

Canon Maggs CofE Junior School

Inspection report

Unique Reference Number	125689
Local Authority	Warwickshire
Inspection number	359923
Inspection dates	6–7 July 2011
Reporting inspector	Carol Worthington

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Paul Smith
Headteacher	Ian Potter
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons led by 12 different teachers. Meetings were held with the headteacher, other senior leaders, and two members of the governing body. Discussions were held with three groups of pupils. Many pupils were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 154 questionnaires returned by parents and carers, and those completed by 97 pupils and 23 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors investigated how effectively school leaders use data to establish pupils' attainment on entry, to show how well pupils make progress throughout the school, identify underachievement, and set challenging targets for attainment and progress in all years.
- They established whether the quality of teaching is consistently high enough in all years to ensure that virtually all pupils make at least sufficient progress to attain the standards indicated by their starting points.
- They looked at how effectively the school builds on strengths in the curriculum to develop pupils' key skills of literacy, numeracy and information and communication technology.
- Inspectors looked at the impact of the school's strategies to provide its pupils with a wide range of first-hand experiences of the wide cultural mix in the modern United Kingdom.

Information about the school

This large junior school is in an urban location. Virtually all pupils are White British, with very few from minority ethnic heritages. The proportion with special educational needs and/or disabilities is broadly average, but an above average proportion has a statement of special educational needs. These mainly relate to autism, behavioural and physical disabilities. The proportion of pupils known to be eligible for free school meals is below average.

Since the previous inspection there have been many staff changes and extensive building works. The school has national Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

Canon Maggs Junior School provides a satisfactory standard of education for its pupils. The school's greatest strength is its caring and supportive ethos, enabling pupils to develop as well-rounded individuals. Pupils' personal qualities are exemplary; they are thoughtful and appreciative of all that the school offers them. They display mature attitudes to their learning and have a strong voice in decisions about their learning and well-being. They have a clear set of personal values and respect the rights of others to hold different opinions and beliefs. The school's provision enables them to gain a strong sense of their own culture and a balanced view of the cultures of others, including those from minority ethnic heritages in this country and abroad. Pupils' contribution to the school community is also outstanding. They are very proud and committed to their school. They excel in representing it in public events in the town, which are highly valued by the local community.

Academic standards, however, do not mirror the high standards of pupils' personal attributes. Attainment by the end of Key Stage 2 in English and mathematics is broadly average. Since its previous inspection, the school has been through a period of severe disruption caused by leadership and staffing changes, and major building works. Over the last year, more stable leadership has resulted in improved attainment in both English and mathematics, particularly in Years 5 and 6, where pupils have made good progress. In Years 3 and 4, their progress is slower, particularly in writing and mathematics. The school has not established firm starting points, particularly in writing, from which to demonstrate the value it adds to pupils' education. Many opportunities are provided for pupils to write in all areas of the curriculum, but there are not regular opportunities for extended writing tasks for practice and assessment purposes. There is insufficient liaison with Key Stage 1 providers to allow pupils to build smoothly on the written work which they have done in Key Stage 1. There are good opportunities to develop spoken English where attainment is above average. The standard of reading is consistently higher than that of writing, but is not consistently above average.

Pupils' good numeracy skills on entry to the school have not been built on sufficiently. By the end of Year 4, pupils are not all secure in number bonds, place value and multiplication tables to prepare for more difficult problem solving in Years 5 and 6. Written tests in mathematics have not been consistently analysed to make sure areas needing improvement are identified and passed on to the next teacher in order to secure improvement. This process is now starting with new leadership. The school provides a rich curriculum, particularly strong in music, sport and drama. The good development of information and communication technology skills in partnership with a local technology college is a particularly strong feature.

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School leaders' vision for improvement is communicated strongly to all staff, but progress in taking the steps necessary to bring this about has been hampered by frequent changes in the leadership of English and mathematics due to staff absences. School self-evaluation is sharper because the school improvement plan now focuses on learning. Targets for improvement have not been challenging enough in the past. In the current year, permanent leaders have been appointed, and plans are securely in place to ensure further improvement. The appointment of an assessment coordinator and a much-improved system for tracking pupils' progress is beginning to enable teachers to plan more precisely to meet the needs of all pupils, including those with special educational needs and/or disabilities, and to identify specific areas of underachievement to be addressed with targeted support. Teaching seen during the inspection in all years was good or better, and progress in lessons was also good, indicating that improvement can be soundly sustained. However, there are inconsistencies in rates of progress in all subjects which reflects satisfactory achievement, as a result of satisfactory teaching over time. Nevertheless the current level of attainment in English and mathematics in Year 5 is higher than previous years indicating that, with the permanent leadership now established, and good-quality teaching in place, the school has satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and progress in English, by:
 - establishing a firm and accurate starting point for all pupils when they enter the school, particularly in writing by setting up opportunities for staff from this school to liaise with those of its feeder infants' schools
 - developing frequent and regular opportunities for pupils to write lengthy assessed pieces of work from all curriculum areas, to clearly show their progress as they move up the school.
- Improve attainment and progress in mathematics, by:
 - establishing a firm and accurate starting point for all pupils in all aspects of the mathematics curriculum when they enter the school
 - making sure essential numeracy skills such as knowledge of number bonds, place value and multiplication tables up to times 12 are secure by the end of Year 4.
- Improve leaders' expectations of pupils' attainment and progress in English and mathematics, by:
 - setting challenging targets for pupils in all years
 - analysing pupils' answers to tests to establish which aspects of English and mathematics they need to improve to gain a better grade
 - evaluating the impact of strategies put in place to bring about improvement.

Outcomes for individuals and groups of pupils**3**

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Pupils enter the school with above average skills in reading, writing and mathematics. Historically, they have made slow progress up to Year 4 because of frequent changes of teachers and the absence of permanent leaders of English and mathematics. In Years 5 and 6, pupils have in the past made more rapid progress, and this remains the case. Currently, they are making much better progress throughout the school because the quality of teaching is improving and new assessment procedures are enabling staff to track pupil progress with greater accuracy. Pupils are catching up on progress lost in earlier years. Attainment, as indicated by the results of national tests, has been broadly average at the end of Year 6 for the last three years. Now, the improvement in progress is resulting in higher standards of attainment by the time pupils get to Year 6. Attainment in lessons is often higher than that demonstrated by tests, for example, pupils in Year 6 showed themselves capable of reaching higher levels in mathematics as they learnt to solve algebraic equations in preparation for transition to secondary school. Pupils in Year 5 produced written work of high quality when describing a 'midnight fox' in a letter. Work in books, however, indicates too few opportunities to show a consistent improvement over time, by doing regular extended pieces of writing for assessment, and as practice for writing tests. Pupils with special educational needs and/or disabilities are kept engaged in lessons through well-targeted guidance from well-qualified teaching assistants. This encourages them to think for themselves and develop language skills. They usually make similar progress to their classmates.

Pupils develop as confident individuals who have a good knowledge of how to keep themselves healthy. Their outstanding behaviour and attitudes are major factors in enhancing learning. Pupils work and play harmoniously together and willingly take on responsibilities as monitors, peer supporters, play leaders, house captains and school councillors. They enjoy very active playtimes and sporting clubs. Pupils show their care for others by a wide variety of charitable giving, both in their immediate neighbourhood and through support of children and schools in Ethiopia and Uganda. Pupils' excellent personal attributes prepare them well for life beyond school, but they are satisfactorily prepared by their attainment in English and mathematics.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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?

Teachers capture pupils' interest by imaginative planning of work with interesting and relevant activities. Pupils in Year 6 were excited and motivated by their teacher's use of drama and role play for them to use when writing about being marooned on a desert island. In those classes where teachers use assessments well to plan work to meet the needs and abilities of all pupils, progress is accelerated. In these lessons teachers use peer- and self-assessment techniques routinely. For example, older pupils exchange written work, comment how well each other's targets have been met, and assign a level to the work. However, there is still inconsistent use of regular timed pieces of written work to give pupils experience of writing at length for assessment.

The school provides a rich subject-based curriculum, which motivates pupils to learn and offers challenges at an appropriate level. Many opportunities are provided to improve pupils' spoken English through discussion and group work, for example, in geography, to give their reasons for landscape changes over time being advantageous or not. There are particularly good opportunities for information and communication technology skills to develop through the impact of a partnership with a local technology college. The curriculum is enhanced by a very wide variety of clubs and enrichment opportunities, including music and sports. These are very popular and have a very high take-up.

Pastoral care is a particularly strong feature of the school. All pupils are well known as individuals and are confident they can talk to an adult if they are worried. The work of the

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learning and pastoral support manager ensures that teaching assistants are appropriately deployed. As a result, there are many examples of barriers to learning being overcome for pupils with special educational needs and/or disabilities which enable them to make similar satisfactory progress to others. Good strategies maintain attendance at an above average level. Effective guidance is given to pupils and their families when they start school and leave for secondary education. The school's work with children and families facing challenging circumstances is outstanding.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders' ambition for academic success has improved in the current year now that there is a permanent structure for leadership. The senior leadership team is effective in communicating its own high expectations. Challenging targets are being set in the current year and have been exceeded in Years 5 and 6. Class teachers have high expectations in their own classrooms and work together well in their year teams as cohesive units, with a strong drive for further improvement. However, there remain too few opportunities to build on work done in previous years because assessed samples of writing are not passed on up the school, and pupils' responses to assessment tests are not always analysed to find out where pupils need to improve in the next year.

The governing body's effectiveness is satisfactory; governors have specific roles. They gain first-hand experience of the school's work from meetings with subject leaders and understand the need to improve attainment and progress. The governing body is vigilant in ensuring that good provision for safeguarding retains its high priority. Meticulous care is taken in making sure that all personnel who come into contact with children are thoroughly screened. It takes good account of the views of parents and carers, for example, when introducing a 'buddy' scheme to improve transfer from infant to junior school.

This is a school which makes sure everyone has equally satisfactory opportunities to succeed. There have been no instances of discrimination or racial intolerance in the school. All pupils now have individual targets to achieve, based on careful marking of work, so the majority make good progress in class, which is starting to be mirrored in pupils' progress over time. Underachievement of average pupils last year has been identified and satisfactorily addressed in the current year. Pupils all have opportunities to take part in the wide variety of enrichment programmes.

Adults and pupils have a strong understanding of the common set of values which holds their community together. The school makes a good contribution to its local community

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and reaches out to others of a different nature to itself by linking each year group to different local, national and international communities, in Europe, Africa or Asia where pupils communicate by letter, email and occasional visits. This has a good impact on pupils' understanding of the cultures of a wide mix of ethnic heritages, in this country and in Uganda, Ethiopia, Greece, Poland and France.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

There was a larger than average return of completed questionnaires. The vast majority of those who responded were positive about their children's experiences at the school. Virtually all reported their children are kept safe in school, enjoy school, and think that teaching and leadership are good. There were a lot of comments from parents and carers; most were very complimentary and praised the school. A few negative comments referred to behaviour and bullying. Pupils themselves said that bullying and bad behaviour are rare and are dealt with quickly. Inspection evidence found pupils' behaviour to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canon Maggs CofE Junior 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 inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 346 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	51	70	45	1	1	2	1
The school keeps my child safe	105	68	45	29	1	1	0	0
My school informs me about my child's progress	58	38	86	56	8	5	0	0
My child is making enough progress at this school	61	40	80	52	8	5	1	1
The teaching is good at this school	76	49	69	45	2	1	0	0
The school helps me to support my child's learning	56	36	90	58	2	1	0	0
The school helps my child to have a healthy lifestyle	63	41	82	53	4	3	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)	63	41	79	51	4	3	2	1
The school meets my child's particular needs	64	42	83	54	2	1	2	1
The school deals effectively with unacceptable behaviour	50	32	78	51	14	9	4	3
The school takes account of my suggestions and concerns	54	35	83	54	8	5	1	1
The school is led and managed effectively	78	51	71	46	4	3	0	0
Overall, I am happy with my child's experience at this school	88	57	58	38	3	2	2	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 July 2011

Dear Pupils

Inspection of Canon Maggs CofE Junior School, Bedworth CV12 8RT

Thank you very much for being so helpful when my colleagues and I visited your school. We found you extremely polite and well-mannered. There is a very caring and supportive atmosphere in the school which enables you to get on well with each other and with adults. We think Canon Maggs School gives you a satisfactory education. It promotes your personal development better than your academic performance. This is improving, but we think you are capable of improving the standard of your work in English and mathematics.

Your headteacher, assistant headteacher and other leaders do a satisfactory job in running the school. In most lessons, teaching is good, so you enjoy your lessons and work hard during them and can often measure your own progress, but you do not show your learning so well in tests. Your outstanding behaviour and good attendance make an important contribution to your learning.

All the adults take good care of you and you can always talk to an adult if you are worried. You learn how to keep yourselves safe and healthy. You are very proud of your school and make an excellent contribution to its work by the responsible jobs that you do.

Your school has good links with the local community and church, and also with your parents and carers. You enjoy getting to know some new friends in schools in this country and abroad.

I have asked your teachers to raise attainment in English, particularly writing, and mathematics. You can help by always doing your best written work and persevering in tests to show how well you can really do.

Yours sincerely

Carol Worthington

Lead inspector

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