

Inspection of a good school: Cannon Lane Primary School

Cannonbury Avenue, Pinner HA5 1TS

Inspection dates:

10 and 11 October 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 be outstanding 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?

The school provides a curriculum that supports the development of the whole pupil. This is achieved through a rigorous academic curriculum and is supported by the wider education that pupils receive. This includes a comprehensive personal, social and health education programme as well as educational visits, extra-curricular clubs and in-school leadership opportunities. Pupils are proud of their school. They said that 'everyone has a voice and should be respected'.

The school has high academic expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Parents and carers, staff and pupils work as a team to realise these expectations. Leaders ensure that pupils are all able to appropriately access the curriculum and succeed. Pupils' outcomes in national tests exemplify this strong curriculum work.

The behaviour of pupils is highly positive. The school has developed a clear behaviour policy that is understood by all. Staff put this policy into practice consistently, and this helps to reinforce pupils' positive attitudes and conduct.

From Reception to the end of Year 6, pupils enjoy their time at school. They are well supported in their learning. Pupils are kept safe. They said that they have a trusted adult in the school who they can turn to if they have any concerns.

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

From the early years to the end of Year 6, pupils study a broad and balanced curriculum that is ambitious for all. Leaders ensure that all teaching staff receive extensive, well-

targeted training on delivering the curriculum as intended. This means that staff are highly skilled in supporting pupils to make progress through all areas of the curriculum.

The curriculum builds pupils' knowledge so that they are ready to study more demanding content later on. Leaders have thought about how to make pupils' progression through the planned steps in learning as smooth as possible. They have carefully considered at which points pupils will learn key knowledge and how they will do this. An example of this is in mathematics, where pupils' understanding of shapes and their properties is built up and deepened very well, starting in Reception and continuing all the way through to Year 6.

Assessments are used skilfully to support pupils to learn well. For example, teachers set tasks that provide pupils with the opportunity to recall, practise and apply their knowledge. This helps pupils to know and remember more. Assessments also provide teachers with clear information about what pupils understand. Lessons are then adapted, as needed, to better support pupils to grasp subject content.

Leaders have prioritised reading. They have high expectations for all pupils. These expectations ensure that pupils both learn to read and love to read. All staff receive rigorous training in the teaching of phonics. This means that the school's selected phonics scheme is delivered with fidelity and pupils quickly secure their knowledge. This is reflected in pupils' highly positive outcomes in the phonics screening checks. Regular assessments allow leaders and teachers to have a clear idea of how well all pupils are progressing through the phonics programme. If pupils have gaps in their knowledge, these are identified and filled swiftly. Pupils develop a love of reading. They enjoy taking out books from one of the school libraries. They know their favourite stories and they can describe why they like them so much.

Supporting pupils with additional needs is prioritised in lessons. Staff receive the appropriate training to ensure that they know how to include all pupils in learning. Leaders work as a team with parents and carers and other agencies to support the best outcomes for pupils. The progress of pupils is closely monitored and plans of support are adapted where necessary. Parents of pupils with SEND spoke highly about the support that their children receive. Pupils with SEND are able to attain the same high outcomes as their peers.

Leaders have very high expectations of pupils' behaviour and conduct, which are underpinned by the school values. The school addresses behaviour concerns through the lens of 'respect for self and others and taking responsibility for the decisions we make'. This approach celebrates success and good behaviours. Pupils also show a high commitment to their learning through their regular school attendance.

Pupils have multiple opportunities to lead. Eco-warriors have played a part in helping to make the school greener through planting. The school council has helped to organise charity fundraising activities for the local community. An extensive range of clubs and trips are on offer. Leaders and staff organise these as part of their goal of developing pupils into polite and confident young people.

The governing body supports leaders effectively. It ensures that leaders consider staff workload and well-being carefully.

Safeguarding

The arrangements for safeguarding are effective.

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 first ungraded inspection since we judged the school to be good in February 2018.

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 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	102204
Local authority	Harrow
Inspection number	10289836
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	772
Appropriate authority	The governing body
Chair of governing body	Sarah Skerton
Headteacher	Alastair Phillips
Website	www.cannonlanepprimary.org
Dates of previous inspection	27 and 28 February 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders use no alternative provision.

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 since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders. They also met with the chair of the governing body, other members of the governing body and representatives from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, history, mathematics and religious education. The inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.

- The inspectors also visited lessons and reviewed pupils' work for some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

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