

# Cannington Church of England Primary School

Brook Street, Cannington, Bridgwater, TA5 2HP

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Achievement has improved steadily since the previous inspection. By the time pupils leave Key Stage 2, the standards they reach are above average.
- Pupils make good progress, particularly in Key Stage 2. The work they do provides the right level of challenge to help them to learn well.
- Pupils enjoy the wide range of subjects they study, especially the topics and special events.
- The quality of teaching has improved. Pupils learn well because the work they do provides good levels of challenge.
- The Early Years Foundation Stage is good. The wide variety of experiences children enjoy in the Reception class helps them to make good progress.
- Pupils respond quickly to adults' instructions which means that no learning time is wasted.
- Pupils and all adults in school get on very well together.
- Pupils behave well and feel very safe. Parents agree that the school is a safe place in which to learn.
- Leaders and managers, including governors, know what is going well and what needs to change. They take effective steps to help the school to get better and they have high aspirations for its continued success.

### It is not yet an outstanding school because

- Pupils do not always understand precisely what they are going to learn and what they need to do to be successful.
- The comments that teachers write when they mark pupils' work do not always tell the pupils clearly enough what they need to do to improve.
- Teaching assistants do not consistently make the most of every opportunity to provide the help that the pupils need.

### Information about this inspection

- Inspectors observed teaching and learning in nine lessons and parts of lessons, some of them jointly with the headteacher.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, a representative from the local authority, and with parents and pupils.
- Inspectors took account of the 52 responses to the online questionnaire, Parent View, as well as the views of parents from informal discussions in school and one letter from a parent received during the inspection.
- Inspectors considered school leaders' views on the quality of the school's work and their plans for school improvement, as well as information about pupils' progress. They also looked at teachers' planning, pupils' work, documentation about safeguarding procedures and examples of the targets teachers are given as part of the management of their performance.
- The inspection team analysed the 17 questionnaires completed by staff.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement for children looked after, those known to be eligible for free school meals and the most-able pupils. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of support services.

### Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Julie Jane

Additional inspector

## Full report

### Information about this school

- Cannington Church of England Primary School is smaller than the average-sized primary school.
- The deputy headteacher was appointed in September 2013.
- A Local Leader of Education, who is the headteacher from Westover Green Primary School, has been working with leaders to support school improvement.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals and those in local authority care) is lower than average.
- The proportion of disabled pupils and those with special educational needs on the school roll is 11%. This is lower than most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the consistency of teaching and increase the proportion of outstanding teaching by:
  - making sure that pupils know and understand precisely what they are going to learn and what they need to do to be successful
  - ensuring pupils know how to improve their learning through using the comments that teachers write when they mark pupils' work
  - involving all teaching assistants more actively in lessons to help pupils to make more rapid and sustained progress.

## Inspection judgements

### The leadership and management are good

- Following the previous inspection, leaders and managers, in partnership with governors, established what needed to change in order to raise standards and make sure that pupils benefit from a good education. The actions they have taken have been effective.
- Leaders and managers have benefited from the work they have undertaken with the Local Leader of Education. They have established a regular timetable to check on all aspects of the school's work. They are aspirational for the school's continued improvement and their plans for its future development are appropriate.
- The quality of teaching has improved because of the effective training that teachers have had, as well as through the challenging targets they are set as part of the management of their performance.
- There are no groups of pupils, including those who are eligible for additional funding, who are performing less well than their classmates. This is because leaders quickly spot if any pupils are falling behind and step in to provide extra help which is well matched to their needs. This demonstrates the school's commitment to promoting equality of opportunity and tackling discrimination.
- Middle leaders have developed their skills well. They understand their roles in helping the school to get better. Achievement has improved because of the effective way in which they have shared their expertise.
- Pupils enjoy their learning. The school has prepared very well for the introduction of the new curriculum. Leaders have made sure that the subjects pupils learn meet their needs well. Use of the local area and topics such as 'People of the Past' and 'Food Glorious Food' bring learning alive. At the end of the topic, pupils like sharing with their parents the high-quality work they have produced.
- Pupils' spiritual, moral, social and cultural development is well developed because of the way in which these themes are woven through all the experiences enjoyed by pupils. They show sensitive understanding and compassion for each other, including for some of their classmates who have significant needs. Their learning about other countries helps them to gain a tolerance towards people from different cultures and faiths. They enjoy taking responsibility for their various roles and show good understanding of right from wrong.
- Pupils' skills in reading, writing and mathematics develop well because they have regular opportunities to practise these skills through all the subjects they learn.
- The school works well with parents. All those who responded on Parent View would recommend the school.
- The additional funding for sport has been used effectively to introduce a variety of new sports, and to raise standards and participation rates. A greater proportion of pupils now take part in after-school clubs and standards in a range of sports have improved. A health education survey shows that pupils have good understanding of the importance of staying fit as well as the negative effects on the body of certain substances.
- The school's systems for the safeguarding of pupils meet statutory requirements. The school is vigilant in making sure that all pupils are safe from harm in school. Pupils say they would feel confident to talk to any teacher if they were worried because they know that they would be listened to and helped.
- The local authority has provided effective support for the school through the work of the Local Leader of Education. Her partnership with the school has brought about significant improvements and has enabled the school to address effectively the areas for improvement from the previous inspection. However, direct support from the local authority for the school to improve the achievement of pupils in local authority care, those eligible for additional funding and the most able has been minimal. School leaders are not informed directly about the overall outcomes of the local authority and how their school is contributing to these outcomes. Therefore, they cannot compare their performance with other schools, which would enable them either to share their own good practice or to learn from the good practice of others.
- **The governance of the school:**
  - Governors provide a good balance of challenge and support to leaders in school. They know how well the school is doing through detailed reports from the headteacher and through their discussions with teachers who lead subjects. They also make regular visits to the school to check for themselves. They understand what information about achievement is telling them about how the school compares with others nationally. They check on how effectively the school uses any additional funding to support eligible pupils. They know that the quality of teaching has improved and they regularly check that teachers have the training they need to get even better. They are confident that only effective teachers are rewarded by progression through the pay scales and they make sure that any teacher who is

underperforming is challenged, as well as being given help to improve.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour is good. They get on very well together and they show respect for their classmates and all adults in school. Pupils, teachers and parents all think that behaviour is a strength of the school.
- Pupils look after the school well. They enjoy playing in the large amount of space available on the playground and the field. No rough or inappropriate play was observed during the inspection because there is plenty for the pupils to do.
- Pupils all get on well together. During the inspection, many different groups of pupils worked together without supervision to create designs on the school field from the cuttings that were left behind after the grass had been mown. The results of their efforts were impressive.
- The school's records show that behaviour over time is also good with very few incidents reported. There have been no exclusions since the time of the previous inspection.
- Pupils are usually keen and enthusiastic to learn. They look after equipment well, and their books are neat and well presented. They try hard, though sometimes they do not demonstrate a thirst for knowledge, even when the teaching is lively and stimulating.
- No time is lost, because pupils respond very quickly to adults' instructions and requests.
- Pupils know about different forms of bullying, including cyber-bullying. They say that there is no bullying in school. They are confident that, if they were concerned about bullying, they could tell an adult and it would be dealt with.
- The school's work to keep pupils safe and secure is outstanding. All adults know the pupils very well so they are quick to spot if there are any changes in pupils' attitudes or welfare. Leaders are vigilant in following up any concerns, and they make sure that immediate and effective support is provided.
- The site is very secure. Systems for getting in and out of the school are rigorous and reflect the care that is taken to keep pupils safe.
- Attendance is high because pupils want to be in school and there are very few pupils who are regularly absent. The school checks that pupils who are away from school are safe through telephone calls to parents.

### **The quality of teaching** is good

- The quality of teaching has improved significantly. An increasing amount of teaching is outstanding, especially in Key Stage 2. As a result, pupils are making more rapid progress.
- Teachers have high expectations of all pupils. The most-able pupils make at least expected progress because they are well challenged by learning activities.
- Teachers have good subject knowledge in English and mathematics which they use well when questioning pupils. The extra challenge from the questions helps to deepen pupils' understanding.
- Pupils respond well, for example, when they discuss their learning with each other. They benefit from hearing each other's ideas. In one lesson, when there was a disagreement about the correct answer to a question, their discussions enabled them to explore their ideas at a deeper level, which helped them to learn well.
- Most pupils talk confidently about what they are learning and what they need to do to be successful. They like to challenge themselves and follow the advice to be found in one classroom: 'Aim as high as you dare.' Sometimes, they are not sure exactly what they are learning. This affects their progress because they cannot check for themselves how well they are doing.
- Pupils recognise that the comments teachers write when they mark their books help them to improve their work. They like to read the comments teachers write in green pen when they mark pupils' books. Pupils increasingly practise and apply the advice given to them about what they need to do next. However, not all teachers consistently give pupils precise next steps and so pupils are not always able to learn from their mistakes and improve the quality of their work.
- The school makes regular and rigorous checks on pupils' attainment and progress. Teachers use the information to set work at the right level which is not too easy and not too difficult. Pupils are able to work out for themselves if they need extra help. If they get stuck, they confidently access the wide range of resources available to help them.
- Most teaching assistants give good support to pupils of all abilities. The support they give to pupils with complex needs is particularly sensitive and effective. However, sometimes, teaching assistants do not

recognise how their questioning could help pupils to clarify their understanding. This means that pupils do not always make the progress they could.

### The achievement of pupils

is good

- Pupils make good progress during their time at Cannington Primary School. Since the time of the last inspection, standards have risen and pupils' attainment by the time they leave is above average. This means that they are well prepared for the next stage of their education.
- Standards in mathematics have been below reading and writing. However, the actions taken this year have been effective. In 2014, standards in mathematics in the national tests at the end of Key Stage 2 were better than both reading and writing. All pupils made expected progress and a higher-than-average proportion made better than expected progress.
- The proportion of pupils reaching the expected standard in the national reading check at the end of Year 1 is above average. Pupils know the sounds that letters make and use their understanding to build unfamiliar words. Occasionally, they do not use their memory or clues from pictures to help them, which slows their reading. By the end of Year 2, their standards in reading are broadly in line with the national average.
- By the time pupils leave at the end of Year 6, they are fluent and confident readers. The older pupils say that they are encouraged to read, both at home and in school. They say teachers make sure they understand that reading is the most important thing they need to learn. They recognise that they are encouraged to read harder books and to keep going, so that they get even better.
- The achievement of the most-able pupils is improving and they make at least expected progress during their time in Key Stage 2. The proportion reaching the higher levels in the national tests at the end of Year 6 is broadly average.
- Pupils eligible for additional funding make progress which is at least as good, and is often better than, their classmates. This is because the support they receive meets their needs, both for their work or their emotional well-being. The gap between their attainment and that of other pupils has closed, and the standards they reach in English and mathematics by the end of Year 6 are about two terms ahead of similar pupils nationally.
- Disabled pupils and those with special educational needs are quickly identified. Parents are involved at an early stage in identifying the help that the pupils need. The specific help pupils are given helps them to make good progress from their starting points. The numbers of pupils is small and a few have significant needs, which makes comparisons about their attainment inappropriate.

### The early years provision

is good

- When children start in the Reception class, their skills are usually slightly below those typically found for their age. Parents say that their children settle well because every effort is made to ensure that children are confident to start school.
- During their year in Reception, the children make good progress. By the time they leave, a higher-than-average proportion are at a good level of development and the number is rising year-on-year.
- Children enjoy learning, both indoors and outdoors. The wide range of stimulating activities is well matched to their needs and abilities. All adults observe carefully and the questions they ask help children to develop their knowledge, skills and understanding.
- Adults keep careful records of children's progress so that they can make sure that any early signs of difficulty are spotted quickly. The support children are given helps them to catch up. Adults also make sure that children are able to develop across all the areas of their learning, particularly their writing and speaking skills.
- Children are enthusiastic and show good levels of interest and curiosity. Challenging activities such as 'see if you can move the water from one container to another using pipes' stimulate them well. As a result, they start to develop good attitudes to learning from their earliest days in school.
- The leader checks that the strengths in what the school offers are maintained and that any areas of relative weakness are addressed. The impact of the actions taken is evident in children's improving attainment over time.
- Children are taught how to think about safety matters. Careful observations of children at work and play ensure that everything possible is done to keep them safe.

## 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>	123786
<b>Local authority</b>	Somerset
<b>Inspection number</b>	449032

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Atkinson
<b>Headteacher</b>	Claire Nurse
<b>Date of previous school inspection</b>	31 January–1 February 2013
<b>Telephone number</b>	01278 652368
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