

Cannington Church of England Primary School

Brook Street, Cannington, Bridgwater, TA5 2HP

Inspection dates 31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not good enough because some pupils, particularly the more able, do not make enough progress and achieve as well as they should.
- Lesson plans do not always make clear what gains pupils of different abilities are expected to make and some lessons do not capture pupils' interest and full engagement.
- Pupils are given good advice in marking but not sufficient time to act on it to improve their work.
- Some senior and middle leaders do not have all of the skills required to keep check on teaching, learning, standards and quality in their drive to support school improvement.
- A number of new initiatives to improve teaching are not yet showing full impact.

The school has the following strengths

- The headteacher is providing a strong lead in promoting change and improvement. School self-evaluation is accurate. The school is demonstrating that it has the capacity to improve. Actions taken are well judged, and are beginning to raise pupils' achievement, especially in Key Stage 1.
- Governors support the headteacher well and are effective in role. They are proud of the school's strengths but realistic about what needs to be done to make it more effective.
- Less able pupils and those who are eligible for extra government funding are well taught and make good progress.
- Children in the Reception make good progress and achieve well.
- Pupils' behaviour is good. They are respectful of adults and highly supportive of each other.
- Pupils feel safe and secure in school. Their attendance has improved and is above average.

Information about this inspection

- This inspection was carried out with half a day's notice and took place over two days.
- Meetings were held with staff, groups of pupils and two governors. A meeting was also held with a representative from the local authority.
- A range of evidence was reviewed including: the school's improvement plan; the school's data for tracking pupils' progress; monitoring reports; the work pupils were doing in their books and a range of the school's documentation, including that relating to safeguarding.
- The inspectors observed teaching and learning in 16 lessons, listened to two groups of pupils read and made a number of short visits to other lessons.
- The headteacher conducted four joint observations with the inspectors.
- The inspector met some parents and carers informally and looked at results of the school's parental questionnaire. There were 20 responses from parents and carers to the on-line questionnaire (Parent View) which were taken into account, as were 21 responses to the staff questionnaire.

Inspection team

Rowena Onions, Lead inspector

Additional Inspector

David Williams

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is below the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is below average.
- The majority of pupils are White British with the others coming from a range of minority ethnic backgrounds. Almost all pupils speak English as their first language.
- The school does not use any alternative provision to support its pupils.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils in Years 3 to 6 are taught in mixed-age group classes. Children in the Early Years Foundation Stage and those in Years 1 and 2 are taught in single-age group classes.

What does the school need to do to improve further?

- Improve rates of progress, especially for the more able pupils, by ensuring that teaching is at least good by:
 - setting out clearly in planning what each different group in the class is expected to learn in each lesson
 - clearly communicating to pupils what they are expected to learn by the end of the lesson
 - ensuring that all teaching is lively and stimulating and promotes good learning
 - providing pupils with regular opportunities to act on the advice they are given in marking.
- Develop the effectiveness of senior and middle leaders in keeping checks on teaching, learning, and pupils' performance and in their roles to drive the school forward at a good pace by:
 - providing them with appropriate training and professional development
 - seeking opportunities for them to work alongside highly effective leaders from other schools.

Inspection judgements

The achievement of pupils

requires improvement

- Despite school improvement initiatives having a positive impact on raising the achievement, not all pupils are yet making good progress across the school. More able pupils and some older pupils in mixed-age classes are not consistently challenged by the work they are set in lessons and so do not always make the progress of which they are capable. Consequently, they do not achieve as well as they should over time.
- From typically average starting points, most pupils reach average levels of attainment in English and mathematics by the end of Years 2 and 6. Attainment in Key Stage 1 has improved since the last inspection.
- Work to improve provision in the Reception year has been successful and as a result, children enjoy their work, learn successfully and achieve well. Last year, when they transferred to Year 1, all had made good progress with a significant number attaining above the level expected for their age. Current Reception children are on track to achieve equally well.
- Less able pupils, including disabled pupils and those with special educational needs, make consistently good progress throughout the school. In lessons, they are set work that ensures their steps to success and they are supported to learn well by skilful teaching assistants.
- Pupil premium money has been used very well to provide daily small group teaching. As a consequence, pupils in receipt of this extra funding are often making better progress than their peers. Their attainment compares favourably with the similar group nationally.
- Improvement work has accelerated pupils' progress in reading and writing in Years 1 and 2. Pupils gain good skills in using phonics (the link between letters and sounds) to read new words. Most pupils in Year 1 achieved the required standard in the most recent national screening test for reading.

The quality of teaching

requires improvement

- Teaching varies too much, both between and within lessons, and as a result, some pupils, especially the more able, are not making good enough progress.
- The work done by the headteacher to ensure that teachers know the level at which each pupil is working at and the level they are expected to reach by the end of the year is raising expectations for all. Pupils are set aspirational targets and are given good information about what they need to do to reach the next level in their work. However, in some lessons this knowledge is not translated into practice because teachers are not specific in planning for differences in pupils' prior attainment.
- Not all teachers make it explicit what different groups of pupils must achieve by the end of the lesson. This means that some pupils do not complete work of a high enough standard.
- Basic skills, such as grammar, spelling and punctuation and numeracy skills, are systematically taught and teachers try hard to inspire pupils to learn. The introduction of 'Tables Olympics', for example, with pupils competing to achieve awards has a very positive impact on their progress.
- There are good examples of lively lessons linked to the interests of pupils. For example when younger pupils were invited to write letters of apology from Goldilocks to the three bears, they did so with enthusiasm. However, this is not yet consistently the case and on occasion, lessons do not capture pupils' imagination and so they are not inspired to make the best progress.
- Marking has improved across the school and the feedback given to pupils is detailed and helpful in showing them how to make improvements. However, the impact of this marking is sometimes reduced because pupils are not consistently given enough opportunities to act on this advice when amending the work in hand.
- Teaching in Reception is effective because adults provide timely support for children to reinforce

or extend their learning as appropriate. Children settle quickly to work and have good opportunities to use and apply their developing language, literacy and numeracy skills.

- There is consistently good teaching of less able pupils, disabled pupils and those with special educational needs. Teachers are very careful to ensure that these groups are set work well matched to their needs. Teaching assistants often provide pupils with highly skilled extra teaching both within lessons and as additional provision.
- Relationships between adults and pupils are good. Pupils are well managed and lessons are conducted in an atmosphere that is conducive to learning.

The behaviour and safety of pupils are good

- Pupils routinely behave well both in class and around the school. They are polite and friendly and are confident to talk with adults. Their attitudes to learning are good. They are anxious to do well and try very hard to please. Pupils concentrate well in lessons, even when they are not as interesting as they might be.
- In the playground, pupils relate well to each other. They follow the strong role models set for them by adults and show a respect for, and a wish to support, others. The way older pupils are aware of the presence and respond willingly to the needs of younger pupils in the playground is of particular note.
- Very good attention is given to ensuring pupils' well-being. Pupils say they are very safe and secure in school, an opinion with which their parents and carers agree. Pupils report that there is very little bullying of any kind, but on the rare occasion it occurs, it is dealt with rapidly. They also say that incidents of unkind behaviour are rare. A small number of pupils who have challenging behaviours are successfully helped to manage them more positively.
- Through a range of visits, visitors and specific lessons, pupils are helped to be aware of risks outside school and ways in which they can minimise these. Due attention is given to ensuring pupils have appropriate knowledge of e-safety and the potential for cyber-bullying.
- The school has very clear policies about attendance and this, along with good action when absences occur, has ensured rising attendance levels. Attendance is currently above the national average.

The leadership and management require improvement

- The role of some senior and middle leaders in driving forward school improvement is underdeveloped. This places a very heavy workload on the headteacher and is slowing the pace of progress a little. The need to extend these leaders' role has been recognised and work has begun to help them develop their skills in checking and developing teaching and learning and in the promotion of higher standards.
- Despite this, considering the full range of inspection evidence, leaders are demonstrating the capacity to improve. The school has thorough and accurate self-evaluation and has used this to take well-judged and robust actions to make improvement since the last inspection. For example, teaching and learning are now good in Reception, marking is of good quality in all years and standards are rising, particularly in Key Stage 1.
- The headteacher works with dedication and determination towards a clear aim of excellence. A sense of being a team is evident in conversations with governors and staff and in the inspection staff questionnaire responses. The strong team ethos is evident in the way everyone fully supports the headteacher in making the necessary changes to improve the quality of provision.
- Teaching is regularly monitored by the headteacher and teachers are challenged to make improvements after each observation. Useful links with a local school have supported further training for teachers and this is proving effective in enhancing their practice.
- The local authority has supported the school appropriately, for example through brokering the

effective inter-school support.

- A redesign of the subjects pupils study, while ensuring full coverage of the National Curriculum, has placed an emphasis on working from their interests. There are many examples of this being successful, for instance when the pupils followed an interest in polar bears it successfully encouraged them to practise their reading and writing skills.
- The school promotes the spiritual, moral, social and cultural development of pupils well, both through activities designed specifically for the purpose and through the very good role models provided every day by adults in the school. Pupils worked, for example, with an author of Jamaican heritage, sharing songs, stories, and some of the history of Jamaica and migration to Britain. This has strengthened their understanding of cultural diversity.
- **The governance of the school:**
 - Governance has improved considerably since the school's last inspection. Governors are now well informed about the school's performance and have a secure understanding of how this compares with other schools. They keep a close check on the school's effectiveness, through looking at data and by visiting the school. They are keen to hold the school to account and are working proactively to make their challenge more systematic. Governors help decide how pupil premium funding is targeted and keep a close check on the impact on pupils' progress. Performance management procedures, overseen by the governing body and including use of new teaching standards, are linked appropriately to salary progression. Governors are suitably trained and uphold their responsibilities well. They ensure all legal requirements are met including those associated with the safeguarding of pupils.

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	123786
Local authority	Somerset
Inspection number	406194
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Steven Atkinson
Headteacher	Claire Nurse
Date of previous school inspection	13–14 July 2011
Telephone number	01278 652368
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