



# Canon Pyon CofE Primary School

## Inspection Report

**Unique Reference Number** 116790  
**Local Authority** Herefordshire  
**Inspection number** 290633  
**Inspection date** 29 November 2006  
**Reporting inspector** Graham Sims

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Canon Pyon
<b>School category</b>	Voluntary controlled		Hereford
<b>Age range of pupils</b>	4-11		HR4 8PF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01432 830334
<b>Number on roll (school)</b>	89	<b>Fax number</b>	01432 830334
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Elizabeth Vaughan
		<b>Headteacher</b>	Del Francis
<b>Date of previous school inspection</b>	5 February 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 29 November 2006	<b>Inspection number</b> 290633
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Canon Pyon Primary School is a small, but popular, village school, which serves a scattered rural community to the north of Hereford. Its pupils are almost all of White British heritage and come from a wide range of socio-economic backgrounds. An above average proportion of pupils join the school part-way through their primary education. Apart from children in their Reception Year, all pupils are taught in mixed-age classes. At the time of the inspection, the new headteacher had been in post for almost three months.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

It is easy to see why Canon Pyon Primary School is popular with parents, some of whom choose to travel a long way each day so their children can attend. The school is a happy community, where excellent relationships between staff and pupils and the high standard of pastoral care reassure parents that their children are looked after well. The school is also capable of achieving outstanding results. In 2005, for example, almost all pupils achieved Level 5 in English, mathematics and science at the end of Year 6. The overall standard was way ahead of most schools and represented excellent progress for these pupils.

However, standards vary markedly from year to year, and not all pupils make as much progress as they are capable of making. Results achieved by pupils in 2004 and, more recently, in 2006, reflect the inspection judgements that standards are average and that pupils' achievement, the overall effectiveness of the school and the quality of provision are all satisfactory. Pupils settle well in their Reception Year and make sound progress because provision is satisfactory. There is undoubtedly some good teaching in all classes and there are exciting and interesting elements to the curriculum. However, the staff do not have a clear enough picture of how well individual pupils are progressing, with the result that the teaching sometimes leaves some pupils behind and does not challenge others enough. Writing has emerged as a weaker element of pupils' work and not enough opportunities have been provided to develop writing skills either in English lessons or through writing in other subjects.

Although the leadership has been responsible for some significant strengths and for instigating some improvements since the previous inspection, the overall quality of leadership and management is satisfactory. Recently, subject coordinators have been empowered to lead their subjects and more has been done to support pupils with learning difficulties and disabilities. The new headteacher has enthused the staff and implemented some significant improvements in a short space of time. The appointment of a part-time special educational needs co-ordinator has had a marked impact on provision for those with learning difficulties. The refurbishment of one of the classrooms has boosted morale. The new development plan accurately identifies areas that need improving. Although these and other changes have not yet had time to be measured in terms of pupils' achievement or to bring greater consistency to the teaching, they are highly encouraging signs that indicate the school has the capacity improve.

The undoubted strength of the school is the way in which the staff help pupils to develop good personal attributes and good habits which contribute to their well-being. The pupils clearly enjoy school and value the good range of extra-curricular activities provided for them. They have a good awareness of what they need to do to lead healthy lifestyles and adopt safe practices, and have instigated their own initiatives to ensure everyone eats more healthily when at school. They behave well and are polite and considerate to each other. Older pupils are frequently seen helping younger pupils. The pupils' considerate behaviour, their ability to work diligently and in collaboration with others and their sound range of skills in literacy, numeracy and information and

communication technology (ICT), prepare them well for their future education and the later world of work.

### **What the school should do to improve further**

- Provide more opportunities for pupils to produce extended writing in English lessons and other subjects and give clearer feedback on what pupils need to do to improve the quality of their writing.
- Develop more consistent teaching practice with a particular focus on meeting the needs of individual pupils, particularly the more able and those with learning difficulties.
- Improve the school's procedures for assessing what pupils can do, tracking their progress and using this information to plan the curriculum to meet identified needs.
- Develop the role of subject leaders in monitoring, evaluating and developing their areas of responsibility.

## **Achievement and standards**

### **Grade: 3**

The ability range throughout the school is very wide; most year groups contain some pupils with significant learning difficulties and some who are particularly able. The overall profile, however, is one of broadly average attainment on entry and average standards when pupils leave, indicating that pupils' achievement is satisfactory. Standards have fluctuated hugely since the previous inspection. This is partly because of the school's varied intake and the small numbers of pupils in each year group. Nevertheless, pupils' achievement has generally been satisfactory overall. Variation in standards and achievement can also be attributed to differences in teaching and learning between classes. For example, mathematics is the strongest aspect of pupils' work at Key Stage 2, but the weakest at Key Stage 1. More able pupils do better in Key Stage 2 than in Key Stage 1, and those with learning difficulties do better in Key Stage 1 than in Key Stage 2. The least variation occurs in the Foundation Stage, where the real strengths are the way children develop positive attitudes to school and make progress in their creative and physical development.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and show consideration to others. They are adamant that there is no bullying in the school because it is a friendly place. They participate eagerly in lessons and support after-school activities well. They enjoy carrying out a range of responsibilities which help the school to run smoothly and which, more recently, have helped to raise their awareness of environmental issues. However, their ability to exercise initiative is unproven as there have been few opportunities within their work or around the school for them to do so. Close links with the Church, a link with a school in Tanzania,

multicultural days and a wide range of instrumental tuition promote pupils' spiritual and cultural development well. Attendance is above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Whilst there is undoubtedly some good teaching and learning in all classes, this good practice is not consistent and the overall quality is satisfactory. Approaches to the planning of lessons, the marking of pupils' work and the use of targets differ from one class to the next, and the school has not always utilised and disseminated the strengths which evidently exist to ensure a more consistent quality. The school does, however, use the specialist subject expertise of its staff well, by providing specialist teaching in a number of subjects. The excellent relationships between staff and pupils are the undoubted strength in every class, as these help to ensure a good climate for learning and pupils who are willing and ready to learn. Staff do not always make enough allowance for the differing ages and abilities within the class by providing work which is sufficiently well matched to the needs of the more able or those with learning difficulties.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum. Its strength lies in the range of additional activities, such as residential experiences for pupils in Years 5 and 6, after-school clubs and partnership activities in subjects such as French and music provided through links with the local secondary school. Provision for pupils with learning difficulties has improved significantly this term with the appointment of a part-time coordinator for special educational needs, but has been weak in the past. Not enough opportunities have been provided for pupils to produce extended writing in English or to consolidate and develop these skills through written work in other subjects.

### **Care, guidance and support**

#### **Grade: 3**

The care, guidance and support provided by the school is satisfactory. Pastoral care is a significant strength. Most staff have been at the school for some time, know the pupils well and have a high and effective commitment to promoting their health and safety. One of the advantages of the specialist teaching is that pupils get to know all staff at an early age and feel confident in their presence. Arrangements for the safeguarding of pupils are secure. Parents particularly appreciate the arrangements for their children when they join the Reception Year and the standard of care they receive when they join the school. Academic guidance and support are not as strong. The current system for tracking pupils' progress has not provided a clear enough picture of how well pupils are achieving. The marking of pupils' work varies in quality,

and there is not a consistent approach to providing pupils with feedback so that they know where they have made mistakes and what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

Staff, governors and parents express enthusiasm and confidence in the changes that the new headteacher is instigating, and a very good sense of teamwork is emerging. Until recently, subject coordinators have been given little responsibility for monitoring the quality of teaching and learning in their subject areas or for leading new developments. Their roles are ripe for development. Despite a somewhat optimistic grading of the school's performance, which has not been fully borne out by the inspection, the new headteacher has very quickly gained an accurate perception of the school's strengths and weaknesses. She has drawn up a good action plan in consultation with the staff and is providing a very clear direction for future improvements. Some significant changes have already taken place. Through good local partnerships, staff have had opportunities to observe good teaching practice in other schools which is helping them to focus on a more consistent policy for teaching and learning. The refurbishment of the classroom for pupils in Key Stage 1 has significantly improved the learning environment. The most important change has been the improved provision for pupils with learning difficulties which is helping them to make better progress. Governors are also becoming more involved in planning new developments and ensuring that the school has appropriate procedures.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I enjoyed my visit to your school and would like to thank those of you who took the time to talk to me about the school. A number of you told me that yours is a good school. I agree that your school has some good features, but there are some aspects that could be improved, which makes the overall quality of education satisfactory. These are the main things I found out about your school:

- Most of you are making satisfactory progress in your work, and you achieve average standards by the end of Year 6.
- You are friendly, polite, helpful and well behaved, and most of you enjoy school.
- You have a good understanding of what you need to do to lead a healthy lifestyle and keep yourself safe, and many of you enjoy participating in physical activity.
- You receive satisfactory, and at times good, teaching, and the excellent relationships with your teachers ensure there is a good learning atmosphere in your classes.
- Sometimes the work is too difficult for those of you who find it hard to learn and too easy for others of you.
- The weakest aspect of your work is your writing.
- The school provides a good range of additional activities and clubs which you enjoy.
- The staff take good care of you and make sure that you are safe in school.
- The new headteacher and staff are working well together and have good plans for making the school even better.

I have asked the headteacher, staff and governors to do the following to help the school to improve:

- Provide more opportunities for you to practise and develop your writing skills.
- Ensure the teaching provides sufficient help for those of you with learning difficulties and sufficient challenge for those of you who find the work easy.
- Keep a better track of how well you are doing and provide you with clearer feedback on what you need to do to improve your work.
- Give staff more time to find out how well you are learning in each subject and to introduce new ideas which will make learning even more interesting for you.

You can play your part by continuing to be cooperative and helpful to your teachers and working hard to improve your writing.