

Cannington Church of England Primary School

Inspection report

Unique Reference Number	123786
Local Authority	Somerset
Inspection number	363970
Inspection dates	13–14 July 2011
Reporting inspector	Alex Baxter

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 of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Reverend Peter Martin
Headteacher	Claire Nurse
Date of previous school inspection	18 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons taught by seven teachers. The inspectors observed the school's work, attended assemblies, observed break times, and before- and after-school activities, and held meetings with representatives of the governing body, staff, pupils, and parents and carers. The inspectors looked at plans and policies, records of assessments and the tracking of pupils' progress. In addition, questionnaires completed by 59 parents and carers, 75 pupils and a small number of staff were analysed.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The consistency in quality of teaching and learning in promoting pupils' progress, especially by boys, and in Years 1 and 2.
- Teachers' use of assessment, including setting the right level of challenge and in involving pupils in evaluating their own progress.
- The work of leaders and managers in bringing continued improvements, including raising expectations of what pupils are capable of achieving.

Information about the school

This primary school is below average in size. The proportion of pupils known to be eligible for free school meals is below average. Most pupils attending the school are of White British heritage and there are few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils entering or leaving the school other than at the usual time is above average. Children in the Early Years Foundation Stage are taught in a Reception class. A new headteacher commenced her duties in September 2010. A privately run pre-school operates on the school site and shares some of the school's facilities; as it is managed independently, it was not included in this inspection.

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

Cannington is a satisfactory school. It is developing with increasing momentum through a period of change, which, for a time, constrained efforts to raise the consistency of teaching and learning across the school. By empowering colleagues to become members of a leadership team, especially at a senior level, the relatively new headteacher has, with much conviction, unified the focus on raising expectations and driving up attainment. This is now evident in the broadly average levels of attainment in English and mathematics seen across the school and the increasing number of pupils developing above average skills at the end of Year 6. These improving outcomes represent satisfactory pupils' achievement, including by those with special educational needs and/or disabilities and those arriving from other schools.

Cannington is an inclusive school where good care, guidance and support, which include secure safeguarding procedures, help the pupils to enjoy school and promote their good behaviour and above average attendance. The rigorous and often inspirational work of the headteacher, supported by a better leadership structure, has brought coherence to the way pupils' achievements are tracked and this provides an accurate picture of how well the school promotes pupils' progress. This has sharpened the views of school leaders and the governing body about where improvements need to be made and underpins sound self-evaluation. Whole-school initiatives such as developing pupils' oral skills to enhance their writing are now bridging gaps in pupils' basic literacy and numeracy skills, especially in Years 1 and 2. As a result, pupils' good speaking and listening skills, and their at least average attainment and quickening progress in other subjects, especially in mathematics, illustrate the school's satisfactory capacity for sustained improvement.

Children in Reception make a happy start to school life and, as in Years 1 and 2, generally make satisfactory progress, but are not always given sufficient direction in how to become independent learners. Progress quickens noticeably through Years 3 to 6, where work is more sharply matched to pupils' abilities and therefore presents a more effective level of challenge. Across the school, pupils' achievements are significantly better when they are enthused and given more responsibility, as, for example, in science and when taking part in performances such as the Year 5 and 6 'Cannington Caf' end of year show. Teaching and learning are satisfactory, but improving as teachers more frequently stimulate pupils' interest, especially boys'. Good and occasionally outstanding teaching continues in Years 3 to 6. Inconsistencies remain, however, especially in Years 1 and 2, in the way teachers use assessment to raise expectations, challenge pupils and involve them in evaluating their own learning.

The school's good range of well-attended extra-curricular activities supports the pupils' good adoption of healthy living. Pupils make enthusiastic contributions to the many school and church events and understand well their place in the local community. However, the

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curriculum is not yet implemented with equal consistency in all classes to provide the experiences needed to widen their cultural understanding. Although older pupils are increasingly enabled to take ownership of their learning, across the school pupils' independent learning skills, including those in the use of information and communication technology, are not fully developed.

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?

By July 2012:

- Ensure that the progress pupils make in lessons, especially in Reception Year through to Year 2, is consistently good by:
 - implementing a well-balanced range of teaching and learning activities that have a high degree of challenge
 - ensuring that children in the Early Years Foundation Stage are given more help to undertake independent activities which extend their learning
 - raising teachers' expectations of what pupils are capable of achieving.
- Improve the curriculum so that it more consistently:
 - develops pupils' independent learning skills as they move through the school, including by using information and communication technology (ICT)
 - enriches pupils' understanding of different communities, especially in the United Kingdom.
- Strengthen the use of assessment and target setting to inform teaching and to involve pupils more effectively in evaluating and promoting their own learning.

By July 2012:

Outcomes for individuals and groups of pupils

3

Children are generally working at the levels expected for their age when they start school in Reception, but their social and communication skills can often vary. Most pupils, including those with more ability, the few speaking English as an additional language and, most recently, boys achieve satisfactorily in relation to their differing starting points. However, pupils' progress fluctuates as they move up through the school. While teachers in Years 3 to 6 make sure that pupils are challenged at the right level and sustain good learning and progress, in other classes, learning is more variable and does not always match pupils' abilities. Typically, learning is best when pupils' interest is stimulated and when they are able to see the links with previous work. As for example, in an English lesson in Years 4 and 5, where pupils, after their enthusiastic review of 'wow' words, excitedly exclaimed their readiness to start their creative writing. Similarly, in a Year 5 and 6 mathematical problem-solving session, the pupils' lively whole-class and paired discussions lifted their engagement in learning and accelerated their progress. At times in Reception and Years 1 and 2, pupils lose interest and learning slows, as, for example, in a mathematics lesson in Year 2, when a group of more-able pupils found their number problems too easy and therefore made too little progress. For similar reasons, during a

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Year 1 guided reading and writing session, some pupils found it difficult to concentrate on their handwriting when adults were engaged with other groups, again reflecting under-developed independent learning skills.

Pupils show good attitudes to learning, behave well and really appreciate each other's company. These qualities are strongly evident in their spiritual, moral and social development, for example in assemblies when reflecting about how to cope with change, but pupils' knowledge of Britain's multi-cultural heritage is less secure. Pupils clearly enjoy school and say that they feel safe, and they behave well. They confidently express their positive views, typically agreeing that 'this is a happy and improving school'. Pupils have a good awareness of healthy living and eating, with high levels of physical activity, especially at break times and during sports clubs, aiding their fitness. The pupils, who enjoy attending breakfast club, clearly understand the need for a healthy snack to start the day. Pupils accept responsibility diligently and contribute fully to school activities, for example as members of the school council or when acting as peer mediators and equipment monitors at break times. Pupils also make good contributions to various charities which support local and wider communities, and, for example, many pupils also belong to local organisations such as Brownies, Pantomime Society, Young Farmers and local dance and theatre groups. The pupils' satisfactory academic achievement and good social skills prepare them soundly for their future economic well-being.

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Supportive relationships which promote pupils' interest, especially for boys, rising expectations and more precise lesson aims in teachers' planning reflect strengthened areas of the school's work. This is leading to an improving picture of pupils' progress, particularly in Years 3 to 6. These features underpinned the more effective lessons seen, as, for example, in a mathematics lesson in Years 5 and 6, when pupils were challenged at the right level by the teacher's careful questioning to write persuasively about how to eat healthily. By writing as if they were Hamish the Cat in 'The Lighthouse Keeper's Lunch', pupils in a Year 1 English lesson were also enthused to use more adventurous words. However, such development of the pupils' independent learning skills and such effective engaging and challenging of pupils are not yet consistent features across all classes. On occasion, for reasons such as these, the pace of learning slows in Reception and Years 1 and 2 classes. In addition, although the quality of teaching and learning is improving as teachers seek to make more effective use of assessments of the pupils' skills to plan their lessons, there is inconsistency in the way teachers involve pupils in self-evaluation and this too is limiting their progress.

Pastoral support and safeguarding pupils' welfare are strengths of the school. In all classes, teaching assistants make good contributions in supporting pupils with special educational needs and/or disabilities and are particularly caring of those with very complex needs. Rigorous procedures and good links with parents and carers are particularly helpful in sustaining the pupils' above average attendance. The broad and balanced curriculum is enhanced by a good range of well-attended additional activities, including popular after-school clubs, which make good contributions to the pupils' healthy lifestyles. A range of cross-curricular themes and visits add to pupils' wider experiences and stimulate their interest. However, there is too much variation in the way pupils' independent learning is developed and opportunities are not always taken to utilise or further develop the pupils' ICT skills across other subjects. While pupils' understanding of their locality is developed appropriately, it is not always matched by planning which develops their wider understanding of others in more distant localities.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has improved senior leadership by promoting better teamwork and in helping to clarify the roles of the governing body. These developments reflect well-planned steps in securing satisfactory provision and value for money. Such actions also reflect the respected determination of the headteacher, now fully shared by senior staff, in

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securing a vision and drive to improve the school further. The recently changed roles within the governing body mean that it gives sound support. As a result, leaders and managers, informed by sound self-evaluation, target the right priorities. The rise in pupils' attainment, especially in speaking and listening across the school and in mathematics and writing at the end of Year 6 this year, already reflects positive improvements. However, as yet, not all middle leadership and subject roles are fully developed in monitoring the work of the school.

The school ensures safeguarding checks are securely in place, including the safe recruitment of staff, risk assessments of premises and child protection procedures. This ensures that pupils' welfare is secured well. Staff are rigorous in eliminating discrimination and are committed to providing equal opportunities for all pupils. Currently, however, the quality of provision across the school is mixed, and some pupils are enabled to make better progress than others. However, this year shows a positive acceleration in boys' progress. Leaders and managers promote good links with parents and carers, as seen in the pupils' above average attendance and enjoyment of school. Currently, the sound links with outside agencies help pupils achieve satisfactorily, but those pupils with special educational needs and/or disabilities are particularly well supported. The school promotes community cohesion satisfactorily. School, local and international dimensions of community are developed well through church events, learning French and displays such as 'What's going on in the world?' However, the pupils' awareness of the cultural diversity of the United Kingdom is a weaker aspect of their understanding.

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	3
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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Progress is satisfactory overall, but is sometimes uneven. In response to good arrangements for children's welfare and close links with parents and carers, children make

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good progress in enjoying school and relating well towards each other. As a result of improved and now satisfactory leadership and teaching, staff are improving their use of assessments. For example, staff help the children to learn by collecting samples of their work and noting their development of skill in each child's 'learning journey'. These assessments are used well to plan adult-led sessions which, as a result, often promote good learning, for example in helping children to understand words and numbers. Children were particularly enthused, enriching their learning, when involved in practical activity, for example serving in tennis or singing rhymes such as 'Little rabbit come inside'. The curriculum is planned satisfactorily to include all areas of learning, both indoors and outside, where children experience a suitable range of adult-led activities and those they can choose for themselves. At times, however, not enough adult questioning and support are given to the children's freely chosen learning activity, for example in the popular outdoor role play area. As a consequence, opportunities to promote new learning are missed, limiting the development of children's independence.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a broadly average response rate to the questionnaire. The very large majority of parents and carers, including those who spoke to an inspector, expressed positive agreement with all the statements. A majority of the written comments were equally positive typically expressed as 'I am more than happy with my children's education at Cannington.' Inspection findings endorsed these positive views. A few parents and carers expressed disagreement, mostly about their children's progress. The inspectors also identified inconsistency in pupils' progress through school, but noted the positive impact of recent and continuing improvements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cannington C of E Primary 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	68	18	31	1	2	0	0
The school keeps my child safe	37	63	21	36	1	2	0	0
My school informs me about my child's progress	18	31	36	61	5	8	0	0
My child is making enough progress at this school	21	36	30	51	5	8	2	3
The teaching is good at this school	24	41	34	58	1	2	0	0
The school helps me to support my child's learning	21	36	34	58	4	7	0	0
The school helps my child to have a healthy lifestyle	33	56	25	42	1	2	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)	32	54	26	44	0	0	0	0
The school meets my child's particular needs	22	37	35	59	2	3	0	0
The school deals effectively with unacceptable behaviour	17	29	35	59	1	2	3	0
The school takes account of my suggestions and concerns	15	25	40	68	3	5	0	0
The school is led and managed effectively	28	47	27	46	4	7	0	0
Overall, I am happy with my child's experience at this school	30	51	26	44	2	3	0	0

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.



14 July 2011

Dear Pupils

Inspection of Cannington Cof E Primary School, Bridgwater TA5 2HP

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We think that you attend a satisfactory school and agree with you that after a period of change, the school is getting better. We were particularly impressed by your good manners and behaviour and the kindly way in which you treat each other.

These are the other main things we found.

- By the end of Year 6, most of you reach the levels that we expect in your subjects, and these show that you have made satisfactory progress.
- You enjoy school, attend regularly and participate well in a good range of clubs, including the breakfast and after-school clubs.
- Teaching and learning are satisfactory overall: they are good in Years 3 to 6 but, although improving, vary too much in Reception and Years 1 and 2.
- Your headteacher is working hard to help staff and governors improve the way they work together as a team so that you can do even better.

To help you to improve your skills and to achieve better, we have asked your headteacher, governors and teachers to do three main things.

- Improve your progress, especially those of you in Years R, 1 and 2, by raising your expectations and challenging you more, including when you choose your own learning activities.
- Improve the way that teachers assess your progress and involve you in 'setting and getting' your own targets.
- Give you more opportunities to learn for yourself, including by using computers, and to reflect about other people across the range of subjects. This will help to prepare you better for secondary school.

You can all help by always giving of your best, including when teachers are busy supporting other groups.

Yours sincerely

Alex Baxter

Lead inspector

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