since the school opened.
- Comprehensive tracking systems pinpoint any areas where extra help is needed. This help is swiftly directed to help any pupils falling behind to catch up.
- The rich curriculum engages pupils, has a very positive effect on their behaviour and attitudes, and successfully promotes the spiritual, moral, social and cultural development. By linking subjects through imaginatively planned themes, pupils have many opportunities to use and extend their basic skills.
- School leaders have established very good relationships with parents, keeping them well informed through newsletters, meetings and the website.
- The local authority provided strong support as the school was being established, contributing to both staff and governor training. The leadership team is regarded as highly effective with the ability to move the school forward without continuous outside help.
- **The governance of the school:**
 - The governing body, which includes governors from the three original schools, has soon gelled into an effective group, under the astute leadership of the Chair. Governors ask searching questions and rigorously challenge the leaders, using assessment data to compare the school's performance with that of others. They have a very good grasp of the strengths of the school, including the quality of teaching and learning, and what is needed to ensure further improvement. Governors check how effectively pupil premium funding is used and are working with other local schools to get the best value from additional sports funding. Governors support school leaders in ensuring that good teaching is suitably rewarded. Safeguarding arrangements fully meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125020
Local authority	Surrey
Inspection number	412910

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	607
Appropriate authority	The governing body
Chair	David Leeper
Headteacher	June Kershaw
Date of previous school inspection	Not applicable
Telephone number	01276 63870
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