

Inspection of a good school: Cannington Church of England Primary School

Brook Street, Cannington, Bridgwater, Somerset TA5 2HP

Inspection dates:

13 and 14 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Cannington is a warm and welcoming school to all. The school's ethos of 'Grow, flourish and thrive' lies at the heart of its work. Staff and pupils have positive relationships. Pupils feel safe. They enjoy school and talk eagerly about their favourite lessons. They say adults help them when they get stuck.

Pupils behave well. In lessons, they try their best with their work. They appreciate the well-maintained and spacious grounds in which to play. Pupils say that bullying has reduced over time. They say that, on the rare occasions it does happen, adults help to resolve it quickly.

The school is ambitious for its pupils. It has rightly identified that pupils were not learning as much as they could. In response, it has overhauled much of the curriculum. However, it is too early to see the impact of these changes.

Pupils enjoy experiences beyond the academic. They develop their independence through residential trips. Pupils learn more about the world around them through both whole-school and class trips, such as visits to the zoo or a former prison.

Parents and carers are overwhelmingly supportive of the school. One comment, typical of many, was, 'There is a positive family feel to the whole setting'.

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

The school has been through a tricky period, which includes issues with staffing. During this period, leaders have shown remarkable resilience, determination and compassion. They have focused on the day-to-day running of the school and worked hard to ensure that pupils' education has not been disrupted. However, this has stretched leaders' time

thinly. While the school is aware of the improvements that need to be made, it has not been able to develop the curriculum as quickly as it would like. Much of the implementation of the new curriculum is at an early stage. In addition, some curriculum planning from early years to Year 6 is either not yet complete or needs further refinement.

Staff have worked hard to embrace the curriculum changes. Where they implement the curriculum well, they explain new concepts clearly. Staff check what pupils learn. They match learning closely to pupils' needs. For example, in early years, adults use songs to introduce children to the concept of number. However, this is not consistent. Some staff do not provide tasks that consider the subject-specific knowledge that pupils need to learn. On occasion, their expectations of what pupils can do are not high enough. Consequently, pupils do not learn as much as they could.

The school has prioritised reading. Pupils enjoy the books their teachers share with them. The school has trained staff to teach pupils to read in a systematic way. Staff regularly revisit sounds to check that pupils have remembered them. They quickly identify pupils who have fallen behind. Through carefully tailored intervention, they catch up. However, the improvements in phonics cannot yet be seen in pupils' outcomes.

The school has clear systems for the identification of pupils with special educational needs and/or disabilities. Individual plans for pupils now include clear and measurable next steps. The school checks that the provision for pupils matches what is on these plans. However, checks across other aspects of the school's work are not as developed. The school does not regularly take stock of how the curriculum is working. As a result, the school does not have a strong enough overview of how well pupils are learning.

Pupils experience a sound wider development offer. Through assemblies, pupils develop their spirituality. Singing has a high profile in the school. Pupils enjoy being part of the school choir and performing at community events. Pupils know that people can come from different backgrounds but say that this does not matter. They say that, at Cannington, everyone is treated equally. Pupils know how to stay safe online, such as not meeting anyone from the virtual world, and to tell an adult if they are concerned.

The governing body is highly committed to the school. Governors have realistic views about the school's performance. They know that the school's curriculum still needs further work. They have done their best to support the school through a difficult time.

Staff enjoy working at Cannington. They feel that leaders take workload into account. Staff also appreciate that leaders care about their lives beyond the school gates. Teachers in the early stages of their career feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum planning is not yet fully refined or complete. This means that pupils do not experience a well-sequenced curriculum that builds on prior knowledge. The school needs to ensure that it completes its planning from early years to Year 6 so that pupils follow a well-sequenced curriculum.
- Some staff lack the subject knowledge to implement the curriculum effectively. As a result, they sometimes give pupils tasks that do not consider the subject-specific knowledge that pupils need to learn, or tasks are not ambitious enough. As a result, pupils do not deepen their knowledge as much as they could. The school needs to support and train staff to implement the curriculum with high ambition and provide pupils with tasks that deepen their knowledge.
- The school does not monitor how well pupils follow the curriculum regularly enough. As a result, the school is not able to review the effectiveness of the changes made to the curriculum and ensure that pupils know more and remember more. Leaders, including governors, need to ensure that monitoring happens regularly so that they know if the curriculum is having the desired effect of improving pupils' outcomes.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123786
Local authority	Somerset
Inspection number	10297936
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair of governing body	Naomi Parker-Jones
Headteacher	Claire Nurse
Website	www.cannington.somerset.sch.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school runs its own breakfast and after-school provision.
- The school increased to seven classes in September 2023.
- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in 2016, when it received a judgement of good.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, special educational needs and disabilities coordinator, groups of staff, groups of pupils and members of the local

governing body. He also held telephone calls with a representative from the local authority and a representative from the Diocese of Bath and Wells.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, he held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey, Ofsted Parent View, and took into consideration responses to the staff and pupil survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

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