

Canterbury Cross Primary School

Canterbury Road, Birchfield, Birmingham, B20 3AA

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Across Key Stage 2 pupils make good and sometimes exceptional progress in reading writing and mathematics. Their standards by the time they leave are above average.
- The headteacher, supported by his committed staff, has been unwavering in his drive to ensure all pupils succeed and are ready for the next stage in their education when they leave.
- The quality of teaching is good and some is outstanding, particularly in Key Stage 2. This is because teachers have high expectations of the pupils and ensure they are motivated. Teachers' marking provides consistently good guidance on how pupils can improve.
- The school gives a high priority to the teaching of reading and writing. Pupils read widely and often and the teaching of phonics and spelling is highly effective.
- Behaviour throughout the school is good. The pupils are diligent in completing their homework, motivated to learn and complete a lot of work in lessons.
- Parents and Carers are overwhelmingly positive about the school, believe their children are kept safe and share the school's commitment for them to do as well as they can.

It is not yet an outstanding school because

- The quality of teaching in Key Stage 1 is not consistently good. Teachers do not recognise quickly enough when pupils find things difficult and do not challenge more able pupils to think for themselves sufficiently.
- Some new subject leaders do not have sufficient experience to make accurate judgements about the quality of teaching in their subjects.
- Although they are very well informed about the school, governors have, at times, been a little too reliant on the headteacher for updates on the school's improvement rather than coming in to see for themselves.

Information about this inspection

- The inspectors observed teaching in all classes, visited 27 lessons and part lessons as well as attend a school assembly.
- Discussions were held with pupils, parents the head teacher and other staff, as well as representatives of the governing body and the local authority.
- Inspectors heard a number of pupils read.
- The inspectors looked at a range of documents including the school’s development plan, records of the governing body meetings, safeguarding arrangements and work in pupils’ books.
- An inspector spoke to individual parents and carers in the family assembly. The responses of the 36 parents who contributed to the online Parent View survey were also analysed as well as the school’s own questionnaire.

Inspection team

Karen Heath, Lead inspector

Additional Inspector

Timothy McGuire

Additional Inspector

Keith Brown

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- All the pupils come from ethnic minorities and nearly all speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than average. The proportion with a statement of special educational needs or supported on school action plus is equivalent to the national average.
- The proportion of pupils who are eligible for the pupil premium, which is additional funding for pupils receiving free school meals, those in the care of the local authority and certain other groups is higher than average.
- The school meets the government's current floor standards which sets minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school has a nursery with part time pupils in the morning and afternoon.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 1 so that it is consistently good and pupils achieve higher levels in reading, writing and mathematics by:
 - making sure work is pitched at just the right level to challenge more able pupils to think really hard
 - ensuring teachers recognise more quickly when individual pupils are struggling to understand the work they have been set and provide the help that is needed.
- Strengthen the school's leadership by:
 - developing subject leaders' skills so that they can make accurate judgements about the quality of teaching in their subjects and ensure it is good enough to develop pupils' knowledge and skills to the full
 - sharpening governors' procedures for monitoring and evaluating the work of the school by arranging more visits so that they can check for themselves how well it is performing.

Inspection judgements

The achievement of pupils is good

- Pupils who start at the school's nursery and those who later join the reception classes have levels typically below those seen in children of this age; all are from minority ethnic groups and many do not speak much English. Pupils quickly make good progress and enter Year 1 with good levels of communication and language.
- Teaching in the reception classes is concentrated on establishing basic reading and writing as well as mathematical skills. Children learn their letters and sounds and make good attempts at writing simple sentences on their own. They develop their language skills in the role-play area well, for example by pretending to be vets, and show appropriate social skills by taking turns and sharing.
- In the 2012 Year 1 check on phonics was below the national average. The school quickly put in place extra teaching sessions and trained the teaching assistants to a high level so they could support small group work; consequently the teaching of phonics (the links between letters and sounds) and spelling is now a strength of the school.
- Over the last three years pupils' attainment at the end of Key Stage 1 has been improving and is now broadly average. However, more able pupils do not achieve as well in reading and writing as they do in mathematics because teaching in this part of the school varies in quality.
- Attainment at the end of Key Stage 2 has continued to improve since the last inspection and, over time, pupils attain results that are broadly in line with the national average in reading, writing and mathematics. Last year, results were above average in mathematics and writing. More able pupils achieve well in all subjects and achievement in spelling and grammar is significantly better when compared to other pupils nationally. This is due to the effective use of additional teaching groups, where high quality teaching results in pupils' rapid progress from their starting points in Key Stage 1.
- Pupils have lots of opportunities to read and they are well supported in their reading by a team of highly skilled teaching assistants. Pupils' enjoyment of reading is evident from their keenness to talk about their book choices. They read with confidence and fluency, and show a high level of understanding when reading a text.
- The school has used the pupil premium to provide eligible pupils with additional support in small groups out of class. Last year this group of pupils left the school about two terms behind their peers in mathematics and about half a term behind in writing. The current assessments show that these pupils are now doing at least as well as others in the school because the small group work is well-matched to the things they need to learn and the sessions are skilfully delivered by highly trained staff.
- Disabled pupils and those who have special educational needs make good progress from their starting points although in the past, those with a higher level of need, on school action plus, have not always progressed as much as the others. There has recently been an improvement in the provision for these pupils and there are now detailed learning plans and targeted support to help meet their needs and accelerate their progress.

The quality of teaching

is good

- Teaching in the Early Years Foundation Stage is good despite the constraints imposed by the limited outside activity space. Teachers concentrate on helping improve pupils' communication and language skills and encouraging pupils to speak English to each other and to the adults in the setting whenever possible. A similar focus on developing pupils' reading and writing means that pupils are well prepared for Key Stage 1.
- In Key Stage 1 teaching is not as consistently good as it needs to be. Often this is because teachers do not spot quickly enough when pupils are struggling and more able pupils aren't sufficiently encouraged to work problems out and 'get it right' for themselves.
- In Key Stage 2, teaching is consistently good and sometimes outstanding and this is reflected in the progress the pupils make over time. Teachers use assessment effectively to make sure work is pitched at the correct level and teachers' marking guides pupils on how to improve; pupils talked readily about how this helps them.
- In the most effective teaching, teachers have good subject knowledge and use it well to plan lessons that are challenging and make pupils think. Activities are chosen which interest and engage pupils and enable them to reach higher levels. Teachers make good use of homework to encourage pupils to practise the things they have learned in class. Pupils are frequently expected to review their work and take responsibility for their own learning.
- Pupils enjoy learning; relationships in the classroom are good. During the inspection, pupils were given opportunities to discuss their work with each other and this helped them form ideas and take the views of others into account.
- Teachers use daily reading lessons very effectively. Pupils work in different ability groups according to their levels. Pupils who are less confident are well supported in small groups sometimes taken by a trained teaching assistant. More-able pupils work at levels equivalent to high school; they read complex texts and confidently discuss how an author has written about a difficult subject such as the First World War.
- Teaching Assistants are used effectively throughout the school and are mainly used to teach small groups of pupils during reading, writing and mathematics lessons. These sessions are specifically focussed on practising things or going over something the pupils did not understand during lessons.
- The progress of disabled pupils, those who have special educational needs and those eligible for pupil premium is carefully tracked using the school's assessment data system. Where progress is slow, pupils are given additional support in small groups; well-chosen resources capture their interest and the good quality teaching helps them catch up.

The behaviour and safety of pupils

are good

- Pupils' behaviour is good; older pupils, in particular, have exceptionally good attitudes to learning. They are ambitious to do well and take pride in their school and complete home work conscientiously. Pupils in year 6 are proud to be school prefects and as they take on more responsibility, feel well-prepared for high school.
- The school's work to ensure pupils are safe and secure is good. Pupils say they feel safe in school, a view shared by the parents who completed the on line questionnaire 'Parent View'.

Pupils talk confidently about what the school has taught them about the different kinds of bullying and are confident that any rare incidents are dealt with. They understand that in their school there is no tolerance of racism or discrimination of any kind.

- The school has worked successfully to improve attendance which is now broadly in line with a national average. The school has a tight timetable which requires pupils to move into different learning groups during the morning. The lesson changes are smooth and little learning time was lost as pupils and adults shared the responsibility for starting sessions on time.
- Boys and girls from all groups, including disabled pupils and those with special educational needs or those who are new to the school, are fully included in all school activities. Special provision is made to ensure those with the greatest need are well supported and new starters, even those who do not speak English, soon settle into the school.
- Pupils' spiritual awareness is fostered through opportunities for reflection, particularly during collective worship. Pupils are given the opportunity to attend a multi-faith assembly if they so choose and the different approaches to worship are respected by the pupils.

The leadership and management are good

- The headteacher provides strong leadership with a clear focus on improving pupils' achievement and maintaining a good standard of behaviour. Staff, pupils and governors are all keen for the school to do well. The senior leaders have been quick to make full use of assessment data to identify patterns in pupils' achievement, putting resources in place to make sure pupils catch up quickly if they are falling behind.
- The school has accurately identified the areas for improvement and everyone including governors is well informed about how well the school is doing and knows the school's priorities. The school places a high priority on improving the expertise and subject knowledge of all staff, both those who teach whole classes and those leading smaller groups of pupils; support plans are in place where teaching has been identified as weaker.
- Lessons are observed regularly by the headteacher; staff with responsibilities for leading literacy and numeracy check books, teachers' planning and pupils' progress but do not systematically observe lessons to judge the quality of teaching. This has meant that not all subjects have been taught well enough in some classes, particularly lower down the school, so that pupils have not always developed broader skills and knowledge.
- Systems for managing staff performance work well and ensure that individual and whole school development needs are identified and addressed. Clear systems are in place that link any increases in teachers' pay to their impact on pupils' achievement.
- Pupil premium funding is used well to develop the expertise of teaching assistants and to fund additional teaching in small groups. Pupils identified in need of additional support, including those eligible for pupil premium funding, disabled pupils and those who have special educational needs, are well supported particularly in small groups where they get more individual attention.
- Safeguarding requirements are met and appropriate risk assessments for activities on and off the school site are in place.
- The year group topics, which the pupils enjoy, are planned with a strong emphasis on developing literacy and numeracy skills, which meets the needs of most pupils. Extra learning

opportunities, such as visitors to school and trips out, contribute well to pupils' spiritual, moral, social and cultural development.

- The additional funding allocated to increase sporting opportunities has further enhanced the quality and breadth of sporting provision and pupils talk eagerly about the number of sports they enjoy. The sporting partnership with a local high school helps to improve staff expertise. Friday afternoon sessions are scheduled to give pupils a wider choice of sporting activities to take part in, all with a specific focus on promoting a healthy lifestyle.
- The local authority has provided appropriate levels of support to this good and improving school.

■ **The governance of the school:**

- Governors are fully informed about how well the school is doing and how it compares to other schools nationally. They have a detailed knowledge of how pupils are achieving, including those for whom the pupil premium supports, based on the information they are given by the senior leaders. As a consequence, they challenge the headteacher about the quality of teaching and pupils' progress and set ambitious targets. They receive appropriate information about the management of teachers' performance and see that teachers' pay rises are appropriately linked to pupils' achievements. While governors are clearly keen for the school to be outstanding they do not regularly check up on the work of the school by monitoring and evaluating it through focussed visits and direct observation. Governors ensure that the school meets national requirements for safeguarding children. Policies are regularly reviewed so that children are kept safe and free from harm.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103177
Local authority	Birmingham
Inspection number	440485

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Jawaid Yakoob
Headteacher	Khalid Din
Date of previous school inspection	13 June 2011
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