

# Canon Pyon CofE Primary School

Canon Pyon, Hereford, HR4 8PF

**Inspection dates** 8–9 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, the achievement of pupils and the quality of teaching have improved significantly.
- Pupils achieve well at the end of Key Stage 2 and the good progress they make through the school is rapidly improving.
- Pupils read well and their skills in writing are improving. Pupils who are behind with their reading, writing or numeracy skills receive very effective support and make good progress.
- Teaching and learning are consistently good and a significant proportion is outstanding. Teachers have high expectations of pupils and they plan lessons that ensure that all pupils make progress in their learning.
- Pupils enjoy school. They say that they find learning fun and that they look forward to coming to school. Their behaviour is exemplary around the school and in lessons. They are safe and well looked after. Attendance and punctuality are excellent.
- The three executive headteachers and two assistant headteachers provide very strong leadership. The school benefits from working as part of a federation of schools because of the way in which expertise is shared and used effectively to drive school improvement.
- Leaders' decisive action, regular monitoring and very effective support have ensured that the quality of teaching has improved and that pupils are making accelerated progress in their learning.

### It is not yet an outstanding school because

- Although teachers assess pupils' understanding regularly and use the information well to plan and deliver their lessons, gaps in skills, particularly in writing, are now always identified or followed up and individual targets are not consistently linked to the next stage in development.
- Pupils' skills in writing are not yet as well developed as those in reading and mathematics. Although standards are rising, the school has rightly identified writing as an area for further improvement.

## Information about this inspection

- The inspector observed six lessons, of which five were joint observations with one of the three executive headteachers. In addition, the inspector spent time in classrooms listening to pupils read and looking at their work.
- Meetings were held with a group of pupils, the Chair of the Governing Body, senior leaders and a representative from the local authority.
- The inspector took account of the 22 responses to the online questionnaire (Parent View) and talked to groups of parents in the playground at the start of the school day. She also took account of the responses to the staff questionnaire.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, monitoring documentation, records relating to performance management and safeguarding, the school's self evaluation and improvement planning.

## Inspection team

Susan Barkway, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller-than-average primary school, although the number of pupils on roll has risen significantly since September 2011.
- Pupils are taught in three mixed-age classes.
- Almost all pupils are White British. There are a very small number of pupils who are from minority ethnic groups and no pupils speak English as an additional language.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care or from service families and pupils known to be eligible for free school meals.
- The proportion of pupils receiving additional help and support through school action, school action plus or with a statement of special educational needs, is lower than found nationally.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, because there are not enough pupils to make such comparisons meaningful.
- In September 2011, the school became a member of Herefordshire Marches Federation of Academies, made up of five schools in the Hereford area. The schools share resources and are led and managed by three executive headteachers. The school is led and managed on a day-to-day basis by two assistant headteachers.
- The school provides a breakfast club. A pre-school unit and after-school club are managed by a private organisation and are separately inspected.

### What does the school need to do to improve further?

- Further accelerate pupils' progress by:
  - more rigorous identification of gaps in previous learning
  - ensuring that individual targets are clearly linked to the next stage in learning and are used consistently so that all pupils know what they need to do to improve.
- Improve pupils' writing further by:
  - providing regular opportunities for extended, independent writing
  - ensuring that there is an expectation of accurate spelling of frequently used words
  - providing regular opportunities for pupils to correct their work and respond to teachers' marking.

## Inspection judgements

### The achievement of pupils is good

- A significant proportion of pupils start school with skills and abilities that are below those expected for their age. They make good progress throughout the Early Years Foundation Stage. Almost all children leave at age-related expectations and a small number achieve more than would be expected for their age.
- In 2012, standards at the end of Key Stage 1 dipped from previous years and were lower than national averages. However, all pupils in the small cohort made good progress from their starting points in reading and mathematics, although their progress in writing required improvement.
- Following a slight dip in 2011, outcomes at the end of Key Stage 2 in 2012 were above national averages. All pupils made good progress from their starting points with a significant proportion making more than expected progress.
- School data for pupils currently in the school show that progress over a three-year period has been inconsistent. However, over the last year, the rate of progress has improved and all pupils currently in the school are making accelerated progress. This improvement to the rate of progress is a result of improved teaching and rigorous monitoring.
- Any pupils not making sufficient progress are quickly identified and given effective and innovative support which accelerates their learning. For example, in mathematics, older pupils requiring further support for basic skills are identified. They are given additional teaching and then they, in turn, teach the same basic skills to younger pupils. Monitoring of the impact of this strategy shows gains in learning for all pupils involved, as well as gains in self-esteem and confidence for the older pupils.
- Pupil premium funding is used effectively to provide additional staffing and teaching resources. Pupils receive focused support in smaller groups and specialist resources are provided to develop understanding. As a result of this well-targeted support, pupils who are eligible for pupil premium achieve as well as other pupils in the school.
- Pupils who are disabled and those who have special educational needs make good progress. They are well supported through targeted teaching and the effective use of teaching assistants. Their progress is tracked carefully and, as a result, the gap is narrowing between the achievement of these more vulnerable pupils and other pupils in the school.
- Pupils are developing a very good understanding of how to use letters and sounds (phonics) to support their reading and writing. For example, outcomes in the end of Year 1 phonics screening assessment were exceptionally good when compared with the national average.
- Pupils read widely and often. Regular reading sessions are organised to provide very effective opportunities for pupils to read as a group and support each other. Older pupils use texts to support their writing and to research information.
- Although teachers identify targets for pupils' next steps for improvement, these are often too general. They are not consistently based on identified gaps in learning or on what the individual pupil needs to do to achieve the next National Curriculum level.

**The quality of teaching is good**

- Accurate assessment of achievement, well-planned teaching and careful tracking of progress ensure that children in the Early Years Foundation Stage settle well into routines and make good progress in their learning.
- Planning throughout the school is thorough and activities are carefully considered to ensure that there is no unnecessary repetition of work in the mixed-aged classes. Lessons interest and engage the pupils and all are motivated to learn.
- All teachers have high expectations of pupils. They match work well to pupils' needs and provide well-targeted support and intervention in lessons to ensure that all pupils make good progress. For example, in a mathematics lesson on time, some pupils worked with the teacher or teaching assistant to develop greater accuracy in telling the time while others carried out independent investigations on the passage of time. The brisk pace of the lesson ensured that no time was lost.
- Teachers create a very positive climate for learning. Relationships are excellent and pupils are given many opportunities to work together and to support each other. Teachers plan activities in lessons which encourage pupils to use and apply their knowledge and to develop their ideas through discussion and investigation.
- Questioning of pupils is effective. It is targeted to ensure that all pupils remain involved in the lesson, and helps to consolidate learning by encouraging pupils to explain their reasoning. Questioning is also used well by teachers to assess understanding and to ensure that all pupils are clear about what is expected of them.
- Reading, writing, communication and mathematics are taught effectively. However, there are insufficient opportunities for pupils to write independently for an extended period of time and some gaps in learning, for example, frequently used words which are consistently misspelt, are not always identified and followed up.
- Marking is conscientious and there are examples of extremely effective marking where it is closely linked to pupils' targets and identifies clearly what pupils need to do to improve. However, although a marking policy is in place, this is not yet used consistently to ensure that all pupils are clear about what they have achieved and what they need to do to reach the next level in their learning.

**The behaviour and safety of pupils are outstanding**

- Pupils' behaviour in lessons and around the school is excellent. They are exceptionally polite and courteous to each other and to adults. There is a buzz of activity as pupils are engaged in tasks and involved in learning. Parents, pupils and staff are unreservedly positive about behaviour.
  - Pupils' attitudes to learning are exemplary. They work very well together, sharing ideas and supporting each other. In addition, they take responsibility for their own learning and behaviour as well as that of others. For example, older pupils plan and deliver coaching sessions for younger pupils and act as buddies in the playground.
  - Teaching and support staff ensure that the school is a welcoming, calm and orderly environment. Behaviour management strategies are highly effective and the way in which
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members of staff work together as a cohesive team provides an excellent role model for the pupils.

- Pupils have a very good awareness of different forms of bullying and know what they need to do to keep safe. They say that there is no bullying in the school but, if it did occur, they are confident that the school would deal with it effectively.
- Pupils enjoy school and this is reflected in their excellent attendance and punctuality. They value the wide range of activities which the school provides and recognise the advantages gained from joint experiences with pupils from other schools in the federation

### **The leadership and management are outstanding**

- The three executive headteachers, along with the two assistant headteachers, work together to provide extremely effective leadership and management. They are a cohesive team with a clear understanding of what needs to be done to secure school improvement.
- Self-evaluation is accurate and school development plans illustrate the drive to continually improve the school. Leaders, including governors, are uncompromising and relentless in their drive to ensure that all pupils in the school receive the best education possible. Teaching has improved rapidly as a result of action taken to eradicate weaker teaching, robust procedures for managing performance and outstanding opportunities for professional development.
- Membership of the federation provides shared resources and expertise. These are used extremely well to support school leadership and contribute to improvements. For example, a pupil welfare manager and the special needs coordinator work with all of the schools in the federation, providing expert help and support.
- The subjects taught to the pupils are extremely well planned and organised to ensure a structured programme for mixed-age classes and relevant, interesting topics which enthuse the pupils. The skills required for each subject are considered carefully and a step-by-step approach is planned for their development.
- Spiritual, moral, social and cultural education is promoted very well. For example, pupils learn about other religions and cultures; residential visits provide the opportunity for pupils to meet and work with pupils from other schools in the federation; and taking part in such activities as building a greenhouse from recycled plastic bottles and measuring the amount of electricity generated from the school's wind turbine promotes a keen understanding of environmental issues.
- There are highly successful strategies for engaging with parents. Termly reports provide parents with detailed and helpful information about the progress their children are making and the school's website and learning platform are used effectively to communicate with parents and involve them in their children's learning. Almost all parents who responded to the online questionnaire on Parent View and who spoke to the inspector in the playground are positive about all aspects of the school's work.
- The local authority provides light touch support for this good school.

**■ The governance of the school:**

- The governors have a very good understanding of what is happening in the school and of the strengths and areas for further development. They are pro-active in considering strategies to secure school improvement and were instrumental in the decision for the school to become a member of the federation. Governors have a good understanding of school data and know how well the school performs in comparison to similar schools. They are knowledgeable about the pupil premium and ensure that this, as well as the rest of the school budget, is used to support pupil progress. The governing body ensures that performance management procedures are implemented rigorously and that targets, and staff pay and promotion, are closely linked to pupil progress and whole-school improvement. The school's arrangements for safeguarding pupils meet statutory requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	116790
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	401622

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled School
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hugh Patterson
<b>Headteacher</b>	Peter Box, Paul Smith, Paul Whitcombe
<b>Date of previous school inspection</b>	18 May 2010
<b>Telephone number</b>	01432 830334
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