

Canon Maggs CofE Junior School

Derwent Road, Bedworth, CV12 8RT

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- The results of national tests taken by pupils at the end of Year 6 for the last two years show that standards in mathematics are not high enough. Too few pupils are reaching the high standards they should.
- Over time, pupils have not made the progress expected of them from their starting points. Pupils are now learning at a faster rate.
- Some of the teaching still requires improvement. Sometimes, the work given to pupils is too easy and their work is not always marked in a way that helps them to improve quickly.
- Some pupils who are supported by additional funding are not doing as well as their classmates or similar pupils in other schools.
- Until recently the school has not been keeping a sufficiently close eye on how well pupils are doing.
- The quality of teaching is not assessed sharply enough to give teachers the guidance they need on how to improve their performance further.
- The targets set for teachers to improve their performance are not followed up with sufficient rigour.

The school has the following strengths

- The headteacher, the leadership team and governors have an accurate understanding of the strengths and areas for development of the school. The changes they are making are securing improvements to pupils' progress and the quality of teaching.
- Some of the teaching is good and, occasionally, outstanding. As a result more pupils are making faster progress this year.
- Pupils behave well in lessons. If they misbehave, the school manages the problems effectively.

Information about this inspection

- Inspectors observed 16 lessons, some of which were joint observations with senior leaders. In addition they carried out a series of shorter visits to lessons.
- The inspectors undertook a scrutiny of pupils' work across the school. Particular attention was paid to the books of Year 4 pupils, most of whom were on a school trip during the time of the inspection.
- Inspectors heard pupils read in Year 6 and Year 3 and also observed a session for younger readers.
- Discussions were held with the headteacher and the leadership team. Meetings were held with groups of pupils, members of the governing body and a representative of the local authority.
- Inspectors took account of 15 responses to the online questionnaire (Parent View), one parental comment, and 20 questionnaires completed by staff. An inspector spoke to several parents when they brought their children to school in the morning.

Inspection team

Teresa Kiely, Lead inspector

Additional Inspector

Susan Barkway

Additional Inspector

Alwyne Jolly

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Canon Maggs CofE Junior School is larger than most junior schools.
- Most of the pupils are of White British heritage.
- The proportion of pupils for whom the school receives pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, looked after children and those with parents in the armed forces, is broadly average.
- The proportions of pupils supported at school action, school action plus or with a statement of special educational needs are broadly average.
- The school meets the government's current floor standard. This is the minimum expectation for pupils' attainment and progress in English and mathematics.
- The headteacher took up post in September 2012. Four new teachers joined the staff at the same time and another joined in January 2013.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better in all year groups, by:
 - making sure teachers give pupils work that is well matched to their varying abilities and demanding enough to enable all pupils to make good progress
 - improving the balance between whole-class teaching and pupils' independent activities so that learning is continuous across the lesson
 - making sure that pupils' work is always marked in all subjects and gives pupils advice on how to improve.
- Improve pupils' achievement, especially in mathematics, by:
 - sustaining the improvements in teaching and better deployment of staff so that any underachievement is removed
 - making sure that extra help for pupils supported by the pupil premium, particularly the use of additional adults in the classroom, is always fully effective and measuring the impact on pupils' achievement.
- Improve leadership and management, including governance, by:
 - ensuring that a planned and systematic programme of checking and evaluating the quality of teaching is fully developed so that teaching and learning improve further
 - setting individual targets for teachers that are robustly followed up to make sure that teaching continues to improve.

Inspection judgements

The achievement of pupils is inadequate

- Although pupils' standards on entry to the school are above average, results over the last two years show that when they leave their attainment is broadly average in English but below average in mathematics. This is inadequate progress from their starting points.
- Too few pupils are doing as well as they should in English and mathematics when compared with their starting points, and very few are doing better than expected when compared to pupils in other schools. Pupils are not confident in carrying out calculations and solving number problems. Consequently, their attainment in mathematics lags behind what they achieve in most other subjects.
- The school has not, over time, collected enough information on how well pupils are doing to help teachers to move pupils on in their learning. As a result, there has not been a sharp focus on helping pupils to reach the standards they should, particularly in mathematics, by the time they leave the school.
- Recently, pupils have begun to learn at a faster rate because of better teaching and more purposeful leadership – especially in English and mathematics. However, it is too soon to be sure that pupils are now consistently doing well.
- Some pupils, for example, those for whom the school receives additional funding from the pupil premium, are not doing as well as they should. They do not make the progress they should from the skills and knowledge they have when they start school. Consequently, there was a considerable gap between their attainment in English and mathematics and the standards reached by their classmates last year.
- The pupil premium funding has not been carefully managed to ensure that the gap in attainment is narrowing between those who receive additional funding and others in the school. However, leaders' better deployment of staff who provide extra help for these pupils is beginning to overcome the difference between their attainment and that of others in the school.
- The progress of disabled pupils and those who have special educational needs is not as good as it should be. However, these pupils are making better progress now as the result of changes to the way they are taught.
- Pupils make better progress in reading. They read with interest and enthusiasm. Pupils in Year 6 pick out their favourite authors. The school has recently introduced a better way of helping younger pupils who struggle with reading and they are now doing well.

The quality of teaching requires improvement

- The quality of teaching has improved considerably. Practice seen during the inspection and confirmed by the school's own increasingly accurate checks shows that there is much good and some outstanding teaching. However, there has been weaker teaching over time and there is still teaching which requires improvement.
- Leaders have developed and teachers are using a rigorous method to assess pupils' progress in lessons and across year groups. They use this information to plan learning for all abilities. However, particularly in some mathematical activities, pupils are not given work that is

demanding enough to help them achieve as well as possible. Consequently, they do not always make good progress.

- When teaching is less effective, particularly in mathematics, teachers spend too much time explaining what has already been learnt by many of the pupils. When this happens, the pace of learning slows and the work is less demanding and does not lead to good progress. In these lessons, pupils lack the opportunity to work independently because the time left for them to do so is too short.
- Books are generally well marked, and pupils are directed in the next steps they should take in their learning. However, although careful attention is paid to the marking of English and mathematics work, work is not always marked as effectively in other subjects.
- Teaching is now firmly focused on improving the progress of all pupils. There is very clear planning of learning and good practice to support the delivery of English and mathematics lessons. The subject leaders are now more actively responsible for these subjects. Their commitment is leading to better teaching and better progress.
- Teaching assistants support pupils effectively in lessons. Their help is making a difference to the achievement of pupils eligible for the pupil premium and disabled pupils and those with special educational needs. In the best practice seen, teaching assistants worked closely with the individuals and small groups of pupils assigned to them. They gave practical, well-directed support to those identified by the teacher as needing additional help, and this support was effective in securing a better level of learning.
- Progress in reading has improved as a result of targeted support from staff for individuals. Younger readers who are struggling now have better help with their early reading skills. The school's assessments show that this is having a positive impact on their progress. In Year 6, pupils commented on their own pleasure in reading. They read with enthusiasm and interest.
- As a result of carefully thought out changes to how pupils are taught in English and mathematics, pupils' learning is improving. For example, in a Year 5 mathematics lesson, pupils worked at their own level on a problem to work out the finances of a school event. This practical task created high levels of interest and enthusiasm. Throughout the lesson, there was a buzz of excitement as pupils worked. The teacher assessed how well pupils were learning, and then continued to push the pupils on by raising the challenge further when this was needed.

The behaviour and safety of pupils are good

- Pupils behave well. There is a positive approach to learning in most lessons. Pupils are cooperative and listen to one another and their teachers. When they are given stimulating activities, their behaviour improves even further as they talk together about their learning.
- The few pupils who find it hard to behave well are helped by the rigorous actions of the school to secure improvements in their behaviour. Parents of pupils with additional behavioural needs spoke of the better progress their children are now making as a result of support and action from the school.
- The school gives successful support to pupils who need help to manage their behaviour when they are learning in the classroom. Teachers now better manage the work of teaching assistants who are employed to give additional support. This has improved the progress of these pupils because they have adult support directly when it is needed.

- There has been a successful focus on improving lunchtime behaviour. The school increased the number of midday supervisors in the playground, including a football coach. The school has recently developed a 'friendship hut' that supports pupils who find lunchtimes difficult. In the 'hut' they can play games with others, or read with an adult. Pupils say that they like this resource. As a result, teachers say that pupils are more settled and ready for afternoon lessons.
- Although some concerns were expressed, most parents and pupils think that the school deals effectively with bullying. Inspectors agree. Pupils say that the school has lots of ways to stop bullying. They say that the school takes lots of care with how they use the internet.
- Almost all parents say that their children are kept safe in school. When concerns are raised, the evidence from the inspection indicates that these are followed up well by the school.
- Pupils' attendance is above average. The school takes successful action to help pupils to attend regularly if their attendance drops below what is expected.

The leadership and management requires improvement

- The systems and procedures for checking teachers' performance are not rigorous enough. Teachers are aware of the school's priorities for improvement, and work towards these targets to improve pupils' progress. However, individual targets for each teacher to further improve the quality of their teaching are not followed up rigorously enough.
- The headteacher and the leadership team have made changes which are making a positive difference to pupils' learning. The school is aware of its strengths and the issues that are limiting pupils' progress. However, it is too early to evaluate the full impact of the changes that have been made.
- Teachers who lead subject areas such as English and mathematics have been given more responsibility and are using it well. They are having a direct impact on helping other teachers to identify and tackle underachievement.
- The school is now tracking how well pupils are doing. This action is now effectively supporting the teachers' work in reducing underachievement in the classroom.
- There are opportunities for pupils to learn and develop their skills and knowledge in a good range of subjects. Pupils attend out-of-school clubs, and there are visits to other places to enrich their learning. For example, during the inspection, the vast majority of the Year 4 pupils were on a residential trip.
- The school provides exceptionally well for pupils' spiritual, moral, social and cultural development. For example, pupils gain ideas and inspiration from assemblies often specially led by visitors when spiritual and moral issues, such as courage, are discussed.
- The local authority provides useful material resources and expertise to help to improve learning. These are being used along with the additional resources that the school has secured for itself to improve pupils' progress.
- The school has a number of planned ways of working with parents and carers to improve pupils' progress. It has successfully supported a number of families in difficulties and also families with which the school has difficulty in communicating.

■ The school's arrangements for safeguarding pupils meet requirements.

■ **The governance of the school:**

- Governors are fully aware of their responsibilities in supporting and challenging the school. They know that attainment has slipped and have ordered an external review of their own work to evaluate how well they are contributing to school improvement so that they can further improve their performance and have more impact on helping to take the school forward. They know how the school is tackling underperformance, and are working closely with the headteacher to secure better teaching, including the management of teachers' performance by use of pay and promotion to reward effective practice. The governing body has been trained to understand the school's data on pupils' progress and attainment and can judge how well it is doing in comparison with other schools, nationally. Governors have a good grasp of the school's budget and understand the effectiveness of the spending decisions they make. The changes they have approved for use of the pupil premium are showing early benefits.

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

Unique reference number	125689
Local authority	Warwickshire
Inspection number	406322

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	341
Appropriate authority	The governing body
Chair	Paul Smith
Headteacher	Michaela Fallon
Date of previous school inspection	6 July 2011
Telephone number	024 76312220
Fax number	024 76312923
Email address	admin3302@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

