

Inspection of All Cannings Church of England Primary School

Chandlers Lane, All Cannings, Devizes, Wiltshire SN10 3PG

Inspection dates: 1 and 2 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected All Cannings Church of England Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

There is a warm and caring culture at All Cannings Church of England Primary School. It is a nurturing environment for pupils. Parents describe the school as a 'family'. Pupils demonstrate the Christian values of the school, such as generosity, peace and compassion, through their attitudes and behaviours. Pupils talk enthusiastically about their fundraising and support of charities. For example, monies raised from school performances helped to replace the lead on the church roof.

Leaders have high expectations of pupils. Pupils are attentive and respectful. They talk to visitors with excitement about their learning. Older pupils act as positive role models for their peers. Pupils have many opportunities for leadership. Roles such as school councillor or worship ambassador help pupils to contribute to the school community. Pupils develop their interests and talents in many ways. For example, they enjoy music, coding, sports, ballet and board games clubs.

Pupils say that bullying rarely happens and when it does, leaders deal with it promptly. Pupil ambassadors support one another in resolving friendships. Leaders ensure that pupils learn about friendship, kindness and how to treat one another.

Leaders give a warm welcome to parents and the community at the school. Many parents appreciate the open and approachable nature of leaders and staff.

What does the school do well and what does it need to do better?

Leaders have established a creative and ambitious curriculum. Discrete subjects connect together across the planned topics. For example, in Year 6, pupils understood the reasons for the sinking of the Titanic and its influence on the future through history. In science, they experimented with the impact of ice in water. Teachers plan for pupils' progression of knowledge and skills starting in Reception Year and continuing all the way through to Year 6.

In early years, the curriculum is ambitious and challenging. Children access all areas of learning that link to their current topic. Phonics and mathematics are part of the provision. Children have a good vocabulary knowledge, although sometimes teachers provide vocabulary for children too quickly before the children have had a chance to think about it. Children share and encourage one another. They demonstrate the values and behaviours modelled by older pupils.

Teachers assess pupils' knowledge frequently and so they are able to pick up on pupils' misconceptions quickly. In mathematics, milestone points identify pupils who need support to catch up. In all classrooms, mathematical resources are in use across the school. This encourages pupils to continually develop their mathematical skills. In Reception Year, children use the topical mathematics activity table to count forwards and backwards. In foundation subjects, pupils demonstrate their subject knowledge over time through 'double-page spreads' and quizzes. This helps pupils to

recall their prior learning. For example, Year 3 pupils could identify the difference between settlers and invaders in a sophisticated way. They could talk about this in relation to the Anglo-Saxons and Vikings.

Pupils secure their early reading knowledge through systematic phonics teaching. This begins in Reception Year, where children are well established in the routines and expectations of the lesson. They quickly recognise new letters and sounds that teachers introduce. Pupils' progress in reading is closely monitored. Pupils get help quickly if they need it. There is an ambitious reading curriculum that pupils progress through. Leaders prioritise reading with fluency and having a love of books. A large number of reading champion volunteers train to hear pupils read and support them to improve their fluency.

In lessons, pupils focus on their learning with enthusiasm. If they become excitable, they quickly focus back on their learning. Pupils enjoy paired talking and sharing their understanding with the rest of the class.

Leaders ensure there are many opportunities to enhance pupils' personal development. There are many trips and residential planned. For example, Year 6 recently visited the SeaCity museum in Southampton as part of their study of the Titanic. The personal, social and health education curriculum is well planned and bespoke to the needs of the pupils. Pupils learn about relationships and differences. Pupils celebrate the school's values during regular 'golden worship' sessions. These help pupils develop compassion for others.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers adapt the curriculum so that pupils with SEND have the same opportunities as all pupils. Staff are trained to identify pupils with SEND early so that support is put in place quickly.

Leaders ensure there are wide opportunities for staff training and professional development. Teachers develop their subject knowledge through support from subject leaders. Training with the trust and networks and external development enhances this. Staff appreciate the work of leaders to reduce workload and prioritise the well-being of staff and pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a comprehensive system for reporting and follow up with prompt action. Staff are well trained in identifying and reporting any concerns they may have. Training is up to date, and leaders make it relevant to the local context and beyond.

After the COVID-19 pandemic, leaders have identified mental well-being as a priority for pupils and staff. Pupils learn about looking after themselves and others. They learn about keeping themselves safe, especially online. Pupils know why it is

important to report any concerns they have to an adult. Leaders provide different ways for pupils to do that, for example, a worry box.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although there is robust assessment of foundation subjects that informs teachers of what pupils know, this information is not used well by senior leaders. Leaders need to make sure that assessment information provides an overview of pupils' learning that can be used to plan for future curriculum development.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146925
Local authority	Wiltshire
Inspection number	10256644
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	Board of trustees
Chair of trust	Roger Townsend
Headteacher	Richard Borman
Website	www.allcannings.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in April 2019. It is a founding school of the Equa Multi Academy Trust. This is a multi-academy trust of primary and secondary schools across Wiltshire.
- All Cannings CofE Primary School is a church school. The school was judged to be good at the most recent section 48, carried out in December 2017.
- The school has its own local governing board with delegated responsibilities.
- There is a breakfast club and an after-school club for pupils who attend the school.
- The school uses no alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders

and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, trustees, the chief executive officer, governors and the special educational needs and disabilities coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' works.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff and volunteers working in the school. They met with the designated safeguarding lead and examined records.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Darren Preece

Ofsted Inspector

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