

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@triblagroup.com

14 May 2013

Mrs Claire Nurse
Headteacher
Cannington Church of England Primary School
Brook Street
Bridgwater
TA5 2HP

Dear Mrs Nurse

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Cannington Church of England Primary School, Somerset

Following my visit to your school on 14 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit I met with you, senior leaders with responsibility for Key Stage 1 and Key Stage 2, two members of the governing body and a group of pupils. I also met the headteacher of Westover Green Primary School who is supporting the school in her role as a Local Leader of Education (LLE). I evaluated the school development plan which has been written in response to the areas for improvement identified during the inspection.

Context

Since the inspection the deputy headteacher has been promoted to a headteacher post in another school from September 2013. The special needs coordinator is retiring at the end of the summer term. The school is in the process of appointing replacements.

Main findings

The quality of teaching has improved. Lessons are better matched to the needs of different ability groups within a class, particularly the most able. Instead of teachers planning their work for the middle ability pupils they now plan for the most able and then adapt their plans for the needs of other pupils. Pupils say this has made the work more difficult and interesting. More lessons help them understand their work rather than just being shown what to do.

All lessons have success criteria which show pupils what they are expected to achieve. However, at times, pupils say the success criteria are not clear as teachers do not explain what they mean. Pupils know their targets and can identify how they will achieve these.

The quality and frequency of marking has improved. The marking of pupils' work is one of the ten essential elements all lessons must contain, which has been agreed by all staff. The best marking extends pupils' learning by asking an additional question which pupils must respond to. However this is not consistent across all classes and pupils are not always asked to do anything extra but just reminded what they need to do the next time. For example, saying 'use connectives next time' rather than providing an example for pupils to complete which requires them to use a connective.

The leadership of the school is improving with support from the partner school. School leaders from the partner school have undertaken joint lesson observations along with looking at the work in books. You have an accurate overview of the quality of teaching but the way in which school leaders check teaching does not place enough emphasis on the progress made by pupils or groups of pupils, within the lesson. You have planned additional activities with the partner school to improve the leadership skills of all senior leaders.

School leaders have written an improvement plan to improve those areas identified within the inspection report. All areas are covered by appropriate actions, timescales and clear success criteria. There are also milestones to check how well things are progressing. What is not as clear is how, or by whom, the impact of the actions will be evaluated.

The governing body has been effective in supporting and challenging the school. They receive termly updates on the quality of teaching and how well pupils are progressing. Progress information is shared and discussed by the full governing body so that any areas of relative weakness are identified. Governors receive good support and training from Somerset Children's Services governor support unit.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- update the way the school checks on the quality of teaching by giving greater emphasis on how well pupils and groups of pupils progress during lessons
- use the good practice within the school to model the use of additional questions to extend or consolidate pupils' work
- identify how, and by who, actions within the school improvement plan will be evaluated.

In September 2013 I will make a further visit to support members of the new senior leadership team to evaluate the effectiveness of strategies to raise the achievement of higher ability pupils.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school is receiving good support from leaders and staff of Westover Green Primary School, including working jointly on improving the quality of teachers' planning and teaching. The school also works closely with other local primary schools.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Somerset and the Board of Education for the Diocese of Bath and Wells. This letter will be published on the Ofsted website.

Yours sincerely

Michael Smith
Her Majesty's Inspector