



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

The Canons Church of England Voluntary Aided Primary School

Derwent Avenue
Bedworth
CV12 8RT

Previous SIAMS grade: N/A

Current inspection grade: Outstanding

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 28th April 2016

Date of last inspection: N/A

School's unique reference number: 125689

Headteacher: Michaela Fallon

Inspector's name and number: Rosemary Privett 321

School context

The Canons is a new, large voluntary aided primary school primary school of 623 pupils housed across two separate buildings. It was established in September 2015 from the amalgamation of Canon Maggs Voluntary Aided Junior school and Canon Evans Voluntary Aided Infant school. Canon Maggs extended its age range and Canon Evans closed. Most pupils are White British and speak English as their first language. The proportion of pupils who have special educational needs is below average. Currently there are six children with statements of special educational needs. The proportion of pupils eligible for pupil premium funding is below average.

The distinctiveness and effectiveness of The Canons as a Church of England school are outstanding

- Christian values shape and support the academic achievement, personal development and wellbeing of all pupils.
- Relationships at all levels are informed by Christian values and guarantee a high level of pastoral support for all members of the school community.
- Outstanding collective worship and religious education [RE] enable children to grow into compassionate and responsible young people.
- The high quality leadership nurtures and develops adults and pupils as leaders within this new church primary school.

Areas to improve

- Develop strategies through which governors can better understand the impact of the collective worship committee and junior leadership team.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Although only in its first year as a new all through primary school, the distinctive Christian character of the school is very clearly expressed in its mission statement, and its motto, 'respect, believe and achieve.' Distinctive Christian values of respect, justice, forgiveness and trust are absorbed into the culture of this fully inclusive school. They strongly underpin the reward system and are explicitly expressed in the visual environment, in worship and across the curriculum. The Christian value of respect underpins the highly personalised learning culture. Pupils are supported to 'go for it'. As a result, pupils learn in a safe and secure Christian environment where their wellbeing is of paramount importance. This results in attainment that is above national expectations. They love coming to school so attendance is very good and exclusions are rare. Values strongly underpin the work of the learning pastoral manager. Along with the senior management team, she provides a high level of support to pupils and their families. Very carefully planned provision make a significant contribution to the progress and wellbeing of vulnerable members of the school community. Pupils readily acknowledge the impact of the school's values within the daily life of the school. A Year 6 pupil said, 'The values are like a guide. They show us what Jesus wants us to be like'. Behaviour is of the highest standard. Relationships between all members of the community are excellent and strongly are underpinned by the values of trust and respect. The curriculum and other enrichment activities ensure that pupils grow spiritually, morally, socially and culturally. Spirituality is expressed as 'belonging to something bigger', enabling pupils to see 'how they are part of God's world'. This is seen in the 'hugely reflective' learning environment Through many charity fundraising activities pupils support others in need. They encounter those with differing cultures and develop an awareness of diversity. Spiritual development is also very well supported through high quality reflection areas in classrooms. RE is carefully and creatively planned. As a result, it engages and challenges pupils. The RE curriculum is a key driver for other creative learning activities, such as an arts week. The school's 'Journey through Lent,' the Advent home learning bags and days focusing on questions such as 'Where is God?' are excellent examples. They greatly enhance the school's Christian character. Together with the daily act of worship, they make a unique contribution to the spiritual, moral, social and cultural development of pupils.

The impact of collective worship on the school community is outstanding

High quality and inclusive worship has a place of major importance in the daily life of the school. This is because pupils are at the heart of its planning, leading and evaluation. Their worship reflection journals and evaluations show a mature understanding of what makes worship meaningful. As a result, worship is a joyful and inspiring occasion where adults and children of all faith backgrounds are fully involved. Class worship is a strong feature of provision. Younger pupils speak confidently about how they use their new class worship boxes. The involvement of pupils is strongly nurtured. Elected members from each class form a collective worship committee in Key Stage 2. They meet weekly with the coordinator. Under her guidance the group improves provision, making a strong contribution to the worshipping life of the whole school. A Year 5 pupil said, 'We help to make worship better and show others how to lead it well'. The system of pupil learning forums is skilfully extended, so that classes can consider the quality of the worship. Records of these meetings show thoughtful and mature responses. Through their growing knowledge and leadership, pupils are learning about the key elements of Anglican worship and the cycle of the church year. They talk confidently about the significance of liturgical colours and the symbolism of God as Father Son and Holy Spirit. Good practice is also being developed very effectively with younger pupils. Worship is carefully planned around themes that

regularly explore biblical context, the life of Jesus and key Christian values. This encourages reflection, giving strong report to the spiritual development of both pupils and adults. Local clergy and a wide variety of other visitors lead worship regularly. They are welcome visitors. The school visits the church for services to celebrate festivals, such as Easter and Christmas. These activities ensure that pupils experience a wide variety of worship styles. Prayer is well established in the life of the school. Pupils are confident to write and read prayers in worship. They offer personal prayers in specially created areas around the school. They value the chapel space where 'you can be calm and quiet with God and look at the crosses we made'. Key Stage 1 pupils are proud of how they developed an area of their playground to create a well-used area of reflection.

The effectiveness of the religious education is outstanding

Since amalgamation, RE has continued to have a very high profile. Previous and current coordinators in both key stages are knowledgeable and ambitious for the subject. They make wise decisions about exactly where to focus support and training for staff. This ensures that pupils develop the specific skills they need to do well in RE. As a result, the quality of teaching is consistently good and often outstanding. Pupils' knowledge deepens year by year because lessons build on what they have learned previously. This results in standards across the school that are above national expectations. Christianity and the school's values form the core of the RE curriculum. RE in Reception gets pupils off to a flying start. It is in tune with the investigative nature of RE across the school but equally mirrors the characteristics of good early years practice. Skillful leadership has led to a culture of shared learning. Pupils enthusiastically explore big questions, supporting and challenging one another's views and applying what they know to their own lives. This develops higher order thinking skills and ensures that everyone is an active, rather than a passive learner. When studying religions other than Christianity, pupils of all ages and faiths are used as 'experts'. This results in pupils having greater respect for, and understanding of other faiths. By Year 6, pupils are grappling with complex ideas. A good example is when Year 6 pupils analyse the different responses of Christ's followers to Pentecost, then and now. Marking and assessment across the school is of a very high quality. It is highly personalized. Teachers respond to pupils' work by adding questions to give further food for thought. This practice is firmly established and pupils take time to reply to them. Younger pupils are supported to respond through discussion. This marking strategy represents a huge commitment by staff, but is reaping rewards in terms of developing pupils' reflective thinking.

The effectiveness of the leadership and management of the school as a church school is outstanding

The strong and insightful leadership of the headteacher has ensured that the best elements of the two pre-existing schools have been thoughtfully and sensitively integrated. They form the strong foundations on which the vision of this new primary school has been created. Although housed in two separate buildings, it already had a strong feeling of being 'one family'. Staff feel supported and empowered as leaders of the future. The school's Christian values form the 'spine of the school'. Expectations for the best possible education for all within a Christian environment are passionately expressed. Through its nurturing ethos, leaders ensure this is a highly effective school, which promotes pupils' spiritual development and very high academic achievement. Collective worship and RE clearly define the Christian character of the school and are both very strongly led. There are strong links with the parish and the church is regularly used both as a curriculum resource and for services. Staff value the support training and monitoring from the vicar and the diocese, which helps develop their knowledge of aspects of Christian belief. Governors are very involved in monitoring activities and regular meetings with coordinators mean they are well informed. All stakeholders have a say in how the school moves forward. The headteacher describes The Canons as 'a restless school' that is always seeking to improve. As a result, the cycle of self-evaluation as a church school is managed effectively. This happens through formal monitoring strategies and through the use of creative journals and scrapbooks. These show the rich distinctive character of the school. The school nurtures pupils as leaders very well. They have a formal role as school improvement partners. Opportunities for governors to explore the impact of this role are currently underdeveloped. The school sits at the heart of its community. Through activities such as singing for local groups and attending the Remembrance Parade, the school's distinctive character is shared widely. Through strong links with other local church schools and community celebrations such as the annual 'bun day', pupils have a strong sense of being part of a long established Christian heritage, which they greatly value.

SIAMS report April 2016 The Canons VA Primary School Bedworth CV12 8RT