

Inspection of Canon Pyon CofE Academy

Canon Pyon, Hereford, Herefordshire HR4 8PF

Inspection dates: 23 and 24 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

An overwhelming sense of community, with strong relationships between pupils and staff, strikes you as you arrive at Canon Pyon Primary. Pupils are happy in school. All pupils look out for each other and support each other's individual needs. Pupils are safe and they say that poor behaviour is very rare. Where pupils need support to manage their behaviour, or focus on their learning, staff manage this calmly and consistently. If pupils fall out, staff work with them to sort out issues quickly.

Leaders have high expectations for all pupils. They have designed a curriculum that enables pupils to achieve well, and they do. Most pupils understand what they need to do. This helps them to have good attitudes to their learning. Pupils are very enthusiastic about reading. They enjoy the many opportunities to read to an adult or to themselves. Leaders place literacy and numeracy at the heart of pupils' learning. This enables pupils to securely develop these skills.

Leaders place an exceptionally strong emphasis on pupils' personal development. Pupils can explain their understanding of fundamental British values, equality and diversity. Pupil 'school leaders' and 'warriors of worship' (WOW) successfully organise sports activities and collective worship.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. Pupils successfully achieve their academic potential. They also develop their emotional well-being and cultural knowledge exceptionally well. The majority of pupils are always enthusiastic about their learning. In all classes, including the early years, positive relationships between staff, children, and parents and carers help children to be confident and happy.

Leaders have set out the key knowledge and skills that pupils should learn in all subjects. Pupils confidently talk about what they know and understand in a range of subjects. For example, Year 1 to Year 3 pupils explained what the characters and stories were about in their reading books. They could link this to things they know about in their own lives.

Teachers have secure subject knowledge. They regularly check that pupils understand what they have to do in lessons. This means pupils avoid gaps in their knowledge or making mistakes. For example, pupils in Year 3 and Year 4 geography used their knowledge of tsunamis to build models which represented this. The teacher successfully checked for understanding when pupils were creating their models. However, some pupils in key stage 1 do not understand what they have to do as well as they might. On occasion, teachers do not ensure that all pupils in key stage 1 fully understand what they are learning and that they can recall the learning later on. This leads to gaps in their knowledge.

Leaders quickly identify any pupil who may need additional support. This includes pupils with special educational needs and/or disabilities (SEND). All pupils follow the

same curriculum. Teachers use 'pupil passports' effectively to adapt their teaching so that pupils with SEND can access learning. Staff then provide pupils with effective, targeted support to help them successfully improve their learning.

Leaders identify any pupil with weak literacy as soon as they join the school. The precise, and effective, sequencing of phonics teaching ensures that pupils learn the right sounds at the right time. Staff make sure that books match the sounds that pupils learn. Those pupils who need help to catch up receive support quickly. This helps pupils read with confidence and enthusiasm.

Leaders talk with pupils and parents about the importance of high attendance. Pupils know they must be in school every day and understand why. This is helping to improve attendance. Leaders continue to work rigorously with parents to support those who are most often absent from school.

Leaders' work to promote pupils' personal development is highly effective. The school values of 'Together, Respect, Encourage, Endeavour, Self-belief' (TREES) shine through every aspect of pupils' lives. Pupils have a detailed understanding of healthy relationships and respecting the views of others. Pupils voice their opinions about the school. This encourages a strong sense of belonging. Pupils take part in a wide range of clubs, such as sports, music and mindfulness. Pupils appreciate trips and visits to places such as Hay-on-Wye and South Wales, as well as the Year 6 residential week.

Leaders know their school very well. They act swiftly to improve any aspect of the provision that does not meet their high expectations. Leaders carefully consider staff workload and staff welcome this. Governors know the school's strengths and areas for development. They are well informed about the curriculum and hold leaders to account for the decisions taken.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that pupils may be at risk of harm. They recognise that keeping pupils safe is everyone's responsibility and all staff show this every day. Leaders check the staff's understanding of safeguarding regularly. They make sure that staff understand any local risks that may affect pupils and know what to do if they have concerns.

The curriculum helps pupils learn how to keep themselves safe, including around online safety, talking to strangers and visiting new places. Pupils say they can talk to anyone about being safe. Leaders ensure that help for pupils and families is always available.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In key stage 1, some pupils do not always understand what they are learning and cannot recall the learning later on. As a result, some pupils have gaps in their knowledge and struggle to build on prior learning. Leaders should ensure that teachers consistently check that key stage 1 pupils understand what they have to do and can then recall the key learning at a later point.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139308
Local authority	Herefordshire
Inspection number	10256851
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair of governing body	Chris Kent
Executive Headteacher	Alex Davies
Head of School	Kelly Carpenter
Website	www.canonpyonacademy.com
Date of previous inspection	1 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Orchard Partnership Federation, which contains three schools.
- The school does not make use of any alternative providers.
- The school received its last section 48 inspection of church schools on 4 October 2022. The school was rated 'Good' in all areas.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors focused on the following deep dives: early reading, mathematics, geography and physical education. Inspectors looked at leaders' curriculum planning, visited lessons, heard pupils read to a familiar adult, looked at pupils' work and talked with pupils about their learning. Inspectors also looked at the curriculum in other subjects.

- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also looked at how incidents that are reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with a representative of the local diocese, governors, including the executive headteacher, the head of school, teachers, teaching assistants and pupils. Inspectors also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey, and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey and pupil questionnaires.

Inspection team

Stuart Clarkson, lead inspector

His Majesty's Inspector

Maggie Spence

Ofsted Inspector

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