

# Canon Johnson CofE Primary School

Elgin Street, Ashton-under-Lyne, Lancashire OL7 9DD

## Inspection dates

28–29 November 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is inconsistent and requires improvement. Teachers' planning does not address the learning needs of pupils well enough, especially the most able pupils.
- School leaders are still implementing a range of improvement strategies in reading, writing and mathematics. These are recent and have not been in place long enough to have a sustained impact on outcomes.
- The use of the school's assessment policy is not consistent. Assessment does not evaluate pupils' progress well enough to support their learning effectively.
- Pupils are not clear about what is expected of them and so are unable to judge how well they are doing.
- Pupils' progress is variable. While there has been some improvement in 2017 and more recently, there are still differences between subjects. Most-able pupils do not always make good progress in lessons and too few pupils reach attainment at greater depth in key stage 1. Standards in science are below average.
- Leaders are improving the curriculum with the introduction of new planning in a range of subjects. These developments are at an early stage, especially in science. Topic work gives pupils the opportunity to develop their skills across a range of subjects. However, the curriculum does not yet fully support the progress of the most able.

### The school has the following strengths

- The headteacher provides effective and energetic leadership. He knows what the school needs to improve upon and is addressing its weaknesses. Leaders and governors also have a good understanding of what needs to improve.
- Provision in the early years is good. It is well managed and children make good progress from their starting points.
- Safeguarding is effective.
- Behaviour is good. The school's strong sense of community and Christian values ensures that pupils are respectful and supportive of each other. They are safe and enjoy coming to school. Attendance is average.
- Pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils make good progress. The school uses the funding it receives effectively to support their learning.

## Full report

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

- Improve pupil outcomes and the quality of teaching by:
  - addressing further the inconsistencies in teaching to make sure that work always supports the progress of the most-able
  - ensuring that assessment accurately measures pupils' current progress
  - making sure that all pupils know what they have to do to improve so that they can evaluate their own progress
- Continue to strengthen the quality of leadership and management by:
  - fully embedding all current improvement strategies in reading, writing and mathematics
  - further developing the curriculum to ensure consistency in the coverage of all subjects and to provide work which fully meets the needs of the most able, especially in key stage 1
  - eliminating the differences in pupils' progress in different subjects with a focus on improving achievement in science.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, the school has experienced several changes in leadership, declining standards and weakened management systems. The current headteacher has been in post since 2015. At that time, he accurately identified the improvements that were needed. With the support of governors and the local authority, he energetically devised and implemented a range of strategies to address these. Success can be seen, for example, in the improvement of early years provision and phonics. However, the school is still on a 'journey of improvement'. More recent improvements focus on reading, writing and mathematics and are starting to have some impact on outcomes. These improvements are still relatively new and not yet fully embedded. However, they are having a clear impact on strengthening teachers' subject knowledge and raising their expectations.
- Suitable systems are in place to evaluate the quality of teaching and learning and leaders know teachers' current strengths and areas for development. The system for monitoring staff performance is appropriate, with clear documentation and processes. However, school leaders have not yet ensured that teaching is of a consistently high quality. Teaching remains variable across the school and is stronger in key stage 2 than in key stage 1. Leaders accurately identified weaknesses in teaching, but have not fully addressed them.
- Leaders have put in place an assessment policy to measure pupils' learning. Staff use it, but with inconsistent results. When preparing work for pupils, teachers do not pay enough attention to their previous assessments of what pupils already know or can do. This can result in learning not being pitched at the right level for different groups, especially the most able pupils.
- Leaders' actions mean that the quality of the curriculum is improving. Initiatives are in place to strengthen its content and consistency. New plans are in place in mathematics, reading and writing which provide clearer learning requirements. However, the curriculum does not currently support the learning of the most able pupils well enough. Teaching science it is not yet meeting the full national curriculum requirements. Topic work helps to broaden pupils' skills and knowledge across a range of subjects and enhances pupils' enjoyment. For example, a year 1 topic on flight includes aspects of geography, history, non-fiction writing, role play and a birds of prey visit.
- The school fosters pupils' spiritual and social development very well. The school's strong sense of community and its Christian ethos engender mutual respect and belonging. Pupils' social skills are highly developed. They are always polite, supportive and respectful. They enjoy helping each other. One said, 'We always stick together.'
- Pupils have wider opportunities to understand different faiths and cultures through the curriculum and through visits to different places of worship. They have opportunities to appreciate Britain's heritage and values. For example, pupils learn about the monarchy and take part in Remembrance events. Year 3 pupils develop their understanding of what it was like to be an evacuee during the Second World War by taking part in an evacuee railway trip. The election of members of the school council helps pupils to learn about democracy. Pupils are well prepared for life in modern Britain.

- The school uses the physical education and sports funding effectively. External sports coaches have supported the introduction of popular new sports, including cheerleading and martial arts. Pupils now have more opportunity to take part in external competitions. The school is purchasing a new sports kit designed to increase pupils' self-esteem. Weaker swimmers received focused support to help them improve. Pupils' participation in sports has increased and is currently high.
- The school uses the pupil premium funding efficiently to improve outcomes and enhance educational opportunities for disadvantaged pupils. This funding supports pupils in their learning and enables them to take a full part in school life such as participation in school clubs. As a result, the difference between outcomes for disadvantaged pupils and other pupils has consistently decreased over time. Currently, disadvantaged pupils' achievement is in line with or above other pupils in a range of subjects and year groups.
- Leaders use the funding for pupils who have SEN and/or disabilities effectively. Leaders put in place carefully targeted support to help such pupils learn well. They make good progress.
- The local authority (LA) has previously provided a range of support to the school including assistance in the teaching of reading, leadership, management and raising standards. Currently this support is reduced and the LA's role is now to monitor the school's effectiveness. However, the LA is fully aware of what the school has improved and what it still needs to do. The development of the school gives the LA confidence in senior leaders' ability to continue to secure improvement.

## **Governance of the school**

- Governors provide appropriate challenge and support to the headteacher and other school leaders. They appreciate the school's recent successes, notably in early years and phonics. Governors know which aspects require further improvement. They evaluate the school's progress against its targets.
- Governors are particularly proud of the school's Christian and community ethos and the very positive way it develops pupils' social skills. They also strongly endorse the links between church and school, and its growing engagement with the local community.
- Governors know how well the school uses the pupil premium funding, the physical education and sports premium. They understand the process of evaluating staff performance and their role in rewarding success through pay progression.
- Governors support the school's efforts to keep children safe. The safeguarding governor has attended the safeguarding team meeting. Governors have received training in child protection, safer recruitment and the 'Prevent' strategy.
- The governing body includes several new governors. These governors are currently receiving training to fully develop their monitoring skills.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The system for checking that staff are suitable to work with children meets

requirements and is monitored regularly by the headteacher and the chair of governors. Safeguarding documentation is comprehensive, and all staff are fully trained. The safeguarding team meets regularly to evaluate concerns and includes governor involvement. Staff take pupils' safety very seriously. This results in a strong safeguarding culture. The school site is very secure.

- Pupils welcome the school's efforts to keep them safe, including online. They learn how to recognise potential dangers and ways to avoid them. Parents overwhelmingly believe that the school keeps their children safe.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is inconsistent. Planning does not always address the learning needs of the most able pupils. The work set is sometimes insufficiently challenging to secure and extend pupils' learning. As a result, progress is variable. Improving both the consistency of teaching and raising teachers' expectations are ongoing priorities for the school. Leaders introduced new learning strategies and training in all subjects to address these issues. There has been some recent improvement, especially in mathematics in key stage 2. However, systems are still embedding across the school so any impact on pupils' progress is limited.
- The assessment of pupils' work is inconsistent. Teachers do not always provide enough information for pupils to clearly understand what they need to do improve, and this slows progress.
- Aspects of effective teaching include skilful use of explanation and questions to secure pupils' increasing understanding. Other successful features are lively and confident delivery, high expectations and engaging learning activities and resources. In a Year 6 lesson, the teacher used games to review timetables. Pupils were excited about playing the games and eagerly worked together to check their work.
- Teaching assistants provide effective support to enhance learning. They focus well on lower-ability pupils and plan carefully to meet their needs. As a result, pupils receiving their help make good progress.
- The teaching of mathematics has variable impact. There are clear examples of effective practice, particularly in key stage 2, which include problem-solving to develop mathematical skills. Planning does not always meet the needs of the most able pupils. Leaders have recently implemented new planning for mathematics. It has resulted in some improvement in teaching, but is still too new to secure improvement across the school. Evidence in topic books indicates that pupils have opportunities to use mathematics across the curriculum.
- The teaching of writing is improving. Staff training and a new handwriting scheme are in place. Evidence in pupils' books indicates that handwriting has improved since the start of the current school year. Topic books show varied and effective examples of written work. These include holiday diary-writing, letter-writing and longer narrative pieces on the Mayans and the planets.
- Improving the teaching of reading is a current major school priority. Leaders have put in place comprehensive strategies to do this. These include a new approach to teaching comprehension, extra support sessions and staff training. Further initiatives include

greater opportunities for reading including class novels and the commissioning of an external reading review. Current school information suggests that these strategies are having an impact as pupils' outcomes are improving outcomes.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school's very welcoming culture, its strong community spirit and clear Christian ethos provides pupils with security and helps to develop them as happy and confident learners. Pupils enjoy school. One said, 'I'm excited to come here in the morning.' Relationships between pupils and teachers are strong and the headteacher is very popular.
- The school provides many opportunities for pupils to learn how to be safe. Visitors help pupils to understand about fire, railway, community and road safety. Pupils know how to keep safe online and understand the dangers of social media. Parents unanimously feel that the school keeps their children safe.
- The school actively promotes healthy lifestyles. The use of sports funding enabled the school to introduce new sports clubs, such as cheerleading and martial arts. 'Health Week' included a session on healthy cooking with parents. Pupils value these opportunities. One said, 'We are really active here.'
- Pupils have extensive opportunities to develop leadership skills. Year 6 carry out the role of escorts helping to monitor younger pupils in assemblies. The school council leads assemblies and runs its own stalls at school fairs. It also conducts pupil surveys on reading preferences and lunchtime provision. The lunchtime survey resulted in the creation of a DVD club and the introduction of new play equipment.
- Pupils know what bullying is and its various forms, including cyber bullying. They say that bullying is rare and school records verify this. Pupils are very confident that, should bullying occur, teachers would deal with it promptly and effectively. One said, 'When it happens, it gets handled really well.'

### Behaviour

- The behaviour of pupils is good. Pupils consistently behave well during social times and on their way to lessons. They enjoy good mutual relationships based on respect and trust. Pupils do not accept the use of hurtful or unkind words. Pupils are very confident and friendly and keen to welcome visitors to their school. The breakfast club provides pupils with a good start to the day and the sports clubs support teamwork.
- Pupils in lessons are well prepared to learn. They enjoy opportunities to work together and to learn new things. However, when learning tasks are not suitably challenging or well matched to their abilities, they sometimes lose interest and focus.
- Attendance for all pupils was broadly average in 2016 and is so currently. However, it was below average in 2017. The school successfully addressed this by strengthening engagement with parents and rewarding good attendance. Current school information,

including case studies, indicates a clear improvement in the attendance of pupils who have SEN and/or disabilities. The attendance of disadvantaged pupils is in line with other pupils in the school. Punctuality is a strength with few instances of lateness.

- There have been no exclusions during the current school year. Careful identification of potential behavioural issues and use of external support have successfully reduced exclusions overtime.

## Outcomes for pupils

## Requires improvement

- Pupils' outcomes at the end of Year 6 have been variable since the previous inspection. The school did not meet the government's minimum standard for progress and attainment in 2014 or in 2016. Since his appointment, the headteacher, with the support of governors, has made improving progress in key stage 2 a high priority for the school. This focus has led to success, especially in reading. The improvement in progress in reading in 2017 demonstrates the initial impact of school strategies. However, it was still below average and below the broadly average progress in mathematics and the above-average progress in writing. Evidence from the inspection, including school information, demonstrates that progress is continuing to improve in all three subjects and especially in reading.
- From broadly average starting points, pupils' attainment at the end of Year 6 in 2017 was variable and not good enough over time. Provisional 2017 results show that writing was broadly average at both expected and higher standard, and mathematics and writing below at both measures. Inspection evidence including school progress information and an analysis of pupils' work indicates that improvement strategies are having an impact, resulting in the current broadly average attainment in reading and mathematics.
- Attainment at the end of Year 2 is improving, but still requires improvement. At the expected standard, attainment in all three subjects is improving. Reading in 2017 was broadly average and is now above average. Writing has improved from below average in 2017 to broadly average currently. Mathematics remains below average, but has improved since July 2017. However, attainment at greater depth is below average in all three subjects.
- The progress of disadvantaged pupils has improved over time and is now good. The difference between them and other pupils nationally diminished over time and eliminated in some subjects in 2017. Currently, such pupils' achievement is improving further. The school uses the funding it receives effectively to support learning for these pupils.
- Pupils who have SEN and/or disabilities make good progress. Leaders accurately identify their learning needs and provide carefully planned support to assist their learning. The school makes good use of the funding it receives.
- Improving the teaching of phonics was a school priority. Leaders introduced a more focused approach to teaching phonics and this initiative proved successful. From below-average results in 2015, the proportion of pupils reaching the expected standard in Year 1 has risen to be in line with national expectations for the past two years.
- The most able pupils do not make consistently good progress. Teaching does not

always appropriately plan to address their learning needs. This is especially true in key stage 1, where no pupils are clearly identified at reaching a greater depth in their work.

- Results in science were below average in 2017, but pupils' learning in science is improving currently. The science curriculum is being fully implemented. However, below-average results have been recognised and improving standards in science is a current school improvement focus.

## Early years provision

**Good**

- From starting points below those typical of their age, children make good progress. Outcomes at the end of Reception in 2017 were above average. They have improved steadily since 2015, when they were well below average. The current headteacher made improving early years one of his first major improvement priorities. Strategies such as separating Nursery and Reception, new leadership and accurate use of assessment supported this improvement. Children are well prepared for key stage 1.
- Staff use the funding effectively to support disadvantaged children and as a result they make good progress. Recently, there have been no children who have been identified as having SEN and/or disabilities in early years. Accurate initial assessments and ongoing monitoring include determining potential needs and implementing support as required.
- The early years provision is well led and managed. The leader and teacher in the Nursery work closely together to make sure that learning is cohesive across the provision. They jointly plan and evaluate their practice. They continually assess children's learning and swiftly identify underachievement. For example, staff quickly reacted to disparity in 2017 in learning between boys and girls. They undertook training and implemented strategies such as improving boys' engagement to address this.
- Teaching is effective and lessons are stimulating and fun. Learning activities also develop curiosity and independence. For example, Reception children made ginger biscuits and could choose their own shapes and how to decorate them. Both the indoor and outdoor areas provide a range of engaging activities and resources and children move between them readily to pursue individual interests. A unique resource is the hair salon, which caters for both boys and girls, and includes a range of resources such as wigs, business cards and photographs. Children take pride in their work and are very keen to show and explain it to visitors.
- Teachers take every opportunity to include phonics and language in all activities. For example, when using blocks in the construction area, they carefully defined the word 'balance' and help children to explore the concept. Using and practising phonics is a popular choice as an independent activity.
- Behaviour is good. Teachers have clear routines in place for children to follow. Children understand them and respond quickly to instructions. They work together well and engage in their learning with enthusiasm. Practical activities such as using scissors independently help children to refine safe practices.
- Staff ensure that parents have many opportunities to help support their children's learning. They involve parents in initial assessments and encourage them to contribute



in helping to measure their children's progress. Initiatives such as initial home visits for incoming Nursery children, weekly news books, workshops in phonics and reading and a Friday morning drop-in session all engender a clear home-school partnership.

- Teachers make sure that children are safe. The environment is supervised carefully and children know how to avoid potential hazards. The early years provision meets all welfare requirements.

## School details

Unique reference number	106243
Local authority	Tameside
Inspection number	10043221

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Tom Wragg
Headteacher	Mark Bidgood
Telephone number	0161 330 3169
Website	<a href="http://www.canonjohnson.co.uk">www.canonjohnson.co.uk</a>
Email address	<a href="mailto:admin@canonjohnson.co.uk">admin@canonjohnson.co.uk</a>
Date of previous inspection	11–12 September 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The current headteacher and the leaders of early years have been in post since 2015.
- The school's nursery provides a morning session only. The school manages the breakfast club and a range of other school clubs.
- The local authority has provided a range of support over time. This include help with leadership and management, pupil outcomes and reading. Currently it provides a clear

monitoring role.

- In 2016, the school did not meet the government's floor standards. These define the minimum expectations of pupils' progress and attainment at the end of Year 6. The standards for 2017 have not yet been published.
- Due to low standards in 2013/14, the school received a warning notice from the local authority.

## Information about this inspection

- Inspectors observed a range of lessons and part lessons, three of which were joint observations with the headteacher. They also observed the start of school, an assembly, break and lunchtimes. They also observed the breakfast club and an additional school club. Inspectors observed pupils' movement to lessons and around school.
- Inspectors held meetings with staff, pupils, three representatives of the governing body and a representative of the local authority. Inspector spoke to parents and pupils informally.
- Inspectors scrutinised school documentation concerning development planning, minutes of the governing body, self-evaluation and pupil outcomes. They considered documents on safeguarding, behaviour and attendance.
- Inspectors took account of 11 responses to Ofsted's online survey, Parent View and five responses to its free-text facility. They also considered 15 responses to the staff questionnaire and two responses to the pupil questionnaire.

## Inspection team

Mike Merva, lead inspector

Ofsted Inspector

Deborah Bailey

Ofsted Inspector

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