

Canon Maggs CofE Junior School

Inspection report

Unique Reference Number	125689
Local Authority	Warwickshire
Inspection number	315285
Inspection dates	4–5 March 2008
Reporting inspector	Paul Edwards

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	357
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Ian Potter
Date of previous school inspection	27 September 2004
School address	Derwent Road Bedworth CV12 8RT
Telephone number	024 76312220
Fax number	024 76312923

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Canon Maggs is a large junior school, with most pupils transferring from the nearby infant school. Most pupils are from White ethnic backgrounds and none is at an early stage of learning English as an additional language. The proportion of pupils eligible for free school meals is below that seen nationally. The headteacher took up his position twelve months ago. The senior leadership team has recently been finalised with the appointment of an assistant headteacher and two of the core subject leaders were appointed recently.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Canon Maggs provides a satisfactory education and there are some significant strengths. Parents are rightly pleased with the good care and pastoral support provided for their children. The views of one parent was typical of the overwhelming majority when commenting: 'I have always found the commitment of staff outstanding. After-school activities and special projects are always a great success due to the dedication of staff. The child is at the centre of everything that happens at Canon Maggs'. The school is very successful in enabling pupils to become confident, articulate and enthusiastic learners.

Teaching is satisfactory overall and, as a result, pupils achieve satisfactorily and attain standards that are broadly average by the end of Year 6 in the key areas of English and mathematics. They do better in science, however, attaining standards that are higher than those seen nationally. Their skills in information and communication technology (ICT) are also above average. Pupils do well in reading, science and ICT because teachers provide them with good, well-structured activities that are well matched to the pupils' ability. Writing skills are improving with more opportunities to practise skills in other subjects. The overuse of worksheets does, however, occasionally restrict the pupils' progress in writing. Whilst achievement in mathematics is satisfactory overall, some middle ability and more able pupils do not make sufficient progress. This is because teachers do not always make good use of assessment information to pitch work at the right level or they require pupils to repeat work unnecessarily instead of starting with work that is sufficiently challenging.

Pupils' behaviour is exemplary and they thoroughly enjoy all aspects of school. This is because they are provided with a good range of interesting and stimulating activities. Pupils are keen to talk about the many sporting, musical and artistic activities that they are able to take part in, both in lessons and after school. Pupils clearly have a good understanding of the importance of following a healthy lifestyle and this is shown in the high level of participation in sport. Year 6 pupils were particularly proud of winning the local swimming gala during the inspection week. The pupils' enthusiasm for school is reflected in their good attendance. Parents are right to be pleased with the good quality of care and guidance that is provided. The good support is partly the reason why pupils with learning difficulties and/or disabilities, particularly those with dyslexia and behaviour problems, generally make good progress. The other reasons are the early identification of their needs and the range of activities that stimulate pupils' enthusiasm.

Leadership and management are satisfactory. The headteacher has, in a short time, created an enthusiastic leadership team who know the school's strengths and weaknesses and are committed to raising standards. They have been particularly effective in ensuring pupils are provided with a rich and stimulating curriculum and maintaining the excellent relationships with parents, who give their full support to the school. They work hard and effectively to establish strong relationships with other schools and outside agencies to provide the best possible care for the pupils. Subject leaders have successfully introduced new initiatives. However, their role in monitoring the quality of teaching and ensuring pupils make the progress of which they are capable is not yet effective. The school rightly recognises this and is providing guidance for those new to their roles. Governors are supportive and regular visitors to the school. The school is in a sound position to make further improvements.

What the school should do to improve further

- Improve standards and accelerate pupils' progress in mathematics by ensuring work is always sufficiently challenging.
- Ensure teachers use assessment information effectively so work is pitched at the correct level.
- Develop the roles of subject leaders to enable them to monitor more effectively the quality of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Attainment on entry varies but the picture is of broadly average and improving attainment when pupils enter Year 3. Over the past four years, despite some slight fluctuations, standards in national tests have been broadly average. Pupils make good progress in science even though they carry out their investigative activities in cramped conditions. Whilst pupils' writing skills are not as strong as reading, the school works hard to provide pupils with good opportunities to practise skills, particularly in subjects such as history, geography and religious education. There is a tendency for teachers to over-use worksheets that limit the opportunity for pupils to write at length and to develop their fluency in handwriting. The lack of challenge in mathematics for some pupils means that they do not achieve as well as they should. The pupils' ICT skills are good and help their learning in other subjects. Pupils with learning difficulties receive good support, both in lessons and during withdrawal sessions, and this helps them to make good progress.

Personal development and well-being

Grade: 2

Pupils demonstrate considerable enthusiasm in all that they do. Their excellent behaviour is the result of the very clear school rules, of which they are fully aware, and also their own self-discipline and sense of responsibility. Relationships are good and, as a result, pupils feel safe in school and are confident that any concerns or problems they have will be dealt with by the staff. Pupils are enthusiastic talkers and are keen to tell visitors about their own achievements and those of their peers. Pupils' spiritual and moral development is good. They make a positive contribution to the school and wider community; for example, the oldest pupils are proud of their roles as 'Peer Supporters' where they act as mediators to others. They are equally proud of their involvement with the school council and ECO group and their charitable work, notably the support of a child in Uganda. Pupils take regular exercise and enjoy sporting and other clubs. Although most understand the importance of a healthy diet, this is not always reflected in what they choose to eat. Whilst the pupils' skills in literacy and numeracy are only average, their strong social skills and good communication skills prepare them well for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory across the school and there are some considerable strengths in all classes. Teachers have high expectations of behaviour and of pupils' application to work. Pupils do not let their teachers down. Teachers plan a good range of activities that keeps the pupils interested. Work is generally matched satisfactorily to the pupils' needs. However, in mathematics, teachers do not always make the best use of assessment information to ensure pupils make sufficient progress. For the more able and the middle attaining pupils, work sometimes lacks challenge or they are required unnecessarily to undertake consolidation activities before getting to the more challenging work. Work is marked regularly and consistently, with a good indication to pupils of what they have done well. However, points for improvement are not always identified or, where they are, they are not always followed up. Homework is used well by teachers and this encourages very good parental involvement in their children's learning.

Curriculum and other activities

Grade: 2

There is a good emphasis on teaching the basic skills of literacy and numeracy throughout the school. However, other subjects are not neglected. On Fridays, pupils enjoy a rich diet of theme days and practical activities that cover all areas of the curriculum. ICT plays an important part in the pupils' learning. The development of a 'portal' whereby pupils, teachers and parents are involved in a wide range of topics is an impressive feature. Older pupils take the lead in setting up interest areas, which does much for their independence and social skills. Pupils are well informed about the dangers of alcohol, drugs and smoking through a good personal, social and health programme. The curriculum gives pupils a good understanding of other cultures and faiths and prepares them well for living in a multicultural society. Whilst there are good opportunities for pupils to develop literacy skills across other subjects, the school rightly recognises there are insufficient opportunities for numeracy skills to be developed in the same way.

Care, guidance and support

Grade: 2

Pastoral support is a strength of the school and this is reflected in the very good relationships that exist between staff and pupils. Pupils speak warmly of their teachers and are confident that any problems they have will be dealt with effectively. Procedures for child protection and safeguarding pupils are rigorous and this helps pupils to feel safe and secure. The school actively encourages pupils to eat healthily, take plenty of exercise and to participate in the wide range of after-school sporting activities. The school works very well with outside agencies to support pupils. Consequently, those pupils with reading difficulties and behavioural problems learn well and make good progress. Whilst academic guidance is generally good, learning objectives are not always sufficiently clear and this makes it difficult for some pupils to know what it is they have to do to improve.

Leadership and management

Grade: 3

The headteacher has involved the assistant headteachers and subject leaders for English, mathematics and science in identifying the strengths and weaknesses of the school. Consequently, an effective management team has been established that has a clear view of what works well and is working with determination on those things which need improving. The school sets challenging targets and is working hard to address the lack of progress made in mathematics. Staff have successfully embraced initiatives such as the new literacy and numeracy strategies and, with the support of senior leaders, are determined and successful in making the curriculum interesting and exciting. There is a clear system in place for tracking pupils' progress and identifying areas of underachievement. This information is available to all staff. The school has rightly identified that its procedures for ensuring that the teachers make the best use of this information are not yet rigorous enough. Governors are supportive and are regular visitors to the school. There is a need to provide all governors with training to enable them to be effective in monitoring the work of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

6 March 2008

Dear Pupils

Inspection of Canon Maggs C of E Primary School, Bedworth CV12 8RT

We would like to thank you for welcoming us to your school, telling us how much you enjoy taking part in all the activities and showing us your work. We were very impressed with how confidently you spoke and with your politeness. At the moment, your school is providing you with a satisfactory education.

These are the best things we found out about your school.

- The teaching ensures you make satisfactory progress throughout the school.
- You behave exceptionally well and thoroughly enjoy all aspects of school.
- You are good at taking on responsibility. We were impressed with the work of the school council, that of the pupils who take responsibility for the school portal and of those pupils who work as 'pupil friends'.
- All staff at the school look after you well and those pupils who need extra help are given good guidance and support.
- The school is good at ensuring you understand the importance of staying safe and healthy.
- You are taught all of the subjects you should be and there are lots of interesting visits and visitors.
- Your parents are very happy that you come to this school.

What we have asked your school to do now.

- Make sure that your work in mathematics is sufficiently challenging, particularly for those who find it a little easy.
- Make sure that teachers use information from marking and tests to plan work that helps you to make good progress, particularly in mathematics.
- Help those in charge of subjects to check how well teaching is helping you to do your best.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to work hard. We wish you all the best for the future and hope you continue to enjoy your time at school.

Yours sincerely

Mr Paul Edwards Lead inspector