

# Inspection of New Cangle Community Primary School

Chapple Drive, Haverhill, Suffolk CB9 0DU

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Inspection dates: 7 and 8 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils at New Cangle Primary School are happy. They feel part of a community where everyone looks out for others. They are cared for and value the welcoming and nurturing environment.

Pupils know that adults have high ambition for what they can achieve. Many are excited about their learning and enjoy sharing what they know. Pupils, parents and carers particularly enjoy the 'working together' events, where parents learn alongside their children in the classroom.

Pupils understand key values, such as tolerance. They know that everyone is different and respect this. They understand the value of positive and nurturing relationships. This comment from one pupil summed up the feelings of others: 'It doesn't matter what type of relationship you have, as long as you are being loved.'

Bullying is rare, and unkind behaviour is not tolerated. On the rare occasions it does happen, pupils are confident that adults will deal with it. They feel safe.

Pupils enjoy playing in the wood area of the school. They build dens, climb trees, engage in role play and explore nature. They understand the need to be considerate and aware of others around them. They watch out and keep themselves and others safe.

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

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). To enable pupils to achieve their ambitious goals, leaders have identified key pieces of knowledge that pupils need to know. They have planned when pupils learn this knowledge from day 1 in the early years to the final day of Year 6. They help pupils build on what they already know to learn new information.

Teachers use the detailed curriculum plans to construct well-thought-out lessons. They use precise explanations and clear examples to help pupils learn new concepts. Adaptations made by teachers for pupils with SEND are effective. This means that pupils with SEND progress alongside their peers. Teachers use assessment well in lessons. They use a range of strategies to determine whether pupils have understood the information they have just been taught. If pupils develop a misconception, then teachers fix this swiftly.

In core subjects, teachers use assessment to determine how well pupils have remembered key information over time. They use this information to adapt curriculum plans to ensure that gaps in knowledge are filled. However, in some of the foundation subjects this is not done as well. Teachers determine what pupils have learned based on short-term success. This means that their understanding of

how well pupils remember knowledge in the long term is not accurate. Pupils' learning over time in these subjects is less secure.

Leaders have prioritised reading. They understand the importance of fluent reading if pupils are to access the full curriculum offer. Pupils learn phonics from the beginning of their time in the early years. Leaders have ensured that training means that staff have a consistent and effective approach to delivering phonics. Teachers use assessment to spot pupils at risk of falling behind and intervene to help them keep up. Pupils enjoy books and reading. Many are avid readers and read across a range of genres. Leaders make books available that expose pupils to a wide range of cultures and beliefs.

Leaders have high expectations of how pupils should behave. Many pupils do behave well and meet these expectations. Leaders have recently worked with governors to redefine the school's values. They have successfully communicated these to pupils, staff and parents. However, leaders have not been clear about how pupils and staff should translate these values into day-to-day behaviours. This makes it difficult for staff to create and embed routines. Some pupils struggle to understand exactly what leaders expect of them. This results in some pupils disengaging from learning. At times, this leads to other pupils' learning being disrupted.

Children in the early years learn in a well-designed environment. Adults are knowledgeable about how children learn. They use their expertise to plan effective learning activities. Children engage purposefully in these, learning together and developing resilience. They are well prepared for Year 1.

Leaders have developed a well-thought-out programme for pupils' wider development. Pupils learn about democracy, their health and the world around them. They have access to a range of clubs and have opportunities to take on leadership responsibilities in school. Pupils value these opportunities.

Staff feel valued and supported by leaders and governors. They appreciate how leaders consider their workload and well-being. They can see how the school is improving. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is embedded in the culture of the school. Staff know pupils well. Training means that staff know how to spot signs that a pupil may be at risk. As a result, staff identify and report concerns quickly. Leaders respond swiftly. Leaders engage with external agencies to ensure that families get the provision they need.

Pupils are taught how to stay safe. Parents are offered the opportunity to learn how to spot and minimise risks alongside their children.

Leaders complete all the necessary checks before adults take up positions in the school. Governors actively oversee leaders' work to ensure that safeguarding remains effective.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that everyone understands how to demonstrate school values. Some pupils do not understand how to meet leaders' high expectations. Routines are not established to help pupils achieve these high standards. Leaders should ensure that all staff consistently use clearly defined classroom routines and that pupils understand how to behave well.
- Assessment in some subjects does not accurately check what pupils have learned over time. As a result, misconceptions in pupils' understanding can develop and persist. Leaders should ensure that all teachers implement strategies that test pupils' recall of knowledge over time.

## **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

<b>Unique reference number</b>	124537
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10255088
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair of governing</b>	John Pearson
<b>Headteacher</b>	Jacqueline Brading
<b>Website</b>	<a href="http://www.newcangleschool.com">www.newcangleschool.com</a>
<b>Date of previous inspection</b>	31 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher joined the school in April 2019.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the headteacher, deputy headteacher, early years leader and special educational needs coordinator. They met with governors and representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- To further inspect the curriculum, inspectors looked at examples of pupils' writing, reviewed curriculum documentation for geography and science and reviewed documentation setting out support for pupils with SEND.
- To inspect safeguarding, the lead inspector met with the designated safeguarding lead to review safeguarding records as well as the administrative coordinator to scrutinise the single central record of recruitment and vetting checks. To further evaluate safeguarding, inspectors also spoke to governors, staff, pupils and parents, and reviewed surveys.
- To gather pupils' views, inspectors spent time observing and speaking to pupils.
- To gather parents' views, inspectors reviewed the 55 responses and 54 free-text responses submitted to the online survey, Ofsted Parent View.
- Inspectors spoke with several staff and reviewed the 15 responses to Ofsted's staff survey.

### **Inspection team**

Dave Gibson, lead inspector

His Majesty's Inspector

Ania Vaughan

Ofsted Inspector

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