

# Cambo First School

## Inspection report

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<b>Unique Reference Number</b>	122232
<b>Local Authority</b>	Northumberland
<b>Inspection number</b>	359196
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Graeme Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pamela Walker
<b>Headteacher</b>	Mrs Paula Cummings
<b>Date of previous school inspection</b>	10 October 2007
<b>School address</b>	Cambo Morpeth Northumberland NE61 4BE
<b>Telephone number</b>	01670 774210
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## Introduction

This inspection was carried out by one additional inspector. He observed the work of two teachers in the school during extended visits to three lessons. He watched an assembly and rehearsal for a carol service. He examined a variety of examples of pupils' written work. The inspector held meetings with members of the governing body, teachers, parents and carers and a group of pupils. He scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of the governing body meetings. He analysed 14 questionnaires from parents and carers, 13 from pupils in Key Stage 2 and eight from members of staff.

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

- Attainment and progress in the Reception class and in Years 3 and 4 over the past three years, and currently.
- The impact of provision on the progress made by pupils with special educational needs and/or disabilities.
- The extent of improvement in writing.
- How successfully the school matches mathematical work to pupils' different levels of ability.

## Information about the school

This very small primary school serves a rural locality 11 miles west of Morpeth. All pupils are White British. No pupils are known to be eligible for free school meals. An average proportion of pupils has special educational needs and/or disabilities: none has a statement of special educational needs. The school has Healthy School status, Artsmark gold status, bronze flagship status for Food for Life, the Basic Skills and International School awards.

The school works in partnership with Whalton and Longhorsley First Schools as part of a federation of small village schools in the locality. Privately-organised child care provision in the school for children from two and a half to four years of age was inspected separately and the report is available on the Ofsted website.

**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**

**2**

## Main findings

Cambo is an outstanding first school. Excellent outcomes for pupils, an exemplary curriculum, which reflects the school's setting in its community, and exceptional care, guidance and support lie at the heart of this outstanding school. Here pupils thrive because the headteacher, very ably assisted by the whole staff team, provides very clear educational direction. All staff ensure the welfare of pupils is given the highest priority and they work with a common purpose to nurture their development and improve learning. Good and often excellent teaching very successfully promotes the school's values and an enjoyment of learning. Outstandingly fruitful partnerships, which augment pupils' learning, greatly contribute to promoting first-rate community cohesion. Through excellent links with parents and carers, their confidence in the school is exceptionally high. Outstanding leadership, management and governance is reflected by the way senior staff and the governing body review the school's work assiduously and have an accurate picture of its work. Their development planning focuses on raising attainment and progress. The school has consolidated the good quality work seen at the last inspection and recognises that further work is needed to increase pupils' progress in mathematics. Well-established procedures ensure the school runs well day by day. Its capacity for further improvement is good.

Children's skills and abilities are generally lower than those typically expected for their age when they begin school in the Reception Year. A diligently managed, personalised learning approach helps them to make outstanding progress and they move into Year 1 with above average attainment in all areas of learning. Pupils continue to make good progress and they leave Year 4 with attainment in reading, writing and mathematics that are above levels expected for their age. By Year 4, pupils have made particularly good progress in reading, and especially in writing in recent years, although fewer have made such good progress in mathematics. This is an exceptionally inclusive school where everyone has equal opportunities to develop their talents and demonstrate their accomplishments. Thorough and systematic arrangements are very effectively used to support high-attaining pupils and those with special educational needs and/or disabilities who, in turn, make overall good progress.

Pupils thoroughly enjoy school. They achieve well and all aspects of their personal development are outstanding. Pupils feel entirely safe; their behaviour and consideration for others is exemplary; they have an extensive knowledge of the importance of looking after their health and well-being and they make a most creditable contribution to their school and local community. Pupils' spiritual, moral, social and cultural development is outstanding, safeguarding procedures are excellent and the pupils are exceptionally well prepared for their future lives.

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## What does the school need to do to improve further?

- Consolidate initiatives to improve progress in mathematics to the same high levels as in reading and writing by:
  - extending to all pupils the personalised learning approaches used with younger pupils, higher attainers and those with special educational needs and/or disabilities
  - ensuring that teachers link the points for improvement in their marking of pupils' work to the target-setting procedures.

## Outcomes for individuals and groups of pupils

**1**

Pupils conduct themselves exceptionally well in lessons, assemblies and around the school where they act considerately and politely. They take part with wholehearted enthusiasm in activities where they are motivated to work hard and are eager to do well. Confidence when speaking and courtesy when listening characterise their contribution to discussion in lessons. They are keen to respond to questions and confidently offer good answers, such as when they have to explain the reasons for their reply. In lessons they become engrossed in their work and participate fully and responsibly in whole-class, group and individual activities. Older pupils write legibly and take care to present their work neatly and clearly.

Although the number of pupils in each year is very small and prevents meaningful year-on-year comparisons, the pattern over recent years is that both boys and girls make good progress as they move through the school. They build on the level of skills that are, for many, lower than is usually expected for their age when they join the Reception class and are well prepared to begin Year 1 with many having exceeded all the early learning goals. They consolidate their good progress and leave Year 4 with attainment that is above the levels expected for their age. Over this time, more pupils made good or outstanding progress in reading, and especially in writing, than in mathematics. All higher-attaining pupils fulfil their promise to reach the highest levels. Pupils with special educational needs and/or disabilities make good and, for some, outstanding progress. This pattern of good progress and above average attainment continues for the pupils presently in school.

Pupils are strongly of the view that they feel safe and free from bullying and anti-social behaviour. They have a very good grasp of the need for healthy eating, physical activity and personal hygiene to keep themselves well. They contribute exceptionally in many ways to support their school and local community. A high level of confidence coupled with excellent social and basic skills prepare them outstandingly well for the next stage in their education. Attendance is above average and persistent absence is nil.

Pupils thoroughly enjoy school and speak warmly of their friendships. Taking pupils' above average attainment and good progress into account, they achieve well. Together with personal development that is outstanding in all respects, these aspects represent outstanding outcomes.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Good and sometimes outstanding teaching inspires good and outstanding learning. Teachers and teaching assistants provide well-suited activities which strongly motivate pupils who, in turn, are keen to contribute and work industriously. Carefully sequenced activities extend pupils' knowledge by taxing them to apply learning in new situations. Skilfully pitched questions are cleverly aligned to pupils' abilities, for example, in mathematics lessons, and encourage pupils to participate fully, to give their views and to explain their reasoning. Teachers reinforce key points and consolidate pupils' learning thoroughly. When marking pupils' work, teachers always praise pupils' accomplishments and often give and discuss useful pointers for improvement, especially in English. However, they do not exploit the full value of the detailed targets set out for each pupil in their books because the advice given does not relate directly to these targets.

All pupils have full access to an outstanding curriculum which draws upon the experience and resources available within the federation of small village schools. It is arranged in a way that develops pupils' knowledge and skills very successfully. Pupils have an exceedingly rich range of opportunities to take part in physical and culturally-related activities in and out of school. Outstanding use of partnerships, for example, with the owners of the estate which includes the school, promotes activities associated with the countryside and rural economy and makes the curriculum exciting and relevant to all. International links and work in the humanities and arts widen pupils' perspectives of life in

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and beyond the United Kingdom. Such partnerships greatly enrich pupils' skills and understanding and make a vital contribution to their outstanding spiritual, physical, social and cultural development.

A tangible culture of care for individuals offers outstanding pastoral support and assures the welfare of all pupils. Staff know all pupils exceptionally well. Academic guidance and support are excellent. Reception-age children benefit from a very effective personalised approach to promote their learning but this very successful approach is not yet used consistently throughout the school. Nevertheless, careful identification, diligent individualised education planning and a close eye being kept on their development, all together make a key contribution to fostering the good progress of both higher attaining pupils and those with special educational needs and/or disabilities. A close partnership with the pre-school provider very successfully ensures a seamless transition when children join the school and the school ensures smooth continuity for pupils as they move from one part to the next. Excellent relationships and rigorous procedures foster above average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Outstanding leadership and management has established the caring ethos and very positive climate for learning evident throughout the school. Partnership working within the federation of neighbouring schools has been particularly beneficial in fostering improvement. By drawing on experience and sharing expertise, senior staff promote proficiency in teaching and have greatly enhanced the effectiveness of the curriculum.

Governance is excellent. The governing body's close involvement with the school leads to a first-class view of its work. Governors enhance their knowledge and role through informative reports, seeing the impact of development work for themselves and by participation in rigorous evaluation. Meticulous arrangements are in place to safeguard the welfare of pupils who, in turn, feel exceedingly safe and looked after.

The school successfully prevents discrimination. Pupils truly enjoy equality of opportunity with boys and girls, higher-attaining pupils and those with special educational needs and/or disabilities all playing a full part and achieving well. An exceptionally positive partnership with parents and carers assures their confidence in the school and notably supports their children's learning at home. Excellent partnerships with heritage centres, the church, the local community and links with schools at home and abroad enrich pupils' lives and extensively widen their understanding of community cohesion and the diversity of culture in the United Kingdom and world-wide.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children enter reception with skills and abilities that typically are below those expected for their age. Over the past three years, they have made excellent progress and many are above average in all areas of learning by the end of the Reception Year. They make particularly good progress in their personal development, mathematical development and their knowledge and understanding of the world. Children's writing is relatively less well developed. Well-established routines and the effective way staff emphasise courtesy and consideration throughout the day enable children to form positive relationships and to conduct themselves impeccably. Parents and carers are delighted with the way their children settle into the Reception class and are justifiably proud of the progress they make.

Rigorous assessment procedures identify individual learning needs and expert teaching ensures children make excellent progress. The very well-regarded learning journals, that both the school and parents and carers add to, build an impressive record of progress and helps both home and school to support children's learning. Children participate fully and successfully, learning through an appropriate balance of activities which they choose for themselves and direct teaching. They learn by working very well together or independently. They readily make good use of the indoor and outdoor facilities which support all areas of learning.

All adults work and plan effectively together as a coherent team in this exceptionally well led and managed stage of children's education. Of especial note is the productive partnership between staff in the pre-school provision on site, which leads to clear continuity of learning and a seamless transition to the Reception Year. Children's outstanding achievement is the result of the clear and very effective leadership which

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ensures the highest standards of care and support and which provides an excellent basis for their further development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A broadly average proportion of parents and carers returned questionnaires and, it is of particular note, that all were entirely supportive. All parents and carers strongly agree that the school helps them to support their child's learning and have a healthy lifestyle and prepares them well for the future so that they are happy with their child's experience in school. All also strongly agree that teaching is good and the school is led and managed effectively. Of the small number who wrote comments, all were very positive and appreciative of the support their children receive. The inspection findings concur entirely with parents' and carers' views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cambo First 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 inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	86	2	14	0	0	0	0
The school keeps my child safe	12	86	2	14	0	0	0	0
My school informs me about my child's progress	10	71	4	29	0	0	0	0
My child is making enough progress at this school	11	79	3	21	0	0	0	0
The teaching is good at this school	14	100	0	0	0	0	0	0
The school helps me to support my child's learning	14	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	14	100	0	0	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)	14	100	0	0	0	0	0	0
The school meets my child's particular needs	11	79	3	21	0	0	0	0
The school deals effectively with unacceptable behaviour	12	86	2	14	0	0	0	0
The school takes account of my suggestions and concerns	11	79	3	21	0	0	0	0
The school is led and managed effectively	14	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	14	100	0	0	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 December 2010

Dear Pupils,

**Inspection of Cambo First School, Morpeth, NE61 4BE**

I really enjoyed my visit to inspect your school last week. Thank you for helping me when I came into your classrooms and assembly to see you at work. You were very cooperative and I did enjoy talking with some of you. You are very well behaved and polite to others in lessons and around the school. I was delighted to hear that you value the friendships you make and the help you get and to see how much you like to take part in school activities. I was also pleased to see how you contribute to school life, for example, as school councillors and how you work with others to make yours a really good school. I am pleased to tell you that your school gives you an excellent education. Your headteacher and all the staff are very proud of you.

Your school is warm and welcoming and very well organised. All the adults in the school look after you very well and that is why you feel safe and happy. Children in the Reception Year make exceptionally good progress. I saw how pupils in Year 4 also do very well in the in reading, writing and mathematics assessments that teachers make. I was pleased to see that the extra support given to those of you who struggle a little helps you to do really well. I did note though that fewer pupils made as much progress in mathematics than in reading and writing. I have asked the school to find as many ways as possible to help older pupils in Years 3 and 4 to do as well in mathematics as they do in reading and writing. When I looked at your books I like the way your teachers work with you to let you how well you are doing. When they let you know how you can improve, I have asked them to link their points more closely with the targets you have in the fronts of your books.

You have very many opportunities at Cambo First School to learn about life and these should stand you in good stead for the future. My best wishes to everyone. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector

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