

Cannington Church of England Primary School

Inspection report

Unique Reference Number	123786
Local Authority	Somerset
Inspection number	314718
Inspection dates	18–19 March 2008
Reporting inspector	David Shears

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	154
Appropriate authority	The governing body
Chair	Peter Martin
Headteacher	Jan Hossent
Date of previous school inspection	29 September 2003
School address	Brook Street Cannington Bridgwater TA5 2HP
Telephone number	01278 652368
Fax number	01278 653742

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Cannington is a smaller than average village school with 154 pupils on roll. Most pupils are from the local area, although some travel from the nearby town of Bridgwater. The number of pupils from minority ethnic groups and those with English as an additional language is lower than the national average. A breakfast club runs on site for pupils who attend the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Personal development is outstanding and achievement is good. Children arrive with standards that are broadly in line with national expectations for their age. They make good progress and leave at the end of Year 6 with standards that are above average. The good leadership and management have correctly identified issues that were impeding the progress of pupils and have put in strategies to remedy these. As a result, pupils' progress has improved, particularly in the Foundation Stage and at Key Stage 1. There is a good capacity for continued improvement.

There was some underachievement for younger pupils in previous years, but the progress of pupils is becoming more consistent. Children in the Foundation Stage are making good progress in a number of areas, due to the commitment and good teaching of the new Foundation Stage teacher, though there is some slower progress in other parts of their curriculum. The better provision in Years 1 and 2 is now enabling pupils to make good progress. Pupils in Years 3 – 6 are continuing to make good progress.

The pupils enjoy school enormously, working enthusiastically to please their teachers as a result of excellent relationships. They feel safe and secure within a caring Christian environment that meets their personal needs. They receive good care to ensure their health and safety both in school and when they are out on trips. A strong family ethos encourages pupils to be honest about their feelings, knowing that adults will listen and support them at all times. Pupils themselves care for others, too, both in the school community and beyond. They raise money for charity and make a good contribution by taking part in community activities.

A breakfast club supports pupils at the beginning of the day and there are many after school activities that engage and enthuse pupils. These, coupled with a varied and enriched diet of visits and visitors to the school, makes for a good curriculum. However, more needs to be done to ensure that the youngest children benefit from a curriculum that will ensure consistent progress in all areas of learning.

The good teaching ensures that most pupils make good progress, although there are not enough opportunities for the most able to be challenged further. Lessons are interesting and fun with many practical activities to engage pupils and help them learn effectively. Teaching assistants are used well to enhance the provision for pupils with learning difficulties, who consequently do well. Assessment procedures are clear and these support staff in planning work. Self-assessment by pupils and clear marking to help them identify the next steps in their learning are not yet consistent across the school. They are much stronger in English than in mathematics and science.

Effectiveness of the Foundation Stage

Grade: 3

An effective induction for children ensures that they make a secure start. Good relationships are established with parents who are pleased with how their children settle into the Reception class. The new Foundation Stage teacher, through effective teaching, is beginning to have a good impact on the progress of pupils. In particular, they are making good progress in their reading and understanding of number. Their physical development is good, as is their knowledge and understanding of the world. However, other areas such as writing, calculation, creative development and their personal and social development receive less focus, and progress is not

as rapid. The new leader of the Foundation Stage has had limited opportunities to observe other effective practice to inform her planning of lessons and use of the environment, although good use is already being made of the outdoor provision.

What the school should do to improve further

- Improve the balance of the curriculum in the Foundation Stage and develop good leadership to ensure consistent progress in all areas of learning.
- Improve the challenge for the most able pupils.
- Improve the guidance given to pupils in mathematics and science.

Achievement and standards

Grade: 2

A legacy of underachievement in the Foundation Stage has meant that recent standards at the end of Key Stage 1 have been below or well below average. Issues in the Foundation Stage have now been resolved and good progress is being made in a number of key areas. Progress is increasingly good in Years 1 and 2, with pupils on target to reach at least average standards. Progress in Years 3 to 6 continues to be good, resulting in pupils leaving with above average standards. Nevertheless, there is still not enough challenge for the most able pupils. Although most parents were very positive about the provision in the school, a very small minority of parents expressed the concern that pupils were not making enough progress. However, the inspectors found that this has improved and is now good overall.

Personal development and well-being

Grade: 1

The personal development of pupils is a major strength. They thoroughly enjoy their work and this results in outstanding behaviour, both in lessons and in the playground. They are polite and caring, with a great deal of respect for others. They like helping, both in the school and in the community in which it serves. They raise money to support a number of charities. Pupils' spiritual, moral, social and cultural development is excellent with opportunities to reflect on their values and beliefs. They are good at adopting healthy lifestyles and know how to keep safe. The majority of pupils have good levels of attendance with the school being sensitive to those who, through no fault of their own, are unable to meet their high expectations. Pupils have good levels of basic skills in English, maths and information and communication technology (ICT) that contribute well to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because the teaching is good. Lessons are carefully prepared with thoughtful choices of practical activities that will appeal to the pupils and encourage them to learn. This fosters excellent attitudes towards their work. The effective relationships between pupils and staff mean that pupils behave exceptionally well because they want to please their teachers. The interactive whiteboards are used to good effect as a teaching aid. Good questioning skills support the development of all pupils during taught sessions, although the work set for them does not always challenge the most able pupils enough. However, the support for pupils with learning difficulties and/or disabilities is good. Pupils have targets to work towards in

English and they know these well. There are some opportunities for pupils to assess their own work, although this is not yet consistent in all classes. These are more effective in English than in other subjects.

Curriculum and other activities

Grade: 2

The curriculum is planned carefully with good links between subjects to make learning interesting and fun. Pupils experience a broad curriculum that is enriched through visits out of school, including a residential visit, and visitors to the school. There is a wide variety of after school activities to enhance the learning further and many pupils enthusiastically join in with these. The provision for pupils' personal and social education is good. There are opportunities for pupils to practise the skills that they have learnt in literacy and numeracy. However, the curriculum in the Foundation Stage is not yet balanced enough to ensure that pupils make good progress in all areas of learning.

Care, guidance and support

Grade: 2

Pupils experience a good level of care. There are robust procedures in place to ensure that they are kept safe and secure. This has a positive impact on their own personal development. Pupils with particular needs are supported well within a caring Christian atmosphere. Provision for pupils with learning difficulties is well managed with effective teaching assistants who support pupils well in lessons. Marking is particularly effective in literacy where, as well as positive comments to encourage pupils, teachers make clear the next steps in learning. However, marking in numeracy and science is not consistent enough so pupils are not sufficiently aware of how to improve.

Leadership and management

Grade: 2

The school is well led by a dedicated headteacher who has a clear vision. She is ably assisted by an effective deputy headteacher, who successfully uses assessment data to track the progress of pupils. Together, they accurately identify the strengths of the school and areas of weakness, and ensure that effective strategies are used to bring about improvement. The careful deployment of staff has ensured that pupils are now making better progress. This is particularly true in the Foundation Stage, even though there have not been enough professional development opportunities to enhance the management of the early years provision. There has rightly also been a focus on improving standards by the end of Key Stage 1 and the actions taken are already having an impact on improving progress. The good governing body knows the school well, supporting and challenging where needed. They are fully involved in the life of the school, making frequent visits both to help and monitor. All those in leadership are strong in providing good pastoral care for pupils, which is a clear strength of the school. As a result, the confidence and self-esteem of pupils grows, enabling them to reach challenging targets set by the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 March 2008

Dear Pupils

Inspection of Cannington CE Primary School, Cannington. TA5 2HP

Thank you for a lovely welcome to your school. We very much enjoyed meeting you and finding out about all the interesting things that you do. We think you have a good school.

You told us that you really enjoy coming to school. We can see that in the way you join in enthusiastically in lessons and have lots of fun in the playground and on the field. We loved the way that you came and chatted with us individually, sharing your learning with us.

We were very impressed with the way that you behave, looking after each other and your lovely school. You told us that you liked your teachers and we can see why. They work hard to make lessons interesting for you so that you enjoy your learning. We know that you are good at knowing how to keep healthy and safe and that you like to care for others, too, by raising money to help people in need.

We have asked your school to give the youngest children a good start to their education by making sure that they learn lots of different skills. We also want those of you who find learning easy to be challenged a bit more. Finally, we have asked your teachers to give you more guidance on how to improve in mathematics and science.

It has been a pleasure to be a part of your school family for two days. Thank you for welcoming us so warmly and giving us such an enjoyable time with you. We give you our very best wishes for the future.

Yours sincerely

Mr David Shears Lead inspector