

Canewdon Endowed Church of England Voluntary Controlled Primary School

High Street, Canewdon, Rochford, Essex SS4 3QA

Inspection dates	11–12 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Canewdon Primary has improved rapidly since the previous inspection. In particular, pupils' progress from class to class is at a consistently good rate, and the quality of teaching is now good.
- The headteacher and deputy headteacher are the catalyst for improvement. Their no-nonsense approach means the focus of energy is always 'impact': how to improve pupils' learning.
- Leaders in key areas such as English and mathematics drive improvement in their subjects.
- Pupils make good progress because teachers are clear about the school's approaches, such as in teaching calculation or the link between letters and sounds (phonics).
- Skilled learning support assistants form effective teams with the teachers they support.
- The school has rightly earned a reputation for enabling pupils with special educational needs or disability to thrive and blossom.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and at the heart of everything it does.
- The vast majority of pupils try their best and see each new day as a fresh opportunity to learn.
- Pupils' behaviour is good. Pupils say they feel happy and safe at school, and staff care for them well. Their parents overwhelmingly agree.
- Children make a positive start in the early years and are well prepared for Year 1.
- Very supportive parents make a positive contribution to their children's learning.

It is not yet an outstanding school because

- Some teachers do not give pupils enough opportunities to use and apply their mathematical skills to reason and problem solve.
- A small proportion of pupils do not display positive attitudes to learning, and this is detrimental to their progress.
- Most governors are relatively new and still getting to grips with their roles. Some systems they use are not fully embedded. Vacancies are not filled with enough urgency, increasing the workload on those already appointed.

Full report

What does the school need to do to improve further?

- Raise standards in mathematics by:
 - ensuring that all teachers provide sufficient real and relevant opportunities for pupils to apply their mathematical knowledge to reason and problem solve, and so deepen and extend their understanding.
- Further improve pupils' attitudes to learning so they make better progress by ensuring that:
 - pupils try their best, make the most of the time available, and produce their best work
 - pupils understand how to be successful learners
 - staff consistently promote the qualities of good learning, such as resilience and perseverance.
- Improve the effectiveness of the governing body by ensuring that governors:
 - understand their roles fully
 - quickly embed new systems and procedures
 - fill vacancies on the governing body in a timely manner.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, deputy headteacher, other leaders, staff, governors and parents share a collective determination to see the school build further on the improvements made since the previous inspection.
- The ethos of the school is built on the solid foundations of 'respect, responsibility and integrity'. Pupils show they fully understand the meaning of these words in the context of school because they live them in their daily lives.
- The school's vision is based on the community's answer to one simple question: 'What do you want your school to look like in five years' time?' This is the beginning of school improvement planning.
- The headteacher and deputy headteacher form a very effective team with complementary skills. They ensure that improvement is at the heart of everything the school does. The improvements they had already begun at the time of the previous inspection have continued at a rapid pace.
- Subject leaders are chosen carefully for their skills, knowledge and expertise so that they identify areas for improvement accurately, and quickly put remedies in place. As a result, pupils make much more consistent progress in reading, writing and mathematics than at the time of the previous inspection.
- School leaders regularly monitor the work of the school, accurately identifying relative strengths and areas that need improving. The latter, once identified, are quickly tackled. Each week, an update on the plan is sent to staff and governors, so they know where to focus their energies.
- Leaders' very clear arrangements for checking on the quality of teaching accurately identify how teachers can improve. Since the previous inspection, teaching has improved significantly because training is regular and closely matched to each individual's needs. The headteacher challenges every teacher returning from a course, 'What is the impact I will see?' Rigorous performance management, too, drives improvement in both teaching and learning.
- Almost every action has a measurable impact, directly related to improving the quality of education provided to pupils.
- Much is done to ensure that pupils enjoy equal opportunities and benefit from all the school offers. The highly effective leadership of provision for special educational needs or disability ensures that pupils struggling with their work, and those who have social or emotional needs, benefit.
- The curriculum links subjects to promote pupils' understanding well. Tasks are ambitious and challenging to pupils, who become engrossed in learning. Good use is made of visits and visitors: for example, a 'pirate' who visited Years 1 and 2, to stimulate pupils' imaginations and enthusiasm. However, opportunities to problem solve and reason in mathematics, and to use computers to aid learning, are insufficient to allow pupils to develop these skills fully.
- Assessment is effective because all staff share a common understanding reached in useful discussions across the federation.
- Pupils' spiritual, moral, social and cultural development is very strong, the bedrock on which the school community is built. Assemblies are special, with pupils fully involved in discussing meaty topics such as 'Every journey, no matter how long, starts with a single step.' Class lessons extend these discussions of 'big' questions, such as 'What is the point of praying if my prayers aren't always answered?'
- Pupils understand what it means to be British, and the values of our nation. The school community is almost entirely White and Christian, so pupils spoke to people of other faiths about their experiences of living in modern Britain, and understood them better through learning about their perspectives.
- Leaders effectively target the use of the additional pupil premium funding for disadvantaged pupils to support their development, both academic and personal. As a result, these pupils make progress similar to their peers.
- The primary school sports funding is used effectively. Pupils and parents speak of the improved quality of teaching and wider variety of sports. Activities are energetic and pupils taught how to lead healthy lives.
- The school works closely with the federated partner school. Pupils enjoy extra opportunities and staff share expertise. The school works closely with other local schools too.
- The headteacher proactively seeks to benefit from the local authority's expertise, calling specialists in for additional advice if she has concerns. This has been very useful since the previous inspection, particularly in improving the quality of teaching and rate of pupils' progress.

- The school benefits from the local extended services provision. For example, specialist advice is available to support the school in meeting the needs of vulnerable pupils and their families.
- The partnership with parents is strong. Nine in 10 parents responding to Ofsted's online questionnaire, Parent View, would recommend the school. In discussion, many say they have done so. Parents particularly like their questions and concerns being resolved quickly.
- **The governance of the school**
 - The governing body has improved since the previous inspection. Governors are more aware of their roles and responsibilities.
 - Governors have benefited greatly from the support they have been given by the local authority and school leaders.
 - Effective use is made of individual governors' skills and expertise, such as in finance, to support the work of the governing body.
 - Governors' commitment to training is strong. As a result, they are better able to understand important aspects of the role, such as using information about pupils' progress to check that pupils do well, and questioning leaders if they do not.
 - Staff performance, including that of the headteacher and other teachers, is more rigorously managed than when the school was previously inspected. Decisions taken, including those about pay increases, are now based on a better range of evidence from the robust challenge and support provided to staff.
 - Careful oversight of the school's finances, including additional funding, helps the school achieve good value for money.
 - Governors are implementing some useful and effective systems and routines which still need to become fully embedded.
 - Many governors are relatively new and, although very keen and determined to play their part in shaping the school's future direction, still learning their roles.
 - The governing body has vacancies which have not been filled in a timely fashion. This reduces the body's effectiveness and causes existing members additional workload.
- The arrangements for safeguarding are effective. School leaders ensure that all staff training is up to date and that the school fully complies with the latest safeguarding guidance. Governors and all school staff are fully aware of their duty to keep pupils safe. Good relationships with external agencies ensure that leaders know who to refer to if they have a concern. The school explains its role in safeguarding pupils to parents, and works closely with parents to ensure that their children are well supported and safe from harm. All parents responding to Parent View agree their children are well looked after and safe in school.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the previous inspection. Observation of teachers is used to agree what needs improving, how it will be done, and when leaders will be back to check that changes have been implemented, and to hold teachers to account if not. Teachers say they like this approach because they are given support to improve, and what is expected of them is very clear.
- Relationships between pupils and the staff who teach them are very positive. Pupils trust staff because they know that staff have their best interest at heart.
- The vast majority of pupils understand the key role they play in their own learning because the school's new approach makes clear how they can be successful learners. For example, when they are stuck they will say to themselves, 'I can't do it yet', with the emphasis on 'yet'. However, a small proportion of pupils do not demonstrate attributes such as 'resilience'. For example, they give up too easily.
- Classrooms are attractive and welcoming. Good-quality pupils' work is displayed to celebrate their success and show others what is possible. Recent learning is also displayed, and most pupils use this effectively if they are stuck.
- Teachers, in line with the school policy, give pupils clear guidance on how to correct mistakes in their work, and the time to do it.
- Teachers generally use questioning effectively, particularly to prompt and probe and draw out pupils' thinking and deepen their understanding. During the inspection, in the oldest class, the teachers' timely intervention with telling questions prompted discussions and helped groups clarify and move on with their learning.

- Teachers use discussion well to promote pupils' speaking and listening skills. Group work, too, encourages key skills, such as listening and responding to the ideas and opinions of others.
- Reading is taught well. Staff effectively teach phonics so pupils know how to figure out words they do not know. This is an important improvement since the previous inspection. These skills are built on effectively in group reading.
- Writing skills are taught effectively. All teachers share similarly high expectations that pupils will practise and refine these skills when writing in other subjects. Each unit of work starts and ends with pupils writing a sample of what they know. This is very beneficial because it shows pupils the progress they make and how they are improving as learners.
- Basic mathematical skills are taught well. The school has a calculation policy understood and used by all staff. As a result, pupils learning is consistent whoever teaches them. Occasional events such as 'Enterprise Week' give pupils interesting and relevant activities to enthuse them. However, this problem-solving approach, encouraging pupils to reason and apply what they already know, is less regularly found in everyday lessons. Consequently, these skills are less well developed.
- In physical education and sports, effective use is made of specialist teaching. Pupils say the specialists seem to explain more clearly and have little tips to help, for example when learning new games like tennis.
- Learning support assistants work closely with teachers to guide and support pupils. Like teachers, they have the training they need to be effective, for example in the extra programmes they teach.
- Homework is used effectively. The school has responded quickly to concerns parents raised, and parents spoken to during the inspection appreciate this. Many key skills, such as spelling, are practised and pupils have the opportunity to complete assignments at school, although some see the timing of 'homework club' at lunchtime as a punishment.
- All parents responding to Parent View agree that their children are taught well at Canewdon. Pupils responding to their survey overwhelmingly agree that they enjoy learning at school and that teachers help them to do their best.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Every parent responding to Parent View feels their child is happy at school. The proportion of pupils responding to their survey stating they enjoy school was equally strong.
- Pupils are not allowed to be passive. They are challenged to take increasing responsibility for their own learning, and to understand themselves well enough to be able to articulate what they know and how they can improve. This is very important to the school's approach because pupils learn about themselves and know where to put their energy and effort. The vast majority rise to this challenge. However, a small proportion of pupils have yet to master all the skills involved. They do not, for example, show resilience when they are stuck, but rather wait for help.
- Pupils with special educational needs or disability thrive because their needs are assessed and the right support provided. They are expected to take some responsibility, too. Parents of these children are very positive about the beneficial changes they see in them while at the school.
- A recent improvement is the opportunity for pupils, parents and school staff to discuss in depth how pupils are progressing, any barriers to further improvement and potential remedies to these. They are literally 'all on the same page' and consequently have a shared plan of action. Parents say this is very useful to them because they are clear how to help their child, and equally in understanding the school's approach and any extra help given. Disadvantaged pupils are among the first to participate.
- Pupils thoroughly enjoy all and every opportunity to play a meaningful role in their school. Older pupils regularly help those younger than themselves with their homework. Informally, pupils look out for one another. For example, during the inspection, one older pupil helped younger pupils resolve a dispute so they could play together.
- Pupils' understanding of safety is strong because they are given good instruction in many scenarios and situations. From cycle safety to first aid, keeping safe around dogs, and e-safety, all pupils have a good understanding of staying safe.

- Every pupil responding to their survey feels safe in school, and every parent responding to Parent View agrees.

Behaviour

- The behaviour of pupils is good. The overwhelming majority of parents responding to Parent View believe the school makes sure its pupils are well behaved, and every parent agrees the school deals effectively with bullying. In their survey, pupils stated that behaviour is good most of the time, and that their teachers always encourage them to be friendly towards other pupils.
- The school is inclusive, pupils learn to work and play together, for example through the many paired and group work opportunities in lessons. They respond respectfully to each other's point of view.
- Pupils know the difference between right and wrong. They have a strong moral dimension, so they very rarely breach any rules. Pupils are polite, courteous and welcoming. They are proud of their school and work, recognising the advances they make over time.
- Pupils know the difference between bullying and the occasional falling-out friends can have. Pupils responding to the online survey stated that bullying never happens or, when it does happen, teachers are really good at resolving it. In discussion with the inspector, pupils were very confident that any occurrence of bullying will be dealt with quickly by staff.
- Attendance is above average. Staff monitor absence closely to see no pupil gets into bad habits. As soon as attendance begins to drop, action is taken. In this and other areas, good use is made of local extended services to give families informal support very quickly. This is effective and fines rarely have to be used.

Outcomes for pupils

are good

- Pupils' achievement has improved since the previous inspection. The quality of teaching is better and more consistent because expertise is shared across the federation and the impact of training is good. Every parents responding to Parent View agrees that their children are making good progress. In their online survey, all pupils agreed that their teachers help them to do their best, and the overwhelming majority that teachers give them challenging work.
- The school's checks on progress, and the quality of work in pupils' books, show that the vast majority of pupils make good progress over time in reading, writing and mathematics. Year 6, for example, are making progress this academic year at about twice the expected rate.
- These improvements are the result of leaders and, increasingly, governors taking effective action so that pupils make faster progress and reach higher standards in all classes. This has a positive and cumulative effect. For example, for the past three years, the Year 2 pupils' combined scores for reading, writing and mathematics in the national tests have been significantly above the national average. As these pupils move through the school, they have a stronger foundation to build on.
- The inconsistencies in teaching and pupils' progress reported at the previous inspection mean that, even though teaching is now good, it has not been so over time, particularly for the older pupils. Consequently, these pupils have a legacy of lower standards.
- The school's checks and quality of work in pupils' books suggest that about two thirds of Year 6 will reach or exceed the age-related expectations for their age in reading, writing and mathematics. Year 2, on the other hand, have benefited from better teaching throughout their time at Canewdon Primary and consequently the proportion likely to reach age-related expectations is higher: nine in every 10 in reading and mathematics, and better still in writing.
- The proportion of pupils reaching or exceeding the expected standard in the Year 1 phonics screening check has improved since the previous inspection because all teachers use an identical approach so pupils know what to expect, and what is expected of them. In 2015, it was above the national average, and it is expected to remain at a similar level this year.
- The small proportion of disadvantaged pupils generally make similar progress to their peers, and some do better than this. The exception is those who also have special educational needs or disability. They, along with other pupils with special educational needs or disability also make good progress, but often from lower starting points. These pupils thrive because of the caring ethos of the school, where every child most certainly matters.

- The most able pupils do well because the level of difficulty in the tasks they are given, or choose to do, is nearly always hard enough to give them tasks to get their teeth into.
- The vast majority of boys achieve as well as girls in all subjects. The exception is the small proportion of boys still developing the attitudes they need to learn well: particularly to try hard and never give up.
- In mathematics, pupils learn to calculate accurately and with increasing speed. However, the proportion of lessons including reasoning and problem-solving activities is too low to enable these skills to reach a similarly good level.
- Standards in computing are relatively low because of inferior hardware. The school has recognised this and new equipment is currently replacing the old.

Early years provision

is good

- Overall, children enter Reception with skills and knowledge typical for their age. They settle quickly because of good transition arrangements, and make good progress. In 2015, the proportion of children reaching a good level of development by the time they entered Year 1 was above average. School checks on progress and inspection evidence suggest the proportion will be similar this year.
- Children's attitudes to learning are very positive. Each day they arrive keen and eager to find out what interesting activities await them. They settle quickly because they understand routines and staff's high expectations of their effort and behaviour.
- Children behave well. They respond positively to staff and each other. They take turns and cooperate. In their behaviour particularly, they learn well from the example of the Year 1 pupils who share their class.
- All children, including the disadvantaged, those who have special educational needs or disability and the most able, achieve well because a detailed and accurate assessment of each child's needs is used when planning activities.
- Teaching is good. Teamwork among staff is strong. Staff generally use questioning well to encourage children to take their learning further and to explain what they are thinking. Every opportunity is taken to promote basic skills such as phonics and number, so pupils benefit. Both inside and out, staff plan, prepare and provide many opportunities to write for a purpose.
- Children quickly become engrossed in the wide range of interesting activities. During the inspection, they designed and built their own 'trim trail', and then timed each individual's circuits of it. They recorded these results and could compare times and say who was quickest. Other pupils wrote letters and posted them; others added entries to their diaries. Some children took on the characters of a story they had read, imaginatively acting different roles and sometimes embellishing the story. Children planting seeds knew their seeds needed water and light to grow.
- Staff work very closely with the on-site setting so children are fully prepared for school life and transition is smooth. Children coming from further afield, too, receive good preparation.
- Reception and the Year 1 class work closely together, so this transition is equally effective. Children moving into Year 1 have a gradual change to the more formal curriculum and school day, so the rate of their learning is uninterrupted.
- Parents are fully involved in all aspects of their children's learning. They appreciate, for example, the weekly opportunity to look through their child's learning journal with them, and talk about their learning, and the more in-depth discussions which give them a clear understanding of how they can help their children at home.
- Leadership is good and collaboration with the federated school beneficial. Staff ensure that children are safe at all times and take every opportunity to remind them about, for example, sitting properly and carrying and using equipment safely.

School details

Unique reference number	115091
Local authority	Essex
Inspection number	10011821

This inspection 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	105
Appropriate authority	The governing body
Chair	Yvonne Woodward
Headteacher	Lorna Pigram (executive headteacher)
Telephone number	01702 258238
Website	www.canewdonprimary.com
Email address	admin@canewdon.essex.sch.uk
Date of previous inspection	18–19 June 2014

Information about this school

- This school is smaller than the average-sized primary school.
- All classes are mixed-age groups: Reception and some of Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium funding is well below average. The pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals and children who are looked after.
- The proportion of pupils who have special educational needs or disability is below average, although a relatively high number have a statement of special educational needs or an education, health and care plan.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is federated with another local school. Both schools share the same executive headteacher, executive deputy headteacher and governing body.
- An independent pre-school operates on the school site. It is inspected separately.

Information about this inspection

- The inspector observed pupils' learning in all classrooms, some jointly visited with the executive headteacher or executive deputy headteacher. In addition, the inspector observed small groups of pupils being taught.
- The inspector looked at work in pupils' books and listened to pupils read.
- The inspector observed pupils in other activities and as they moved around the school.
- Meetings were held with the headteacher, other leaders, teachers and governors. The inspector also spoke to a representative of the local authority.
- The inspector met with pupils to discuss their experiences at school.
- The views of 14 parents who responded to Parent View were taken into account. The inspector also held informal discussions with parents. The inspector took account of the questionnaire responses from 23 pupils.
- The inspector looked at a range of school documents and information, including the school development plan, checks on the quality of teaching, curriculum plans, minutes of meetings of the governing body, and pupils' behaviour and attendance records. The inspector also looked at arrangements and records for safeguarding procedures.

Inspection team

Robert Greatrex, lead inspector

Ofsted Inspector

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