

Inspection of Cam Woodfield Junior School

Elstub Lane, Cam, Dursley GL11 6JJ

Inspection dates: 24 and 25 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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What is it like to attend this school?

Leaders and staff are ambitious for all pupils. Pupils enjoy learning. They say they look forward to school days. Pupils attend school regularly.

Pupils are polite, respectful and well behaved. They know the 'Golden Rules'. Pupils say that they 'treat people how you want to be treated'. They know the difference between bullying and falling out. Pupils say that bullying is very rare. One parent, typical of many, commented that staff 'care about the children'.

Leaders and staff successfully encourage pupils to be confident, resilient and safe and to develop strength of character. Staff place a high value on pastoral support. Pupils know how to keep themselves physically and mentally healthy. The school holds the mental health champions award.

Pupils appreciate the wide range of enriching opportunities offered by the school. For example, pupils enjoy the before- and after-school clubs. Year 6 pupils attend a residential visit. Pupils are proud of what they achieve through these activities. One pupil commented that they were 'terrified of heights' but delighted to complete a climbing activity. They relish the opportunity to represent their school in sporting tournaments, music concerts and as school councillors or science ambassadors. Pupils are prepared well for the next stage of education.

What does the school do well and what does it need to do better?

Leaders have thought about the key concepts they want pupils to know and remember. This helps pupils build secure knowledge over time. For example, in mathematics, pupils practise and apply their knowledge and skills regularly. Teachers use their secure, mathematics subject knowledge to quickly spot pupils who need additional support. They adapt the curriculum to meet the needs of all learners successfully.

Nevertheless, there are a few subject curriculums that are not as well developed. The essential knowledge leaders want pupils to retain is not identified clearly. It is not broken down into small, manageable steps. Consequently, teachers' subject knowledge is not strong across these subjects. This makes it difficult for teachers to plan and check precisely what pupils must know and remember. Leaders have plans to rectify this.

Teachers use the reading curriculum to plan lessons that concentrate on developing pupils' fluency and comprehension well. They select books from a wide range of high-quality texts. This builds pupils' reading comprehension skills successfully. Leaders have rightly introduced a new phonics programme to help pupils catch up quickly.

Leaders are passionate about the provision for pupils with special educational needs and/or disabilities. There are clear and robust processes in place to ensure pupils'

additional needs are identified swiftly. Teachers adapt the curriculum to meet individual pupils' needs well. For example, some pupils attend sessions to help build their emotional well-being. They are taught how to regulate their emotions. This extra help means they can focus on their learning in class and build friendships successfully.

Staff's support for pupils' personal development is a strength of the school. Pupils are taught about the importance of respect and safe relationships. They develop an appreciation of difference and diversity across Britain. Pupils know how to be physically and mentally healthy. Pupils are given the chance to become responsible and active citizens. For example, a group of pupils are working with members of the local community to create a 'breathing space' in the school grounds.

Staff have consistently high expectations for pupils' behaviour. Pupils move around the school in a calm and orderly way. Leaders have rightly prioritised training for staff to help them support pupils' social and emotional needs. Support plans are in place for pupils who require extra help. As a result, the number of pupils displaying inappropriate behaviour has reduced significantly. Pupils say they feel safe.

The well-being of pupils, parents and staff has a high profile at the school. Leaders support staff to manage their workload. Staff appreciate leaders' consideration and care. Leaders work well with parents to overcome any issues preventing pupils from attending school.

Trustees and governors have robust systems in place to monitor and evaluate the effectiveness of leaders' actions. They have a thorough knowledge of the school's strengths and areas for development. They provide high-quality support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure recruitment checks are completed before staff and volunteers begin working at the school. Governors monitor safeguarding records to ensure they are accurate.

Staff attend appropriate safeguarding training. They know how to record and report concerns using the online system. Leaders act on concerns swiftly. They place children at the centre of their decision-making. This is demonstrated through their work with external agencies to try to secure additional support for vulnerable families.

Pupils know how to keep themselves safe, including online. For example, they know not to share personal information or communicate with strangers online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the essential knowledge they want pupils to know and remember in some foundation subjects. This means pupils do not learn some of the key concepts. They are unable to build on prior learning or make connections between concepts taught. Leaders need to identify the essential knowledge pupils must know and remember across the school's foundation subject curriculums.
- When planning pupils' learning from some foundation subject curriculums, teachers do not know what the essential knowledge is that pupils should be taught. Consequently, pupils have gaps in their subject knowledge. Leaders need to support teachers to develop their subject knowledge, in these subjects, and to adapt the curriculum effectively so that pupils know and remember the important concepts.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145729
Local authority	Gloucestershire
Inspection number	10227800
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	Board of trustees
Chair of trust	Nigel Riglar
Headteacher	Louise Bennett
Website	camwoodfield-junior.uk
Date of previous inspection	Not previously inspected

Information about this school

- Cam Woodfield Junior School joined the Cotswold Beacon Academy Trust in April 2018.
- The school does not use alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, staff, pupils, governors, including the chair of the school development board, trustees, including the chair of the trust, and the chief executive officer.
- The lead inspector listened to pupils from Year 3 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics, art and physical education. For each deep dive, the inspectors discussed the

curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to Ofsted's online survey, Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

Her Majesty's Inspector

Sean McKeown

Ofsted Inspector

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