

# Inspection of Cannon Park Primary School

Bransford Avenue, Coventry, West Midlands CV4 7PS

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Inspection dates: 7 and 8 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils know that they will receive a warm welcome when they arrive in school each morning. They feel very safe in school and recognise that they are well cared for by all staff.

The 'TRIED' school values are lived and breathed by pupils and staff. Pupils show teamwork, respect, integrity, enjoyment and discipline in lessons and when moving around the school. Likewise, staff are respectful of pupils and listen closely to what they have to say before responding.

Many pupils join the school part way through the academic year. Staff and pupils go out of their way to help these pupils settle in. This ensures that all pupils benefit from the harmonious school community that leaders have created.

Pupils and staff work together to agree expectations for behaviour. They encourage everyone to display 'brilliant behaviour'. Pupils live up to this expectation. They look out for one another. Bullying incidents are rare and staff deal with any issues quickly, should they arise.

Pupils enjoy the challenge of learning the curriculum. Staff particularly promote pupils' love of reading. They provide a broad range of books for pupils to enjoy, many of which are shared in the school's well-stocked library.

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

Staff ensure that pupils at Cannon Park learn well. Leaders and staff have worked together to develop an ambitious curriculum. They have identified the knowledge and skills that they expect pupils to know and remember, in most subjects.

In a small number of subjects, the curriculum is not fully developed. Leaders intend to refine these subjects so that teachers are clear about what they need to teach.

Leaders ensure that pupils in the early stages of learning to read benefit from daily phonics lessons. This includes staff teaching children how to read from the start of early years. Staff understand how to teach phonics well. They identify any pupils who fall behind and help them to catch up quickly.

Pupils enjoy learning a range of subjects. For example, in geography, younger pupils are fascinated by using maps of the United Kingdom. They eagerly talk about features of physical geography, such as where land ends and the seas start.

Staff select resources and learning activities carefully. In the early years, for example, staff teach children how to share equally by using counters. This helps children to gain a deep understanding of what sharing equally means. They then use this knowledge to practise sharing other resources. This helps all pupils,

including those with special educational needs and/or disabilities (SEND), to learn well. They then use their knowledge to work out more complex problems.

Staff know all pupils well, including those with SEND. Leaders and staff quickly identify any difficulties pupils have in accessing the curriculum. Staff then adapt work to help pupils learn. As a result, pupils with SEND make good progress through the curriculum.

Staff promote school values, alongside British values, in all aspects of school work. In turn, pupils demonstrate these values in their day-to-day relationships. When queuing for lunch, for example, they show integrity. Pupils know that this is about doing the right thing even when no one is looking.

Pupils understand the school's values and talk about them. They know the importance of teamwork and how it supports learning. Pupils embrace the rich diversity of the school, wanting to learn from friends about other backgrounds, faiths and cultures. Staff ensure that pupils take part in a wide range of activities and clubs, including taking on leadership roles. These roles include being 'language heroes', where pupils welcome and support new arrivals to the school.

Leaders make sure that their time is spent on aspects of school life that are most important. Over recent years, for example, they have focused sharply on improving pupils' attendance. As part of this work, they have set up an attendance team. This team has helped parents and carers to support their children to attend school as frequently as possible. Governors maintain oversight of this work, providing support and challenge to leaders.

Parents, staff and pupils are very positive about their school. Staff feel valued. They know that leaders and governors consider workload and make changes where needed. All groups recognise the togetherness of the school community. One parent stated, 'The teachers and pupils are like a strong family unit.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors understand their roles in keeping children safe. They help staff develop their understanding of the school's safeguarding procedures. Through their care of pupils, staff are vigilant in looking out for any concerns. If necessary, leaders take follow up actions in a timely manner.

Pupils feel very safe. They understand specific issues, such as why homophobic bullying is wrong. Pupils, parents and staff state that discriminatory behaviour is not welcome at Cannon Park.

Pupils learn about keeping themselves and others safe. This includes staying safe when learning and playing online. They also learn about potential dangers to their health, such as the negative effects of smoking.

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

### (Information for the school and appropriate authority)

- The curriculum is not fully developed in a small number of subjects. This limits pupils' learning. Leaders should identify what they expect pupils to know and remember in all areas of the curriculum.

## 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

<b>Unique reference number</b>	103667
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10268974
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Teago
<b>Headteacher</b>	Vanessa MacDonald
<b>Website</b>	<a href="http://www.cannonpark.coventry.sch.uk">www.cannonpark.coventry.sch.uk</a>
<b>Date of previous inspection</b>	6 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- An increasing proportion of pupils join the school at non-standard times. Some of these pupils are new to the English language.

## Information about this inspection

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

- This was the first inspection the school had 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, the deputy headteacher and other leaders. They also met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and geography. For each deep dive, the inspectors met with subject leaders, visited

lessons, spoke with staff and pupils, and looked at samples of pupils' work. Other subjects were considered as part of the inspection.

- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors checked arrangements for keeping pupils safe. They reviewed a range of documentation and spoke with leaders, staff, pupils and parents about the school's safeguarding arrangements.
- Inspectors observed pupils' behaviour in lessons and around the school. They spoke with pupils about their experiences in school, including how safe they feel.
- Inspectors considered the views of parents through Ofsted Parent View. They also considered the views of staff and pupils through surveys and discussions.
- Inspectors reviewed a range of documents shared by school leaders. This included curriculum information, minutes of meetings and attendance information.

### **Inspection team**

Jeremy Bird, lead inspector

Ofsted Inspector

David Buckle

Ofsted Inspector

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