

Cann Hall Primary School

Constable Avenue, , Clacton-on-Sea, CO16 8DA

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Leadership and management	Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Since the academy opened teaching has not been consistently good so pupils are not making fast enough progress across the school.
- Not all teachers have the same high expectations of what pupils could achieve
- Pupils have gaps in their learning because teachers do not make enough use of assessment information when they plan work. They sometimes repeat work they can already do and do not get enough chance to correct mistakes or practise new skills.
- Teachers’ knowledge of what children need to learn in the reception classes is not used effectively to plan activities that will speed up children’s progress in reading, writing and mathematics.
- Pupils’ have a limited understanding of different forms of bullying.
- Not all leaders and managers have evaluated their actions sufficiently well to gain an accurate view of how different groups of pupils are achieving across the school; consequently, pupils eligible for the pupil premium do not do as well as other pupils.

The school has the following strengths

- The school’s drive for improvement is now speeding up pupils’ progress in all subjects. The change in the approach to teaching of phonics (the sounds letters make) has been successful in improving pupils’ early reading skills this year.
- Pupils are keen to learn and strive to achieve; in class they are attentive and engage well with each other and the adults supporting them.
- Leaders have been effective in improving attendance; pupils speak highly of the school and say they feel safe.
- The school’s aspiration and drive is shared by pupils, staff and governors who are now well placed to hold the school to account.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 21 lessons and part-lessons. All teachers were observed, some jointly with the headteacher and deputy headteacher.
- Discussions were held with pupils, parents, the headteacher and other staff, as well as representatives of the governing body and the lead headteacher from the academy.
- Inspectors heard some pupils read and examined the work in pupils' books.
- Inspectors looked at documents including the school's development plan, records of governing body meetings and safeguarding policies and procedures.
- Inspectors spoke to parents to gauge their views of the school. In addition, 41 responses to the online Parent View survey were analysed. Inspectors also considered 194 responses to the school's own questionnaire carried out in March 2014.

Inspection team

Karen Heath, Lead inspector	Additional Inspector
Diana Songer-Hudgell	Additional Inspector
Timothy McGuire	Additional Inspector

Full report

Information about this school

- This is a larger- than- average primary school and is one of two schools in the Change Academy partnership.
- A lead headteacher has overall responsibility for both schools, and governors from both schools serve as directors of the partnership; the headteacher of Cann Hall has day to day management responsibility for the running of the school.
- The large majority of pupils are White British with others coming from a range of different ethnic backgrounds. The proportion of pupils who speak English as an additional language is average.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is higher than average. The proportion of such pupils supported through school action is average.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. This is additional funding to support pupils who are known to be eligible for free school meals and those in the care of the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6 in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to good so that pupils make faster progress and reach standards at least in line with the national average in reading, writing and mathematics by:
 - raising teachers expectations of what pupils can achieve
 - using assessment information to plan work which identifies gaps in pupils' learning and giving them harder work more quickly
 - giving pupils clear guidance on how to improve their work followed by an opportunity to do so
 - ensuring planning in the reception classes clearly identifies the expected learning from activities and provides more opportunities for direct teaching focussed on what pupils need to learn.
- Improve pupils' knowledge about different types of bullying so that they are better informed in order to take greater responsibility for their own behaviour.
- Ensure all leaders and managers have accountability for raising standards by:
 - using the school's data to gain an accurate view of how different groups of pupils are achieving so inequality between groups is reduced.
 - evaluating the impact of actions taken in raising achievement so that new priorities are quickly identified

Inspection judgements

The achievement of pupils **requires improvement**

- Children enter the reception class with skills well below those typical for their age. Previously, children made inadequate progress so, last year, they entered Key Stage 1 with insecure skills in reading, writing and mathematics. Progress is now speeding up but is not good because teachers take too little account of their assessment of where children have gaps in their learning and what they can already do.
- Last year, pupils in Year 1 did not achieve well in the national phonics screening test. Changes this year have brought about a significant improvement and, this year, pupils are making much better progress towards achieving results closer to the national average.
- At the end of Key Stage 1, pupils' attainment improved in reading and mathematics. Pupils in this age group continue to achieve well in these areas, but progress in writing is slower.
- By the end of Key Stage 2 the proportion of pupils making expected and more than expected progress and the standards they reach in reading, writing and mathematics is below the national average; achievement in reading has been particularly weak. By the time pupils reach Year 6, however, their progress accelerates. Achievement in reading and writing is now good and pupils are catching in mathematics.
- In 2013, Year 6 pupils supported by the pupil premium were over a year behind their classmates in reading, writing and mathematics. This group of pupils is now making faster progress throughout the school, because they have received good quality additional teaching. However, the progress of other pupils is now accelerating even more rapidly, so there remains a stubborn gap between the attainment of pupils eligible for the pupil premium and other pupils in the school.
- In some year groups there are differences in achievement between boys and girls, including those in Reception. By the end of Key Stage 2, girls are nearly three terms behind boys in mathematics, and boys are nearly three terms behind the girls in reading. Pupils with English as an additional language display a keenness to learn and, throughout the school, their achievement is good.
- The progress of disabled pupils and those who have special educational needs is variable across the year groups. Pupils make better progress where teaching is consistently good, where the work is pitched at the correct level of difficulty and teachers use the support of teaching assistants effectively.
- Pupils' performance in physical education has benefitted from the primary sport funding. Pupils talk keenly of the opportunities that are on offer and their eagerness to compete in many of the school teams and 'win matches against other schools, as long as it is fair.'

The quality of teaching **require improvement**

- Teaching is rapidly improving, but it is not yet good. Too much time is now spent filling gaps in pupils' learning to help them catch up. These gaps are not always identified quickly enough by some teachers to accelerate progress so that pupils achieve as well as they could.

- Some teachers do not have high enough expectations of what pupils can achieve and time is wasted by pupils repeating work they have already done, this is particularly the case where there have been frequent changes in teachers and this has resulted in some groups of pupils not achieving as well as others.
- Teacher's marking also varies in quality and does not always give pupils clear guidance on what they need to do next to improve, or an opportunity to correct work or practise a skill which the teacher has requested.
- The quality of teaching in class for disabled pupils and those who have special educational needs is variable. Effective teachers direct learning support assistants well to make the most of their expertise. In other lessons, there is insufficient variation in tasks at the right level to accelerate progress for this group of pupils. Where these pupils benefit from additional teaching in small groups, this helps them to make the progress they should.
- Planning for the areas of learning in the Early Years Foundation Stage provides stimulating play; however the activities that are provided for the children do not necessarily focus tightly enough on improving their basic skills in reading, writing and mathematics to compensate for their low starting point when they enter the reception class.
- Changes to the teaching of phonics are having a marked impact on pupils' achievement in Year 1. The school's focus on the importance of learning to read means pupils share the enjoyment of good quality books; two boys excitedly gave an inspector detailed information about the Komodo dragon because they had read a book about it. Younger pupils use newly acquired skills to tackle unfamiliar words and older pupils are now more confident reading complex texts and can give good clear explanations of what they have read. Consequently good progress in reading can be seen across the school.
- The teaching support for pupils eligible for the pupil premium has been highly effective in motivating this group to work hard. The sessions are enjoyable and imaginative, with games that the pupils say help them to learn. This group of pupils has made good progress but as progress in the rest of the school has also accelerated there still remains a gap in attainment between these pupils and their classmates in all subjects.
- Targets in pupils' books have helped to focus on the areas pupils need to learn and where there are gaps. This has meant pupils are better informed and actively contribute to their own records of achievement which has resulted in better progress and given pupils a clearer understanding of what they need to do to achieve the next level.
- Good teaching in Year 6 means pupils make exceptional progress. Teachers' questioning in class probe pupils for answers and challenges them to think more deeply and express their answers with clarity. The choice of subject matter to write a letter persuading the headteacher that there should be an end of term party and then applying their mathematical skills to budget for it, meant pupils were applying some useful real life skills.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Some pupils expressed to inspectors their concerns with the behaviour of some pupils when not under the direct supervision of an adult. In addition, although the school has addressed the subject of bullying, in assemblies for example, pupils do not have a clear understanding of what constitutes different types of bullying and the behaviours associated with it. Pupils in both key stages felt that older pupils do not take enough

responsibility for their own behaviour.

- Since the academy opened, the school has had much work to do improving the behaviour of pupils so that they are ready to learn. In classrooms, this has been highly effective. Relationships are good, and most pupils engage well with their learning. "We take pride in our lessons and do our best," pupils told inspectors.
- Behaviour is dealt with consistently in class and expectations are made clear. Pupils meet and greet visitors with courtesy and this is consistent across the school. The school council who had recently monitored the behaviour in classes reported to the lead inspector that this had improved a lot since their last visits.
- The school has been effective in improving attendance by taking a more robust approach to persistent and occasional absence and not authorising holidays during term time. Attendance is now the same as the national average.
- The school's work to keep pupils safe and secure is good. Pupils talk about how teachers make sure they are safe; this view is supported by all the parents who responded to Parent View. Both pupils and parents have confidence in the school resolving any issues they have.

The leadership and management

requires improvement

- From the opening of the academy the leadership team has had to tackle weaknesses in every area. The emphasis on improving the quality of teaching is now showing some good progress across the school in all subjects but has been slower to impact on achievement at the end of each of the key stages.
- The school has put in place a comprehensive tracking system which it uses well to identify individual pupils whose progress is slowing. It has been used less effectively to give leaders at all levels a strategic view of the school and analyse how different groups are achieving and take action where there may be some inequality. Consequently, some gaps in the performance of boys, girls and those supported by pupil premium funding remain.
- The school has carried out extensive monitoring, particularly of new systems and procedures that have been introduced. However, not all leaders and managers have evaluated the impact of these systems to measure their effectiveness in raising achievement.
- Leadership in the Early Years Foundation Stage has been effective in providing an exceptionally attractive and stimulating outdoor environment. There are good opportunities for children to select activities for themselves. However, the activities led by adults are not planned in enough detail to promote good learning.
- The headteacher's and deputy headteacher's drive and tenacity means that leaders and managers at all levels convey an uncompromising vision for the school's improvement. They have devised a clear plan that is focused on the right areas to secure improvement. This is already having an impact on pupils' progress, and the focus on reading has been effective in addressing some previous underachievement
- The management of teachers' performance has been introduced so the teachers and all support staff are held to account for improving standards and accelerating pupils' progress. The school's commitment to professional development means that staff are effectively supported to ensure

improvements are achieved and good teaching is rewarded and linked to increases in pay.

- The curriculum rightly places the main emphasis on reading, writing and mathematics and promoting pupils' spiritual, moral, social and cultural development. Topics help to make the learning interesting and ensure pupils gain a better understanding of different cultures and religions.
- The school works effectively with its partner school as well as the local authority to broker a range of support for further improvements and staff development. This has contributed to the acceleration in pupils' progress.

■ **The governance of the school:**

- Governors are knowledgeable about the school's performance data and the information it provides about pupils' achievement.
- Governors have responsibility for particular areas of the school improvement plan and these are the focus for their regular monitoring visits
- Findings from monitoring visits are reported to the full governing body and governors are robust in holding the school to account and requesting further information to ensure they have a good understanding of how well the school is doing.
- The school is held to account for the spending of pupil premium funding so the governing body can evaluate the impact of this expenditure.
- Governors have supported the headteacher to ensure that performance management is being implemented with rigour and weak teaching is tackled and good teaching rewarded.
- Safeguarding procedures are in place and governors have ensured appropriate checks are carried out and procedures are followed at all times to ensure that staff are only appointed after rigorous checks are carried out to make sure they are suitable.

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

Unique reference number	138911
Local authority	Essex
Inspection number	440067

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Jane Mower
Headteacher	Simon Waltham
Date of previous school inspection	Not applicable
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