

Inspection of The Canons CofE Primary School

Derwent Road, Bedworth, Warwickshire CV12 8RT

Inspection dates: 11 and 12 March 2025

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils receive an exceptional education at The Canons. Inspirational leadership and highly effective teaching ensure that pupils achieve well across the curriculum. As such, pupils, including those from disadvantaged backgrounds, and those with special educational needs and/or disabilities (SEND), are extremely well prepared for the next stage of their education.

The school has an unshakeable commitment to excellence that permeates the school community. The strong foundations for learning are laid securely in the Reception Year. Pupils build successfully on these foundations as they move through the school. They enjoy learning and eagerly rise to meet the school's demanding expectations. They achieve well and produce work of a high standard.

Pupils behave impeccably. They follow the simple, but important, school rules to 'respect others and respect property'. Pupils have a strong sense of belonging and are proud of their school. They are happy, attend regularly and feel safe. They know that Dottie, the school dog, will comfort them if upset, and that staff will help them if worried.

Pupils make a strong contribution to school life. For example, they readily take on leadership roles, such as well-being ambassadors and 'change-makers'. They also make online safety films for fellow pupils.

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

The school's curriculum is ambitious and impressive. In each subject, the essential building blocks of learning are clearly identified. Over time, pupils extend, apply and consolidate their knowledge and skills. High expectations ensure that the quality of work produced by pupils across subjects is excellent. For instance, in art, staff support pupils to use advanced techniques. An extremely high standard of artwork is proudly displayed throughout the school.

Teachers have excellent subject knowledge and model new learning effectively. They check pupils' knowledge extremely well to address misconceptions or any gaps in what they know. They skilfully use probing questions to check pupils' understanding before moving on. Staff emphasise the links with earlier learning, when introducing new subject content. This helps pupils build successfully on prior learning and remember, long term, the content taught.

Children in Reception learn in a well-organised and stimulating environment. Staff provide exciting and purposeful learning activities that hook and engage children. There is a sharp focus on developing children's communication and language skills. Children steadily become highly independent, curious and confident learners.

Reading is at the heart of the school's curriculum. Children in Reception start learning phonics on day one. No time is wasted. Staff are astute and responsive.

They make relevant adjustments and provide additional support to ensure that no child falls behind. This rapid response leads to almost every pupil reaching the expected standard for their age by the end of Year 1. Pupils read books matched to the sounds they learn. This helps them to become fluent readers.

A significant strength of the school is its provision and commitment to pupils with SEND. Staff prioritise identifying children on entry. The school has created high-quality provision for those with a range of individual needs. Children access this resource when needed, or for bespoke input. Highly skilled and well-trained staff provide exceptional support and nurture for those identified. This results in pupils with SEND achieving highly.

The school is calm and orderly. Staff have high expectations of how pupils should behave. They manage any minor incidents effectively. Pupils concentrate well in lessons and routinely discuss their learning with partners. They play together well, include others and treat everyone with respect. The school works closely with families and other agencies to ensure pupils are in school, and safe. This has resulted in improved rates of attendance.

The school places a strong emphasis on developing pupils' character. All pupils learn important life skills, such as problem-solving and resilience. Also, how to contribute meaningfully to the wider community. This includes socialising with elderly residents locally. Pupils participate in many competitions and community events. They have a deep understanding of diversity and equality. This prepares them well for life in modern Britain.

Staff care deeply for pupils. They dedicate themselves to making a difference in pupils' lives. All staff benefit enormously from the high-quality training they receive to develop their expertise. They use this to good effect in their daily roles. Staff greatly enjoy working at the school. They appreciate the high level of care they receive and consideration of their workload and well-being.

Parents are overwhelmingly positive about the school. They value what the school achieves for their children.

Governors provide an excellent balance of support and challenge. They rigorously check the work of the school, including that it fulfils its statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125689
Local authority	Warwickshire
Inspection number	10343905
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	613
Appropriate authority	The governing body
Chair of governors	Geoff Allen (co-chair) Debbie King (co-chair)
Headteacher	Michaela Fallon
Website	www.thecanonsprimary.co.uk
Dates of previous inspection	9 and 10 July 2014, under section 5 of the Education Act 2005

Information about this school

- Canon Evans CofE Infant School and Canon Maggs CofE Junior School amalgamated in September 2015 to form The Cannons CofE Primary School.
- The school is part of the Diocese of Coventry. The last section 48 inspection took place in January 2024. The school's next inspection will be in 2029.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and senior leaders. They also spoke to members of the governing body, including both co-chairs of governors. Telephone discussions were held with representatives of the Diocese of Coventry and the local authority.
- Inspectors carried out deep dives in these subjects: English, early reading, science, mathematics, art and design, history and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Reports from external reviews and trust audits were also scrutinised.
- Inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying and welfare.
- The inspectors talked to parents at the start of the school day and considered the responses to Ofsted's online survey, Ofsted Parent View, and their free-text responses. They also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.
- To evaluate the effectiveness of safeguarding, the inspectors: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Heather Simpson, lead inspector	His Majesty's Inspector
Helen Quinn	Ofsted Inspector
Roulla Gabriel	Ofsted Inspector
Nadeem Bhatti	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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