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Michaela Fallon
The Canons C of E Primary School
Derwent Road
Bedworth
Warwickshire
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Dear Mrs Fallon

No formal designation inspection of The Canons C of E Primary School

Following my visit with Jonathan Keay, Her Majesty's Inspector, and Sarah Ashley, Ofsted inspector, to your school on 10 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because the school has undergone a significant change since it was last inspected.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and discussed child protection arrangements. Inspectors held discussions with the headteacher, senior leaders and parents. They met with leaders responsible for the curriculum, phonics and the pupil premium funding. The lead inspector met with one governor and spoke to the vice-chair of governors on the telephone. A meeting was held with a representative of the local authority and a telephone conversation took place with the diocesan director of education.

Inspectors carried out joint learning walks with senior leaders, observed teaching and learning and evaluated a range of pupils' work. Inspectors observed pupils' behaviour at break and lunchtime and spoke to pupils informally. A range of documentation was looked at and discussed, including the school's self-evaluation and action plan, governors' minutes and assessment information. The school's website was evaluated.

Having considered the evidence I am of the opinion that at this time:

Leaders and managers have ensured that the school is outstanding across all key stages and that safeguarding is effective.

Context

This is a larger-than-average primary school with 620 pupils, aged 4 to 11, on roll. Fewer pupils than average are entitled to free school meals. The proportion of disabled pupils and those who have special educational needs (SEN) is lower than that seen in most primary schools. The school, a junior school at the last inspection, expanded to become an all-through primary school in September 2015. The junior school was judged to be outstanding at its last inspection in July 2014. The neighbouring infant school, which closed in August 2015, had been judged good at its last inspection. Most of the staff and pupils transferred to the newly expanded junior school, which became The Canons C of E Primary School. A period of staffing turbulence followed. However, staffing is now stable across the school.

Content

The focus of the inspection was to check if the outstanding practice that had previously existed had been maintained across key stage 2 and extended into the early years and across key stage 1.

Leaders recognise the considerable journey that the school has been on since this significant change. The strategic development of combining two schools was meticulously planned and executed. Leaders have worked tirelessly to unite two schools into one learning community. They work sensitively but with rigour, securing continuous improvements and ensuring that outcomes for pupils continue to rise. Consistency across the school is evident in terms of the stimulating learning environment, the quality of teaching and the high expectations. There is a clear and shared vision.

Leadership across the school is extremely strong. The headteacher is skilled in growing and developing leaders. She provides outstanding support and empowers leaders at all levels. For example, the practice of leaders being in charge for a day a week has enabled each one to develop a wider set of leadership skills. All leaders understand how to manage and respond to whole-school issues. The teamwork between all leaders is exemplary. They have a collective moral purpose which shines through. They are committed, dedicated and determined to ensure that every child enjoys their learning journey and excels at the highest level. Leaders are ambitious for the school.

The quality of teaching and learning across the school is outstanding. Teaching is engaging, creative and underpinned by very high expectations of every pupil. As a result of highly effective coaching and training for all staff, there are consistent

approaches in place to the teaching of reading, writing and mathematics. Pupils of all ages and abilities are challenged appropriately. They learn to push themselves, choosing from bronze, silver or gold tasks. Learning behaviours are extremely well developed from an early age, and pupils talk of sinking, treading water or swimming. They understand what they are learning to do and show resilience to complete their work.

Leaders have developed a rich, broad and balanced curriculum which is both relevant and engaging to pupils. Local history is threaded through the topics studied and links are made with current affairs, where this is appropriate. For example, pupils related their study of volcanoes to the recent volcanic eruption in Hawaii. Reading, writing and mathematics are further developed across the curriculum. Enterprise projects give real opportunities for pupils to use their skills in mathematics, and running a science fair helped pupils deepen their understanding of a range of scientific concepts. The work in pupils' books is of a very high quality and celebrates learning across the curriculum.

Provision to develop pupils' social, moral, spiritual and cultural skills is excellent. On a daily basis, pupils of all ages have the opportunity to learn about themselves, others, and the world around them. Social skills are extremely well developed. As a result, pupils know what is expected in a range of situations, such as services at church, sporting events or visits to the theatre. Musical, artistic and dramatic opportunities are provided for pupils of all ages. The Year 6 production of 'A Midsummer Night's Dream', performed during the inspection, was exceptional.

Pupils love learning. They cooperate effectively in lessons and are extremely well behaved. They take responsibility for their actions and demonstrate a maturity in the way that they conduct themselves around school. Pupils of all ages display tolerance and empathy. Pupils are remarkably well prepared for life in modern Britain.

There has been a substantial and sustained rise in outcomes across the school for all pupils. Pupils enter the school with skills that are broadly typical for their age. They make strong progress and leave the early years ready for Year 1. Outcomes in phonics at the end of Year 1 have risen year-on-year and are now well above the national average. Attainment at the end of key stage 1 has also improved and the proportion of pupils reaching the expected standard in reading, writing and mathematics is now above average. The proportion of disadvantaged pupils reaching the expected standard at the end of key stage 1 rose significantly in 2018, particularly in reading. The numbers of pupils reaching greater depth at the end of both key stage 1 and key stage 2 in reading and mathematics continues to rise.

Leaders are aware that historic inaccurate assessments mean that current progress measures are not yet accurate. However, attainment has risen consistently. By the time pupils leave key stage 2, attainment in reading, writing and mathematics for all pupils, including those who are disadvantaged, is well above national averages. Similarly, pupils who have (SEN) and/or disabilities are supported effectively and,

consequently, achieve well.

Governors know the school well. They have a comprehensive strategic view of the school. Governors develop their knowledge through visits to the school such as attendance at pupil progress meetings. They offer suitable challenge and provide appropriate support. As a group, the governors have a wealth of skills to draw on, including educational, financial skills and those linked to the pupil premium funding. They are highly committed to the school. They talk about the school as an engine which they make regular checks on to ensure that it is in good running order, and they are now in the process of finely tuning all that it can do.

Parents are overwhelmingly positive about the school. They know their children are happy, safe and well cared for. Parents who spoke to the inspectors commented on the highly effective communication from the school. They are kept up to date about their children's progress and the curriculum that they are studying. They say that their children are challenged and supported very well. Some parents praised the school for the exceptional support that they had received when having a family crisis. They said that school leaders had gone 'over and above' to help out.

Safeguarding is effective. Leaders have worked intensively to ensure that a common approach to keeping children safe is now in place across all key stages. There is an up-to-date policy, signed by all staff, which meets statutory guidance. Staff are well trained and vigilant. They now understand their responsibility to record and report any concern that they may have about a child. The school has trained several designated safeguarding leads. This ensures that there is always someone to follow up concerns quickly. These leaders are tenacious and will escalate a concern if they feel external agencies are not responding in a timely, appropriate manner. Leaders ensure that suitable support is provided quickly for any vulnerable child or family in need.

External support

The local authority and the diocesan board of education have a positive relationship with the school. They regularly use school leaders to support other local schools experiencing difficulties. Two members of staff lead moderation workshops for the local consortia. They are supported in this process by the local authority officer responsible for moderation and assessment. County moderators check the work in pupils' books each term. Inspectors agree that it is of the highest quality. At the time of the inspection, the headteacher was acting as an interim executive headteacher for a local primary school. Other settings and schools are often directed to the school as an example of excellent practice.

Priorities for further improvement

- Leaders and managers should continue to refine their analysis of assessment information so that any underachievement, however minor, continues to be acted on.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Coventry, the regional schools commissioner and the director of children's services for Warwickshire. This letter will be published on the Ofsted website.

Yours sincerely

Nicola Harwood

Her Majesty's Inspector