

Canon Maggs CofE Junior School

Derwent Road, Bedworth, CV12 8RT

Inspection dates 9–10 July 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils have made outstanding progress in reading, writing and mathematics since the previous inspection.
- Standards of work are now high in all year groups, and well above average in Year 6.
- Teachers show extremely high expectations of what pupils can do, and pupils consistently rise to the challenge.
- Teachers give pupils excellent guidance to help improve their work. Pupils have mature conversations with teachers about how well they are working and how they can do even better.
- Pupils' behaviour in lessons and around school is exceptionally good. They have excellent attitudes to learning and push themselves to achieve as well as they can.
- Pupils are pleasant and polite, both to adults and each other. Older pupils look out for younger ones, taking on responsibilities such as leading playtime activities.
- Pupils feel safe. They understand how to keep themselves safe in different situations such as on the roads, when using the internet and when playing or working in the sun.
- Under the outstanding leadership of the headteacher, the quality of teaching and pupils' achievement have improved rapidly.
- The headteacher has developed a strong team of leaders who rigorously check pupils' progress. Anyone in danger of falling behind is quickly helped to keep up, so all groups of pupils make outstanding progress.
- Governors are very supportive. They ask challenging questions to hold leaders accountable for improving the school, and visit regularly to see for themselves how it is doing.
- Strong links with the church and local community support pupils' spiritual, moral, social and cultural development especially effectively.

Information about this inspection

- The inspectors observed 23 lessons or parts of lessons, three of which were seen together with the headteacher.
- Meetings were held with the headteacher and other staff, three groups of pupils, the Chair and Vice Chair of the Governing Body and one other governor, and a representative from the local authority.
- Informal discussions were also held with parents.
- The inspector took account of the 43 responses to Ofsted’s online questionnaire, Parent View, the school’s own parental and pupil questionnaires, individual communications from parents and the 27 completed staff questionnaires.
- The inspector observed the school’s work and reviewed a range of documentation, including the school’s checks on its performance, its analysis and tracking of pupils’ progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspector also looked at pupils’ work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

David West

Additional Inspector

Mark Cordell

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority, is below average.
- Most pupils are White British, and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The headteacher joined the school in September 2012, shortly before the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further develop leadership skills, so that more staff are equipped to take on leadership roles and support other schools in the local partnerships.

Inspection judgements

The achievement of pupils is outstanding

- Pupils from all ability groups and backgrounds are achieving exceptionally well throughout the school. Their progress has speeded up this year, and standards in reading, writing and mathematics at the end of Key Stage 2 are well above average.
- Regular meetings between teachers and senior leaders have helped all staff focus tightly on the progress that individual pupils make week by week. As result, pupils are making accelerated progress in reading, writing and mathematics; any previous underachievement has been eradicated and all groups of pupils are doing equally well.
- Lessons are exciting and encourage pupils' enthusiasm for learning. Teachers develop their literacy, numeracy and communications skills in different subjects. For example, Year 6 pupils produced a balanced argument about the strengths of Athens and Sparta as part of their study of Ancient Greece. Other pupils developed persuasive arguments to support Fair Trade or wrote poems based on Martin Luther King's *I have a dream* speech. Pupils in Year 4 wrote letters from Henry VIII to the Pope outlining his proposition to create a new Church of England.
- Pupils who are supported by pupil premium funding make progress at least in line with other groups, and some make even better progress. This means that any gaps in attainment between them and other pupils are rapidly closing. In 2013 eligible pupils were just over a term behind in mathematics and writing, but less than half a term behind in reading.
- Disabled pupils and those who have special educational needs are well supported and make equally rapid progress. Work and support are matched carefully to pupils' specific needs, and are rigorously checked to make sure they continue to help pupils achieve well as their needs change.
- More-able pupils make outstanding progress because they are given work which helps them reach high levels. For example, some Year 6 pupils were tackling simultaneous equations in a mathematics lesson. Although they initially found them difficult, they enjoyed the challenge and persevered until successful.
- Achievement in sport is outstanding. The primary school sports funding is used to support organised sports at lunchtimes and participation in competitions, in which the school is becoming increasingly successful. This year the school won the county championships in football for both girls and boys, indoor athletics and cross-county running for both boys and girls.

The quality of teaching is outstanding

- Teachers show that they have exceptionally high expectations of what pupils can achieve, and pupils rise to these standards. Teachers offer work at different levels of difficulty for pupils to select from in each lesson, and pupils consistently choose to challenge themselves. This means that pupils of all abilities make excellent progress.
- Teachers question pupils to make sure they have selected an appropriate level of work. In response, pupils show an acute understanding of what they already know and how they can improve. For example, while one Year 4 pupil said, 'I need to secure my understanding of this, so am going to try one more example before I go on to a higher challenge,' another felt confident to move straight to a higher level.

- No time is wasted in lessons on practising things pupils are already very confident about. Because pupils are so clear about the steps in their learning, they swiftly move on to work which will extend their knowledge. Perceptive and mature discussions about learning between classmates not only help pupils to understand what they are learning but also how they learn best, so they can use this knowledge to make equally good progress in different subjects.
- Additional adults in the classrooms work closely with class teachers and follow their excellent lead in developing pupils' learning. Skilled and sensitive adults ably support disabled pupils, those with special educational needs and any supported by the pupil premium funding individually or in small groups as appropriate. By also moving round the classroom to check other pupils' work, they make sure that supported pupils make the progress they are capable of, without becoming too dependent on the adult.
- Physical education is taught well. The primary school sports funding is used to employ coaches who, not only provide high quality lessons for pupils, but also help teachers develop their own skills. Specialists such as a dance choreographer work with all year groups in the school. During the inspection, Year 6 pupils enjoyed an excellent dance workshop which resulted in a spirited and skilled performance for parents.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. All parents spoken to during the inspection and most who responded to Parent View or completed the school's own questionnaires agreed that the school makes sure its pupils are well behaved.
- Pupils are extremely courteous to adults and each other. They think behaviour is good and said that, while there are one or two pupils who sometimes do not behave well, the card system of rewards and sanctions encourages everyone to try hard. One pupil said that negative red cards were rare, and privilege cards were much more common.
- Pupils have a very clear understanding of the different forms that bullying can take, including physical, emotional, verbal and cyber bullying. They told inspectors that bullying rarely happens in school, but any incidents are always sorted out by an adult. They felt confident that they could go to any member of staff if they had a problem.
- The school's work to keep pupils safe and secure is good. Leaders ensure that staff are rigorously checked prior to appointment. Pupils know how to stay safe in different situations, such as on the road and in the sun. They understand how to use the internet safely and what to do if they have a problem. For example, one pupil said that you never delete an offending text or e-mail, but keep it as evidence to show an adult.
- Pupils readily take on roles of responsibility and older pupils keep an eye on younger ones. During the inspection, play leaders organised parachute activities at lunch-time. Learning ambassadors in each class regularly check that all pupils are comfortable with new learning and are aware of the support strategies available to help them.
- Pupils' attitudes to learning are exceptionally positive. They are eager to do their best, help each other and achieve ever higher targets.
- Pupils say they enjoy coming to school. Most parents agree that their children are happy at school and this is reflected in their improved attendance, which is now above average.

The leadership and management are outstanding

- Under the strong and focused leadership of the headteacher, improvements have been rapid and sustained. During the inspection parents commented on 'the transformation' of the school since she took up post. The headteacher has developed the skills of senior and subject leaders to provide outstanding leadership. All pupils' progress is rigorously checked to make sure they are achieving as well as possible.
 - The appraisal system for checking teachers' performance, introduced last year, has contributed to the excellent teaching across the school. Individual targets are used by the headteacher and the governing body to judge whether pay rises and promotion are justified by results. Leaders regularly check the quality of teaching throughout the school and make sure that training opportunities support teachers in maintaining outstanding teaching.
 - The school has forged strong partnerships with other schools. This has helped leaders and teachers to improve their skills and provides opportunities for pupils to work and compete against each other. Other schools now visit Canon Maggs CE Junior School to observe the outstanding teaching and learn from staff in the school.
 - Senior leaders are planning to introduce an additional level of leadership, so they can develop the skills of more staff. This means that expertise can be grown within the school and more teachers will be able to share outstanding leadership practice with other schools.
 - The school's good links with the church and local community support the pupils' strong spiritual, moral, social and cultural education. The choir performs at local events and has been selected to perform at the Civic Hall's hundredth anniversary later this year. Study of the local benefactor, Nicholas Chamberlain, has been a focus for pupils and local community groups. Church visitors and assemblies help pupils develop a spiritual outlook on life. In lessons they compare practices, such as fasting and symbolism, to help them understand and respect different beliefs and cultures.
 - The local authority has provided good support. It helped leaders formulate plans for improvement and checked regularly how well it was doing. In recent months it has recommended to teachers from other schools that they should visit and learn from the excellent progress made.
- **The governance of the school:**
- Governors are very supportive and visit the school regularly to check how well it is doing. They ask senior leaders challenging questions to make sure it is rapidly improving. Governors commissioned a review of how they were working to help them be as effective as possible. This has helped them support the outstanding progress made since the previous inspection.
 - Governors manage the school's finances well. They appreciate how the new appraisal system has contributed to the outstanding teaching, and make sure that teachers' pay rises are linked to the progress that pupils make. They are well aware of how well different groups of pupils are achieving. For example, governors check that the pupil premium is helping eligible pupils to do as well as their classmates. They also understand that the primary school sports funding is providing more opportunities for pupils to take part in physical activities and competitions. This is improving pupils' sporting skills and supporting an active healthy lifestyle.
 - Governors make sure that national requirements for safeguarding and child protection are met.

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	441915

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	13 February 2013
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