

Inspection of Canada Hill Community Primary School

Abbotsridge Drive, East Ogwell, Newton Abbot, Devon TQ12 6YS

Inspection dates: 6 and 7 December 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	Outstanding

The school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then 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.

What is it like to attend this school?

The school has a welcoming culture. Leaders know the pupils and their families well. Pupils are proud of their school. They enjoy talking about their school with visitors. Pupils are polite and courteous. Even during the excitement of a show, pupils take turns and hold doors patiently.

At playtime there are lots of activities. Older pupils are 'play leaders'. They make sure pupils are happy and joining in. Pupils play chess and create arts on the bus in the playground. In early years, children play well together. They share and cooperate with each other. Pupils say bullying is rare. When it does happen, it is quickly dealt with by leaders.

Pupils are active citizens. They fundraise for the school. For example, they raised money for new play equipment. There is an 'abundance' of clubs and activities, such as learning Japanese, playing hand chimes and touch rugby. They cover many interests and most pupils attend as a result.

Wider reading is an important part of the curriculum. Pupils excitedly talk about their reading. They are ambitious to 'climb' the school reading mountain, 'Mount Readmore', and share the books they enjoy. They are proud of the library and the Hogwarts reading train the staff built for them.

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

Leaders have planned a broad and ambitious curriculum. The curriculum is well-planned so that all pupils move through their learning in a logical way. Leaders have identified the knowledge they want pupils to learn in most of the curriculum. In a minority of subjects, the curriculum is not sufficiently developed. Subject leaders consider the learning in early years and how that continues through to key stage 1. As a result, the early years curriculum prepares children for their progression through to Year 1. Children in Reception and Year 1 learn parts of the curriculum, such as science, through the forest school lessons.

All classes are in mixed-year groups. The curriculum planning makes sure all pupils learn age-appropriate content. In lessons, pupils focus on their learning. When they become distracted, teachers focus pupils back on their work.

Through their work, pupils show the knowledge they have learned at different points in the curriculum. Staff make checks on pupils' knowledge. However, in some subjects, the expectations of these assessments are too broad. As a result, they do not accurately show what pupils can do.

Leaders make sure reading is at the centre of the curriculum. From the moment children start in Reception, they learn phonics. Staff are well trained in the phonics curriculum. They check pupils' understanding. They step in and provide support

when pupils are not keeping up with the programme. Teachers give careful thought to the books they want pupils to read. Pupils enjoy reading to an adult. They are confident to sound out and use their knowledge of phonics to read aloud. All this builds towards well-motivated readers.

Support for pupils with special educational needs and/or disabilities (SEND) begins in the early years. Leaders adapt the curriculum to ensure that everyone learns the same essential knowledge. Leaders are diligent in identifying pupils who need support. They ensure that pupils receive the adaptation they need when they need it. Leaders check every pupil to make sure they have the most appropriate support. Leaders work with families to help them access external services. All this supports pupils with SEND well to learn the curriculum.

Leaders have developed a strong personal development programme. Pupils contribute to school discussions and leaders listen to their contributions. Younger pupils describe pupil leaders as role models. Leaders run an established programme of visits, residentials and visitors to the school. Pupils know what is happening and when, and eagerly look forward to the wide variety of experiences. From Reception to Year 6, pupils take part in shows and sporting festivals. Pupils try a range of activities and new experiences. This creates confidence. Leaders plan the personal, social and health education curriculum to make sure pupils learn about relationships and differences in a way appropriate to their age. Year 6 pupils learn about careers and enterprise. This prepares pupils well for the next stage of their education.

Parents are very positive about the school. They appreciate the communication and support from leaders and staff. Leaders ensure that there is effective training and personal development for staff. Teachers develop their subject knowledge through support from subject leaders. Staff appreciate the work of leaders to reduce workload. The governing body understands its statutory duties. Governors consider how they can carry out their role most effectively.

Safeguarding

The arrangements for safeguarding are effective.

There are strong procedures and policies in place. Leaders make sure there are regular training and updates for all staff. Staff know the pupils well. They pay attention to their well-being and report any concerns without hesitation. Leaders make effective use of early help. As a result, vulnerable pupils and their families get the support they need when they need it.

Pupils know how to keep themselves safe online and offline. Digital leaders remind pupils how to stay safe on the internet. Pupils talk about how they look after their mental health. They identify trusted adults they talk to about their worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, leaders' checks on pupils' knowledge are too broad. As a result, they do not accurately show what pupils can do. Leaders need to refine the checks they make on the important knowledge they want pupils to learn and remember.

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	113245
Local authority	Devon
Inspection number	10242382
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair of governing body	Ruth Maker
Headteacher	Delphine Knott
Website	www.canadahill.devon.sch.uk
Date of previous inspection	20 November 2008, under section 5 of the Education Act 2005

Information about this school

- There is a breakfast club and after-school club for pupils who attend the school.
- The school uses no alternative provider.

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, school leaders, governors and the special educational needs and/or disabilities coordinator. The lead inspector held a telephone discussion with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons where they were timetabled, 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 and 2 read to an adult.
- To understand the culture of safeguarding, the lead inspector met with the designated safeguarding leader and examined school records. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, and the view of staff and pupils in Ofsted's online surveys.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Demelza Bolton

Ofsted Inspector

Nicola Bray

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022