

# Cannon Lane Primary School

Cannonbury Avenue, Pinner, Harrow, HA5 1TS

**Inspection dates** 25–26 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In the short period of time the headteacher has been in post, he has provided staff with a clear vision on how to improve the school even further.
- Pupils achieve well throughout the school because teaching is mostly good with examples of outstanding practice.
- Disabled pupils and those who have special educational needs are well supported and as a result some are making rapid progress from their starting points.
- Provision in the early years is good. Children make good progress and this provides a good start for Key Stage 1.
- Pupils' behaviour and their attitudes to learning are good. They attend regularly and have very positive spiritual, moral, social and cultural values which the school promotes well.
- Pupils are polite, courteous and show respect to each other, staff and visitors to the school.
- Arrangements to keep pupils safe and secure are outstanding. As a result pupils feel very safe and are confident they know who to talk to should they have any worries about their work or friendships.
- The governing body works well with the headteacher and staff to provide both support and challenge to make the school even better.
- Parents are very happy with the school and support it well.

### It is not yet an outstanding school because

- Teaching is not yet outstanding because the marking is inconsistent, with pupils having insufficient opportunities to improve their work as a result.
- The skills of middle leaders in tracking the progress pupils are making are not yet fully developed, to ensure they have a clear overview of the achievement across the school.

## Information about this inspection

- Inspectors observed teaching and learning in 30 parts of lessons, taught by 25 teachers. Six of which were jointly observed with senior leaders. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors observed two assemblies.
- Inspectors heard pupils from Years 2 and 6 reading and also held meetings with two groups of pupils including the school council.
- Inspectors were shown around the school by a group of pupils who spoke about their learning.
- Inspectors spoke to three governors including the Chair of the Governing Body, a representative from the local authority, parents and staff including senior and middle leaders.
- Inspectors looked at a range of documents, including the school’s data on pupils’ current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school’s arrangements for spending the additional sports funding and pupil premium funding.
- Inspectors analysed questionnaires from 12 members of staff.
- The inspectors took into account the responses of 96 parents to the online Parent View questionnaire during the inspection, as well as using the start of the day to talk to parents.

## Inspection team

Sarah Jones, Lead inspector	Additional Inspector
David Thomas Hatchett	Additional Inspector
Christalla Jamil	Additional Inspector
David Wolfson	Additional Inspector

## Full report

### Information about this school

- Cannon Lane Primary School is a larger than average-sized primary school.
- The school opened in September 2013, following the amalgamation of Cannon Lane First School and Cannon Lane Junior School.
- The new headteacher only took up his post at the beginning of September 2014.
- Extensive building works have had an impact on accommodation with temporary arrangements in some areas of the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus and those who have a statement of special educational need is below average.
- The proportion of disadvantaged pupils who are known to be eligible for the pupil premium funding, which is additional government funding for specific groups including those known to be eligible for free school meals, is below average.
- The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is above average.
- The school met the government's current floor standards in its first year in 2014, which set the minimum expectations for pupils' attainment and progress.
- The Early Years Foundation Stage consists of four Reception classes.
- The school has a number of recent awards including UNICEF Level 1 Rights Respecting Schools Award, Primary Science Mark and Artsmark Gold Award.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by making sure that marking consistently gives pupils clear guidance on what they need to do to improve their work.
- Strengthen the quality of leadership and management by developing the skills of middle leaders so that they make better use of data about progress, to ensure all pupils achieve as well as they can.

## Inspection judgements

### The leadership and management are good

- The recently appointed headteacher provides a clear vision to make the school the best it can be. He has shared this vision, and leaders at all levels are working effectively on the priorities to move the school forward.
- Teachers' targets help them improve their teaching. They are linked to the progress of their pupils and the school's priorities for development. Their skills are supported well by training and the opportunities to learn from each other in the school.
- There are effective systems for checking the quality of teaching and learning across the school. These involve lesson observations and looking at pupils' work to make sure all pupils achieve equally well, and individual needs are provided for. Further refinements to the assessment system have provided additional opportunities to provide early support for pupils in danger of falling behind.
- Some middle leaders are very new to their roles, and they are still developing their skills. They have had a limited opportunity to visit lessons and scrutinise pupils' work. Consequently, they have not yet had a greater involvement in supporting the improvement in pupils' progress in their areas.
- Pupils enjoy the wide range of subjects and activities provided. Learning is planned carefully so that teachers can support pupils in building their skills across a full range of subjects. Music is a particular strength, with the school offering pupils the opportunity to learn to play an instrument or join the choir.
- Teachers are feeling confident about using the revised approach to assessment now that National Curriculum levels are no longer used, as the school has effectively used the last 12 months to plan to ensure they are best placed to accurately assess pupils under the new curriculum.
- The school provides pupils with a clear understanding on its expectations for behaviour to make sure all pupils succeed within a safe and purposeful environment, whatever their starting points. This places pupils in a good position to move on to the next stage of their education.
- The local authority has an accurate view of the quality of the school's work. It provides appropriate 'light touch' support for the school, which it rightly considers to have made a good start to its life as an amalgamated school.
- The primary school sports funding has been used to provide pupils with additional sporting experiences. Many pupils at the school are very focused on their academic achievement and the school is keen to provide a balance of both academia and personal well-being. The additional funding has provided opportunities to develop their sporting experiences and includes the purchase of equipment that pupils can borrow to use at home with their families. At lunchtime and after school there are a number of clubs, many with waiting lists such as football and hockey, with Year 6 sports leaders working alongside staff to support younger pupils.
- The pupils at Cannon Lane Primary School are very proud to be a Rights Respecting School, with many links underpinning the spiritual, moral, social and cultural development of the school's values. Pupils have the opportunity to learn about both local and wider communities, such as Douai in France which is twinned with Pinner. Pupils also enjoy school visits which they say help with their learning, such as when they visited Hampton Court Palace.
- The school works well with parents who say they feel well informed and this includes about the safety arrangements for pupils during the extensive building work at the school.
- Arrangements to safeguard pupils meet statutory requirements. Staff are regularly trained and there are well-established procedures for child protection.

#### ■ The governance of the school:

- The governing body has supported the school effectively during the amalgamation and through the building works. There is a clear understanding of the strengths and areas for development within the context of the community it serves and the needs of the pupils and associated challenges when amalgamating two schools. The governing body is aware of the priorities for the school, with an awareness of the importance to both challenge and support senior leaders at the school. It is well informed about the performance of different groups of pupils. The governing body ensures all of its members are well informed and trained in order to support the school, this includes understanding performance data of all pupils including those supported by the pupil premium funding. Governors have a good understanding of the school, including the quality of teaching and the management of teachers' performance and implementation of the national 'Teachers' Standards' in relation to tackling any underperformance. The governing body monitors spending carefully and is aware of how the school is using both the pupil premium and additional sports funding to improve pupils' overall achievement. The

governing body makes sure that safeguarding regulations are met and that there are appropriate procedures to check the suitability of staff appointed to the school.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. There is a positive climate in both lessons and about the school. On a few occasions when teaching is less effective, there is some low-level chatter, especially when pupils have finished their work and want to move on to the next stage of their learning.
- Pupils enjoy school, with some running in at the beginning of the day to start their work. Pupils say 'Cannon Lane is a good place to learn.'
- Pupils are very proud of their school and like to help others in the community. They enjoy local visits to the elderly and are actively involved in fund raising for local and national charities.
- Pupils are polite, courteous and willing to help one another as well as adults.
- Pupils say they like to take on responsibilities, for example as Right Respecting School ambassadors, representatives of the school council, prefects and Year 6 sports leaders. The school council appreciates the chance to contribute to the school, for example taking part in the interviewing for the new headteacher.
- The school's work to keep the pupils safe and secure is outstanding. Pupils know how to keep themselves safe in many different situations, including the safe use of the internet and the importance of behaving safely in the widely spread playground area.
- Pupils understand the different types of bullying, including racist and homophobic bullying, extremely well. They are very confident that staff will sort out any problems that occur. During the inspection all pupils participated in the national 'stamp-out bullying' campaign. This was as a result of a pupil writing to the headteacher asking if pupils could acknowledge the day.
- Attendance is average, with levels in Key Stage 1 rising to match those in Key Stage 2. Pupils respond well to the weekly award for the class with the highest attendance.
- There have been no permanent exclusions since the school opened.

### **The quality of teaching** is good

- The quality of teaching over time is good, with some outstanding teaching in Reception and Year 6.
- Teachers have good subject knowledge and expertise and use key vocabulary effectively to promote pupils' knowledge and skills in both numeracy and literacy.
- Relationships are warm, friendly and supportive. Teachers encourage pupils to work with each other and discuss their ideas. This helps pupils to tolerate and accept each other's opinions and promotes their moral and social development well.
- Teachers use a wide range of teaching methods effectively. Pupils discuss their ideas with each other; this helps them to explore different ideas as well as express their ideas and understanding. Teachers ask targeted questions to ensure pupils are focused and understand what they need to do, as well as to assess their progress. Classroom displays are helpful in supporting pupils when they are working on their own and in small groups.
- Teaching assistants make a valuable contribution to learning. They support pupils effectively both in lessons and in small groups outside the classroom for particular help with their reading, writing and mathematics.
- Teachers plan their lessons with a focus on setting work at the right level. In a Year 6 lesson on persuasive writing, for example, pupils had the opportunity to work together and share their findings. The more-able pupils enjoyed the more challenging task they had. This lesson helped to support pupils' understanding as well as extending their speaking and listening skills when they shared ideas with the rest of the group.
- Teachers have high expectations of pupils' work and behaviour. In a Year 1 art lesson, for example, pupils spoke with confidence about their art work based on the artist Picasso, showing their understanding of the artist and style of painting. This lesson also provided a strong link to the cultural awareness of pupils.
- In the less successful lessons, teachers provide tasks that do not always stretch pupils of all abilities well enough or capture the interest of some.
- Pupils' work is marked regularly. However, some marking focuses too much on what pupils have done, rather than on what they need to do to improve and move on to the next stage of their learning.

- Pupils enjoy a challenge and this was very evident in a Year 6 French lesson. Pupils communicated effectively throughout the lesson in French, they successfully constructed sentences with little support and listened attentively to all the instructions given in French.

### **The achievement of pupils**

**is good**

- The achievement of all groups of pupils is good. This includes pupils of all ethnic backgrounds. They have made progress since the school opened. By the time pupils leave, they are well prepared for the next stage of their education.
- Pupils are making good progress in Key Stage 1. The results of the 2014 Key Stage 1 teacher assessments were above national average for reading, writing and mathematics.
- Pupils' attainment at the end of Key Stage 2 is above average and significantly so in mathematics. Results for 2014 show that achievement overall was significant, including an improvement in writing.
- Through challenging teaching, the most able pupils are well provided for. Their progress is checked regularly and suitable targets set for them. The number of pupils at the end of Key Stage 2 achieving the highest level in mathematics has increased significantly.
- Pupils read well; they use their knowledge of letters and the sounds they make (phonics) well to help them read new words. Pupils start Year 1 with good levels of reading. This is consolidated in Year 1 as illustrated by their positive outcomes in the national screening check for reading in 2013 and again in 2014.
- Disabled pupils and those who have special educational needs achieve well, with some making rapid progress from their starting points. Teachers and teaching assistants use a variety of approaches to help these pupils develop their skills and achieve well.
- The attainment of pupils who are eligible for the additional funding is rapidly improving in relation to other pupils. In 2013, Year 6 pupils were half a term behind other pupils in the school in reading and writing and two terms behind in mathematics. However, compared to pupils nationally Year 6 pupils were ahead by two terms in reading and mathematics and one term ahead with writing. Money spent on initiatives to improve the achievement of this group has helped them to catch up with other pupils. In 2014, their progress was in line with other pupils in the school for reading, writing and mathematics.
- Pupils who speak English as an additional language achieve well. They are well supported in the early stages of learning English and as a result achieve in line with their peers at the end of Key Stage 2.

### **The early years provision**

**is good**

- Children enter Reception with skills and knowledge at or above expected levels for their age. Children make good progress particularly in personal and social development and reading, ensuring they are well prepared for their learning in Year 1.
- Senior leaders have created a three-week part-time induction programme to provide an opportunity for staff to complete early assessments of children's differing abilities and interests in order to plan activities at the right level for all children.
- The quality of teaching over time is good with some examples of outstanding practice. Teachers and support staff use a wide range of activities to make sure all children enjoy their work and are engaged effectively using both the inside and outside classroom space.
- Routines are well established and children settle into their activities well.
- Language is consistently well used by children with each other and by adults to help establish key vocabulary.
- Behaviour is outstanding. Children are confident and play with each other well.
- Senior leaders ensure safeguarding procedures are in place and risk assessment of activities complete.

## 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

<b>Unique reference number</b>	102204
<b>Local authority</b>	Harrow
<b>Inspection number</b>	447791

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

<b>Type of school</b>	Primary
<b>School category</b>	Community primary
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	692
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Skerton
<b>Headteacher</b>	Alastair Phillips
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8866 3536
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