

# New Cangle Community Primary School

Chapple Drive, Haverhill, CB9 0DU

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children settle into their routines quickly when they start school and make good progress in the Reception Year.
- Pupils make good progress in reading, writing and mathematics throughout the school. Pupils in Year 6 are on course to reach above average standards in English and mathematics.
- Teaching is good. Teachers have good subject knowledge and use resources well to plan interesting activities for pupils. Teachers manage behaviour well and provide good role models for pupils.
- Pupils are well behaved around the school and in lessons. They know how to stay safe. Pupils have good attitudes to learning.
- The school is well-led and managed. The governing body provides good support for the senior leadership team and staff.
- Senior leaders have used the information about pupils' performance in 2012 to successfully raise their achievement and strengthen the quality of teaching. Consequently the school is well-placed to further improve.

### It is not yet an outstanding school because

- The work teachers give to pupils is not always carefully matched to their different abilities.
- When teachers mark pupils' books, they do not always give them clear advice on how they can improve their work.
- Subject leaders do not consistently use the information about pupils' progress over time to develop and put plans in place to raise achievement within their areas of responsibility.

## Information about this inspection

- Inspectors visited 15 lessons and saw all teachers teach. Six of these lessons were observed jointly with senior leaders.
- Inspectors heard pupils read and looked at their reading records. Together with subject leaders, inspectors also looked at two case studies and samples of pupils work.
- Meetings were held with a group of pupils, four members of the governing body, subject and senior leaders. Inspectors also met individual parents when they brought their children to school and informal discussions were held with pupils at play time and lunchtime. A telephone discussion was held with a representative of the local authority.
- Inspectors looked at 26 responses from parents to the online questionnaires (Parent View). They also examined 18 questionnaires returned by staff.
- Inspectors observed the school's work and looked at a range of documentation including safeguarding policies, records of behaviour and attendance, information about pupils' progress, the school improvement plan and the school's summary document about its own performance document.

## Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Susan Lowry

Additional Inspector

Piers Ranger

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are from White British backgrounds and only a very small number speak English as an additional language.
- The proportions of pupils who are supported at school action and at school action plus or with a statement of special educational needs are below average.
- The proportion of pupils receiving the pupil premium (additional funding for pupils eligible for free school meals and those looked after by the local authority and whose families are in the armed services) is below average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection the school has been re-organised from a first school to an all-through primary school and the first group of Year 6 pupils took the national tests in 2012. During that year there were significant changes to staff. A new deputy head was appointed at the beginning of this academic year.
- The school received an interim assessment by Ofsted in January 2012, where its previous good performance was shown to have been sustained.

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

- Eliminate the few remaining weaknesses in teaching and increase the proportion of outstanding teaching by ensuring:
  - work set by teachers is always carefully matched to pupils' different abilities
  - teachers always inform pupils how to improve their work when marking their books
  - subject leaders consistently use the information about pupils' progress over time to develop and implement strategies to raise achievement within their areas of responsibility.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception with levels of knowledge, skills and understanding below those expected for their ages, particularly in communication, language and literacy and personal, emotional and social development. They make good progress in each area of learning.
- Results in the Year 1 national test of pupils' knowledge of letters and their sounds (phonics) were below average in 2012 because of weaknesses in the teaching of phonics. Senior leaders have quickly remedied these and inspection evidence shows that the majority of pupils in Year 1 are now on course to reach or exceed the expected level in this test.
- By the end of Year 2 attainment in reading writing and mathematics has been above average in recent years. It was significantly above average in 2011 and slightly above average overall in 2012 with pupils reaching above average attainment in mathematics and broadly average attainment in reading and writing. The Ofsted interim review in January 2012 recognised the school's sustained good achievement since the last inspection.
- Pupils currently in Year 2 are making good progress from their starting points in reading, writing and mathematics and are on course to reach above average attainment in these subjects overall.
- In 2012, the first cohort of Year 6 pupils took their national tests where they underperformed as a direct result of turbulence to teaching during the course of the year. Pupils' attainment in English and mathematics was below average, although achievement in English was better than in mathematics. Pupils' progress was uneven with boys doing significantly less well than girls, fewer more able pupils reaching the higher levels and pupils with disabilities and special educational needs supported at school action plus making less progress than expected.
- The schools' accurate information about how well pupils are doing together with lesson observations show that pupils currently at Key Stage 2 and particularly those in Year 6 are now making much better progress in English and mathematics because senior leaders have ensured that teaching is now stable and has improved significantly. Pupils currently in Year 6 are on course to reach above average attainment in both English and mathematics reflecting the significantly better progress they have made from their starting points, compared to Year 6 pupils in 2012.
- Pupils eligible for pupil premium were approximately a year behind their classmates in English and mathematics in 2012. However, the school's current information about pupils' progress shows that the attainment in English and mathematics of pupils in Year 6 eligible for pupil premium funding is now similar to that of their classmates. This is as a result of good use of pupil premium funding to provide additional teaching assistants and teaching support in English and mathematics, all of which has effectively narrowed the gap between this group of pupils and their classmates.
- The gaps in attainment between different groups of pupils, including boys and girls have narrowed significantly as a result of good teaching. All groups of pupils including those at early stage of learning English, disabled pupils and those with special educational needs make equally good progress from their relative starting points. However the thinking skills of a small number of the more able pupils are not always extended sufficiently.

**The quality of teaching is good**

- As a result of the thorough and accurate analysis of the 2012 information about how well Year 6 pupils had achieved, senior leaders acted swiftly and decisively to improve the quality of teaching so that it is now mostly good with some that is outstanding. Inadequate teaching has been eliminated, although a small amount of teaching still requires improvement.
- Teachers have good subject knowledge and use this well to enable pupils to acquire new knowledge and skills quickly. In a Year 6 English lesson pupils swiftly identified the key features of sonnets, such as rhyming couplets before composing their own. In a Year 1 mathematics lesson, the teacher skilfully focused on the development of pupils' mathematical language and captured pupils' responses in identifying odd and even numbers on the white board which enabled all pupils to understand the difference between odd and even numbers.
- Teachers make good use of well-chosen resources to stimulate pupils' learning. In the Reception class, the teacher used a big book with pupils listening well to the story and used signing effectively to ensure the few pupils who found communicating difficult could understand the story. Teachers also ensured that the outdoor area was used well to stimulate children's learning.
- Teachers were seen using feedback and questioning skilfully to build on pupils' prior learning. They generally use assessment well to match learning tasks to different needs, although occasionally pupils are given the same tasks to do. As a result some pupils find learning too hard and others find it too easy. Although pupils' books are thoroughly marked, teachers do not always inform pupils how to improve their work.
- The teaching of communication, reading, writing and mathematical skills is good. Teachers ensure pupils use their knowledge of letters and their sounds in reading and spelling and promote the use of reading writing and mathematical skills in different subjects.
- Teaching assistants provide good support for pupils with disabilities and special educational needs as well as for pupils who speak English as an additional language. They focus on a clear explanation of technical vocabulary and break tasks down into smaller achievable steps, making good use of well-chosen practical resources in doing so.

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

- Pupils maintain good relationships with each other and behave well in lessons and around the school. They listen carefully to teachers and follow instruction. Pupils are polite and courteous to visitors. The school's monitoring of behaviour shows that this is typical of pupils' every day behaviour.
  - Pupils respond well to the good management of their behaviour by teachers and the well-thought out rewards which promote good behaviour in the school such as the behaviour shield, the silver book and gold certificates. Their good attitudes to learning, their good punctuality and their average attendance enable them to make good progress.
  - Pupils have good knowledge of how to stay safe. They handle equipment safely, use the internet safely and move safely around the school.
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- The majority of parents who expressed a view agree that behaviour and safety are good and this was confirmed by parents in discussion when they brought their children to school.
- Pupils have a good knowledge of the different types of bullying and say that when such incidents occasionally occur, they are dealt with quickly and effectively by staff. This was also confirmed in discussion with parents. Exclusions are rare and there are very detailed and thorough systems in place to record unacceptable behaviour, which rapidly improves as pupils move through the school.

### **The leadership and management are good**

- The headteacher, with good support from the deputy headteacher, acted decisively to stabilise and improve the quality teaching after a period of turbulence in 2012. They use the outcomes of rigorous checking of the quality of teaching and its impact on pupils' learning to set clear objectives for improvement and provide effective training and support for staff who need it. As a result teaching requires improvement in only a few lessons and an increasing proportion of teaching is now outstanding.
- Leaders have an accurate view of the school's strengths and areas for development and use this information well to set sharply focused and well-chosen priorities for raising achievement and school improvement. These are used to set clear targets for managing teachers' performance and clearly linked to any salary increases.
- Leaders with responsibility for subjects, the Early Years Foundation Stage leader and the teacher responsible for provision for pupils with special educational needs are recording information about pupils' progress over time. However they are not consistently using this information to plan and implement effective strategies to raise pupils' achievement further.
- There are good opportunities to enrich pupils' learning through a wide range of after school clubs such as sports, visits to places of interest including an outdoor residential activity centre and regular visitors to the school such as a story teller. The school effectively promotes the basic skills of reading, writing and mathematics and pupils' personal development, including their spiritual moral, cultural and social development. Pupils are encouraged to read widely and the strong emphasis on improving writing and mathematics has led to better achievement in these areas this year. Pupils celebrate world festivals and learn about different faiths. They learn French across the school and pupils talk to pupils in a French school using the internet safely. Pupils talked enthusiastically about their visit to this school in France and are looking forward to the imminent visit of French adults and children to their school.
- The school uses its pupil premium funding well, for example, to provide additional teaching assistance support and additional teaching in reading, writing, and mathematics in order for pupils who are falling behind to catch up quickly. As a result pupils eligible for pupil premium funding are now making faster progress.
- Good links with parents are reflected in the positive views expressed in the responses to the Parent View questionnaire in which most parents recommend the school to others.
- The local authority provides light touch support for the school and enables staff and governors

to receive training they need.

■ **The governance of the school:**

- Members of the governing body ensure that legal requirements, especially for safeguarding are met. Procedures for checking the suitability of staff are thorough and reliable, training in child protection is up-to-date and policies are carefully reviewed by governors. They have a good understanding of the quality of teaching from first hand visits, through scrutiny of reports and through an overview of data. They use information about pupils' progress well to challenge the work of the school. They ensure that the headteacher's targets are clearly linked to school improvement priorities identified in the school development plan. They ensure that only good teachers are rewarded through increases in pay and underperformance is tackled. Governors hold the school to account for its spending, particularly on the impact of spending of pupil premium funding on pupils' achievement.
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## 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>	124537
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	412912

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
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Donoghue
<b>Headteacher</b>	Lynda Beale
<b>Date of previous school inspection</b>	5 February 2009
<b>Telephone number</b>	01440 702143
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