

Canon Pyon CofE Primary School

Inspection report

Unique Reference Number	116790
Local Authority	Herefordshire
Inspection number	338889
Inspection dates	18–19 May 2010
Reporting inspector	Patricia Potheary

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Elizabeth Vaughan
Headteacher	Delyth Francis
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed and five teachers seen. Meetings were held with groups of pupils, the chair of governors and staff. Inspectors observed the school's work and looked at local authority reports, information about pupils' progress, staff and pupil surveys and safeguarding procedures. The inspection team analysed 48 responses to parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress for all pupils including those in Reception to indicate the quality and consistency of teaching and assessment in literacy and numeracy
- strengths in personal outcomes for pupils and the provision to support these
- the effectiveness of leadership in ensuring that improved provision has led to improved progress.

Information about the school

Canon Pyon is a small village school, which serves a scattered rural community. Virtually all pupils are of White British heritage and come from a wide range of socio-economic backgrounds. Very few pupils are eligible for free school meals and lower than average proportions have special educational needs and/or disabilities. In some year groups a few pupils arrive or leave at other than the normal times of admission or departure. The Early Years Foundation Stage consists of one group of Reception age children taught alongside pupils from Year 1. Most pupils are taught in mixed age classes, although Year 2 pupils are taught separately in the mornings. The school has achieved the Eco Schools Silver Award in 2010, Healthy Schools status and the Activemark. The headteacher works for three and a half days per week and the deputy headteacher is the acting headteacher on the other day and a half.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Canon Pyon is an harmonious and caring learning community where pupils' academic achievements are satisfactory. Pupils develop some substantial personal skills due to a full and interesting curriculum and the good support and guidance provided. Pupils' strong enjoyment of school is evidenced by their high rates of attendance. As one reported, 'Teachers let you enjoy school.' Attainment is above average but varies considerably between year groups. The school has several strengths which result from some good improvements to the environment, aspects of the curriculum and a good knowledge of each pupil individually. For example pupils are supported to develop an outstanding understanding of how to lead healthy lives, very regularly taking exercise, gardening and choosing to eat plenty of fruit and vegetables.

The progress pupils make, including those with special educational needs and/or disabilities, is satisfactory overall. For a minority of pupils progress is good, particularly in writing, and progress is consistently good in science. Very recently a few pupils with learning difficulties have made outstanding progress in reading and spelling. The rate of progress being made is improving, because developments within teaching are leading to an increased focus on identifying those pupils who need additional support. The rate of progress varies between some groups however. This is because lesson planning is not precise enough to ensure that, in each lesson, all pupils are securely challenged at their own level. Pupils have individual targets but not enough to link with all of their literacy and numeracy lessons. Pupils are often unclear about the steps they need to take to reach the next level in their work and tasks are not always matched closely enough to what each individual needs to learn to move forward.

There are many strengths in teaching, including very skilled communication of what is to be learned and in the use of technology to support understanding. Teaching is satisfactory rather than good overall because the use of pupils' targets, to secure good progress, varies in quality and effect within subjects and between year groups. Pupils behave well, have very positive attitudes to learning and are encouraged to contribute confidently in class. They enjoy learning in many subjects quoting sport, physical education, history, literacy, mathematics and art as some of their favourite aspects of school.

Satisfactory leadership has successfully implemented several improvements to the school and the capacity to improve is satisfactory. The new wind turbine and solar panels are splendid examples which support pupils' excellent understanding of caring for the environment. The impact of leadership on improving progress is satisfactory and more pupils now make good progress in all classes. However this is not consistent, in part because senior staff do not find regular time to plan strategies together for

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improving practice or evaluating their impact. For example, there are several examples of good practice in different classes but these are not universally adopted. Information about individual pupils' progress is regularly monitored by school leaders and self-evaluation is broadly accurate. The information this provides is not used to develop a sufficiently detailed overview of any differences in the rate of progress between pupils of differing abilities.

Pupils make an outstanding contribution to the school and community through the many responsibilities they willingly undertake, for example, acting as road safety officers, making soup for parents to raise money, running the healthy tuck shop and working hard to protect the environment. Their spiritual, moral, social and cultural awareness is also outstanding and they show a very mature appreciation of different cultures and beliefs.

What does the school need to do to improve further?

- – Increase the rate of pupils' progress in English and mathematics by:
 - making sure that work is sufficiently challenging for all pupils in every class
 - providing individual pupils with clear steps towards reaching the next level in their work, which are closely linked to the tasks given in lessons.
- Improve consistency in the quality of teaching and learning by:
 - developing a whole-school system for more effective use of pupils' individual targets
 - enhancing teaching skills in planning to meet the needs of mixed age classes.
- Increase the impact and effectiveness of actions taken by leadership through:
 - monitoring more precisely the progress different ability groups are making to identify in more detail where improvements are most needed
 - ensuring senior leadership work closely and regularly together to plan strategies for improving outcomes and evaluating their impact
 - ensuring that all classes adopt the best practice to be found in the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Lessons are characterised by hard working pupils who are keen to do their best. Pupils really enjoy their learning. It is pleasing to see how well they encourage and support each other, for example, cooperating to find answers or resolve problems. Although satisfactory overall, achievement and the progress pupils make is stronger in English than in mathematics. The good progress in science was evident in one exciting lesson, where pupils quickly grasped how to investigate the different properties of mould and made astute observations about their findings. For pupils aged five to seven, progress

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over time has improved and is now good. There is little evidence to suggest significant differences in progress between girls and boys or those from different backgrounds. In a few lessons, particularly in English, some more able or older pupils do not progress as fast as might be expected, whereas in some lessons, especially in mathematics, it is some of the younger pupils who occasionally make slower progress. Although similar overall, the rate of progress made by pupils with learning difficulties is improving rapidly as more effective in-class support is provided.

Pupils report feeling safe and that unkind behaviour is rare. Pupils reflect thoughtfully on their experiences, show a very strong regard for the beliefs of others and really appreciate the wonders of the environment and nature around them. Their enthusiasm for the performing arts and sport is infectious and they all contribute very regularly to the way the school runs, by taking part in the decision making process, through the school council. In this way and with their strong team working skills and positive attitudes they are well prepared for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils are well cared for regarding their personal and learning needs. Pupils appreciate the way, 'Teachers are very respectful of the pupils.' Staff accurately assess pupils' levels of attainment and use this broadly to match work to the needs of different groups, although this is not refined enough in some lessons. A few pupils feel that their work sometimes lacks challenge, is not suited to their needs or they are not entirely clear about how to reach the next level. This is because tasks are not always varied enough to match the different levels of attainment. There is improved practice in the deployment of teaching assistants in some classes, which is increasing the pace of learning for the different age groups, although this is not consistent throughout the school.

The curriculum is planned well to provide specialist teaching in several subjects including art, French and science. This enables pupils to work with different teachers during their two or three years in one class and ensures strong subject knowledge. Arrangements for transition to secondary school are outstanding in the extent of ongoing links and visits. There is some very effective support for improving attendance and good support for those who have difficulties with behaviour or learning. The quality of the environment is enhanced by the outside developments and some displays, but is limited by cramped spaces and a shortage of rooms. The range of activities and projects provided within the curriculum is excellent, due in part to very strong links with other providers and organisations, and includes a joint writing project with other schools, events for gifted and talented pupils and specialist sports coaching. In addition the well run 'Forest School' initiative not only encourages a deep respect for the natural world, but raises pupils' self-esteem through the many skills it enables them to develop.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has effectively improved several aspects of the school's procedures and has been instrumental in linking with others to improve many aspects of the school's work. This includes increasing the range of subject expertise and securing some strong personal outcomes for pupils. These links have also enabled the school to set a fine example of how to produce sustainable energy which is highly valued in such a small rural community. The impact of the many actions taken, such as improved collection of data and tracking of progress, has been variable and has not yet translated into a significant increase in the progress being made. There is an increase in the

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proportion of pupils making good progress in writing, and in Key Stage 1, but actions to improve the quality and consistency of teaching mixed age classes, and the use of target setting, has been less effective. Senior leadership recognises that insufficient time is spent working as a team in planning how to drive school improvement. In addition, the role of subject leaders, although much improved is still at an early stage in terms of having a measurable impact. The governing body fulfils its duties and is highly experienced and committed, although its role in effectively challenging, to support the work of school improvement, is still developing.

Safeguarding procedures are satisfactory, meet all requirements and are evaluated for their effectiveness regularly. Inspectors drew the school's attention to the lack of detail in some policies. The school places a high priority on keeping pupils safe and secure. There is no evidence of discrimination and most groups regardless of gender, learning difficulty or background have similar opportunities. Pupils are actively taught to understand and respect those from different cultures or who lead different lives in their own community and the school has some strong links nationally and internationally. The impact of this is regularly evaluated and has resulted in a tolerant, respectful school community and good promotion of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly in Reception and there is good liaison with parents and pre-school providers. The new Reception class teacher has begun to improve the quality of learning, sets helpful individual targets which are well communicated to parents and

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children and tracks progress very carefully. Leadership of this age group is satisfactory and improving. From attainment on entry, which is broadly in line with skills expected for their age, satisfactory teaching ensures that children make satisfactory progress in all areas of learning, with good progress being made in linking sounds and letters due to the good focused teaching of phonics. The level of tasks set does not always provide sufficient challenge to support faster progress for a few children. Children have developed well personally and are very cooperative and independent. In one session some were busy fishing amicably together from their 'boat' outside, while others were sharing letters they had written, practising their handwriting and composing poetry. The focused teaching groups receive skilled input from staff so that language and number skills develop appropriately. Children are happy and well behaved and there is a buzz of excited activity as children choose from a wide array of activities, including confidently using computers. The outside area is used regularly and enjoyed by the children, although it is not yet fully developed to encourage even more fruitful exploration by children of their environment. It does, however, contain some exciting garden areas to support the school's successful emphasis on healthy living.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents are overwhelmingly positive about all aspects of the school. They particularly appreciate how safe their children are and the information provided about their child's progress. As one explained, 'The teachers really know the pupils personally and academically.' Parents also value highly the preparation for secondary school and the way staff support their child to lead a healthy life. A few expressed concerns about leadership. The inspectors judged leadership to be satisfactory, although senior staff have been asked to meet together more often to secure more effective school improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canon Pyon CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	60	17	35	2	4	0	0
The school keeps my child safe	26	54	21	44	0	0	0	0
The school informs me about my child's progress	20	42	27	56	1	2	0	0
My child is making enough progress at this school	24	50	18	38	3	6	0	0
The teaching is good at this school	25	52	22	46	0	0	0	0
The school helps me to support my child's learning	20	42	23	48	1	2	0	0
The school helps my child to have a healthy lifestyle	24	50	23	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	42	24	50	2	4	0	0
The school meets my child's particular needs	23	48	22	46	2	4	0	0
The school deals effectively with unacceptable behaviour	18	38	25	52	3	6	2	4
The school takes account of my suggestions and concerns	22	46	21	44	5	10	0	0
The school is led and managed effectively	15	31	26	54	6	13	1	2
Overall, I am happy with my child's experience at this school	29	60	16	33	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2010

Dear Pupils

Inspection of Canon Pyon CofE Primary School, Hereford, HR4 8PF

Thank you for being so welcoming when we visited your school. We very much enjoyed meeting you, joining you for lunch and seeing some of your lessons. Your school is a satisfactory and improving school, with many interesting things going on, just as you described. Senior staff work hard to keep developing the school and this is an important reason why your work is getting better each year.

Enjoyable teaching helps you to make satisfactory progress in your lessons and the rate of your progress is increasing. We like the way you really enjoy your lessons and always try to do your best. Some of you do not always feel that your work is challenging enough in lessons. For this reason we have asked your school to increase the progress you make in English and mathematics and improve the way your targets are used in each lesson by:

- giving you an easy-to-understand, clear set of steps towards reaching the next level in your work
- making sure all lessons have tasks which challenge each one of you and help you reach the next level more quickly
- make sure that most lessons are of the same good quality.

We would also like school leaders to work together more closely, and to greater effect, by monitoring the progress of your different groups, being more detailed about what needs to improve and by making sure that the best teaching strategies are used in all your lessons. We are sure that you will discuss these ideas with your teachers and help them by working hard and sharing your ideas.

The responsibilities that you take on are exceptional, for example, the way some of you run the school tuck shop and work to improve road safety. Your understanding of how to lead healthy lives is also excellent. You were keen to tell us that the school keeps you safe and looks after you well. It is therefore very pleasing to see that you are helping yourselves by attending very regularly, behaving well and considering others in lessons and on the playground. You show good respect and understanding towards those who have different beliefs and ways of living, which helps make your school a happy and welcoming community.

Yours sincerely

Patricia Potheary

Lead inspector

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