

Cann Hall Primary School

Inspection report

Unique Reference Number	103080
Local Authority	Waltham Forest
Inspection number	323750
Inspection date	14 October 2008
Reporting inspector	Steven Hill

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	631
Government funded early education provision for children aged 3 to the end of the EYFS	123
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Clyde Kitson
Headteacher	Miss Julie Maltwood
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cann Hall Road London E11 3NN
Telephone number	020 8534 3563
Fax number	020 8534 2641

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement and standards in English, mathematics and science
- how effectively middle leaders contribute to pupils' progress
- the impact of care, support and guidance on pupils' personal development
- the quality of provision in the Early Years Foundation Stage (EYFS).

Evidence was gathered from:

- observations of lessons and break times
- discussions with school staff, the vice-chair of governors and pupils
- the school's documentation, particularly records of pupils' progress
- questionnaires returned by parents
- examples of pupils' work.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a very large primary school in a culturally diverse urban area. It provides for children in the EYFS in a Nursery, and in either two or three Reception classes, depending on the time of year. A large majority of pupils are from ethnic minority heritages, with no particular group predominating. A high proportion of pupils speak English as an additional language, with many still at an early stage of learning the language. A large number of pupils start or leave the school other than at the usual times. An increasing proportion of those who start during Key Stage 2 are at the early stages of learning English. Many are refugees or asylum seekers, and some have little previous experience of school. Free school meal figures are high. The school recently entered a 'hard federation' with the nearby secondary school, and the two schools have the same governing body. A unit to support pupils with hearing impairment is based in the school. There is a breakfast club catering for 22 pupils, run by the governing body. The proportion of pupils with learning difficulties and/or disabilities (LDD) is above average, including those with statements of special educational need. Their most common difficulties are with speech, language and communication; behavioural, emotional and social problems; or they have moderate learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cann Hall is a good school. It is a happy and harmonious community where pupils thrive both academically and socially. All pupils thoroughly enjoy their education, and their achievement is good.

Standards when children start in the EYFS are well below those expected and they make good progress to achieve standards that are broadly average by the end of Years 2 and 6. Results of national assessments at Key Stage 1 have been broadly average for some years, and there is a steady upward trend. Pupils who stay at the school through Key Stage 2 build well on this good start, and continue to make good progress. In the last few years, standards at the end of Year 6 have varied considerably, from significantly above average to significantly below. These variations in standards are not because of variable progress, but because of the large numbers of pupils who start at different times during the key stage, often with weak skills or very little understanding of English. Although these pupils make good progress because of the effective help provided for them, their low starting points pull down overall results. However, even in 2007, when standards were low, pupils' achievement, in the light of their starting points from Year 3, was in the top 25% nationally.

The key to pupils' good achievement is good teaching, underpinned by very positive relationships. Pupils trust and like their teachers, and are keen to please them by working hard and trying their best. Year 6 pupils emphasised how teachers willingly give up their time to help them, if they are puzzled by work or are worried. Teachers organise lessons well, based on joint planning within year groups. They make good use of interactive whiteboards to ensure that their explanations to pupils are clear. Regular use of collaborative work enhances pupils' personal development, as well as their speaking and listening skills. There are some inconsistencies in teaching, and lessons range from satisfactory to outstanding. There is some excellent use of strategies to involve all pupils in lessons; for example through all writing their answers on whiteboards, so that everyone participates and the teacher can check their progress. However, at other times, such opportunities are missed. Teachers generally plan work that is well matched to pupils' different needs. In a few lessons, though, all pupils do the same task, so it is too easy for some, or too hard for others.

Pupils' personal development is good because of the strong pastoral support provided. They behave well. Their behaviour improves as they get older, and is often excellent by Year 6. Pupils of all ethnic groups play and work together happily. The school makes very good use of an excellent range of partners outside the school to supplement the very strong internal systems in place to support pupils' well-being. This helps ensure that all pupils, regardless of background, settle in school and take a full part in its activities. They feel safe in school, and take a pride in their achievements and their school. They contribute very well to the school community, and are confident that, by putting their views through the school council, they have an important influence on what happens. Older pupils willingly and conscientiously take on a range of responsibilities, and enjoy taking care of younger ones. The school has worked very hard to reduce absence, and attendance is good in the light of its circumstances. Those pupils who attend the well-organised breakfast club, have a relaxed, stimulating and positive start to the day. The good curriculum, supplemented by a wide range of trips and extra-curricular clubs, contributes well to pupils' achievement and enjoyment. It is adapted well to the needs and interests of the pupils. Staff are working effectively to build on the good cross-curricular links, identified at the last inspection, to make lessons even more interesting for pupils.

The excellent pastoral care complements strong academic support and guidance that help raise achievement. Pupils' progress is tracked carefully, so that any issues are identified quickly. The school has devised a good range of strategies to intervene when pupils start to fall behind. Staff use these well to meet pupils' particular needs, carefully measuring the effectiveness of such work. The setting of individual targets for pupils is well developed in English and mathematics, so pupils are clear about what they are learning and what they need to do to improve. This process is backed up by some very good marking. The best examples show pupils clearly how they can make their work better, although this is not consistent between classes.

The school's many strengths stem from its good leadership and management. Leaders provide excellent direction to colleagues, who consequently work as an effective team. The school is continually looking to improve. For example, it is currently introducing improvements to its good tracking systems that have the potential to be an even better tool for managers in analysing pupils' progress. This positive approach, combined with a good track record of continual improvement, shows the school is well placed to improve further. Regular monitoring of teaching provides feedback to help teachers improve their practice. Some aspects of the school's provision are excellent and provide all pupils with equal opportunities, ensuring that all different groups make good progress. For example, pupils with hearing impairment are integrated well with their classmates and make similarly good progress. Subject leaders and other middle managers have a clear view of their areas of responsibilities, for example from monitoring planning and samples of work, as well as discussions with pupils. However, they have had few chances to work alongside colleagues in the classroom to share their expertise and disseminate good practice. The school's leaders are innovative, and the recently formed federation, setting up a joint governing body with the nearby secondary school, is intended as a first step in improving continuity in pupils' learning as they get older. The school works hard to involve parents in their children's education, and most appreciate this. However, a minority have expressed reservations about the federation. The school is keen to work with these parents to resolve the issues that they have raised.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make an excellent start to their education in the Nursery and Reception classes. Staff quickly form very good relationships so children feel safe, confident and enjoy learning. An excellent curriculum provides children with exciting and interesting activities that support their outstanding progress. Careful ongoing assessment is used to make sure activities are matched to children's particular needs. The outdoor area in particular has very good equipment that stimulates children's interest and enjoyment. However, there is no covered area outside for use in bad weather. The school intends to remedy this, but cannot proceed with clear plans until the position with regard to buildings linked to the new federation is known. Standards in the EYFS have risen sharply over several years and, by the end of Reception, children's attainment is now broadly similar to that found nationally in most areas, despite their very low starting points. This constitutes outstanding achievement. Teachers have high expectations and manage children well, so they are relaxed and happy, and behave well. Staff work well as a team to provide a high standard of teaching. They intervene very effectively in children's play to enhance their learning.

What the school should do to improve further

- Draw on the good practice in the school to make teaching more consistent, particularly in matching work to pupils' needs, and ensuring that they are all involved throughout lessons.
- Give subject leaders and other middle managers more opportunities to share good practice by working alongside colleagues in their classrooms.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

24 October 2008

Dear Pupils

Inspection of Cann Hall Primary School, London, E11 3NN

Thank you for your warm welcome when we visited your school. We thought you were all very friendly and helpful, and we enjoyed talking to you and watching you at work. You told us that you think Cann Hall is a good school, and we agree.

We were impressed by your good behaviour and how well you get along together. The staff make sure that you are safe and happy, and that anyone who needs extra help gets it. They are very good at looking after you, and keeping an eye on how everyone is getting on.

The children in Nursery and Reception get off to a particularly good start and really enjoy school. All of you are making good progress because your teachers are good at helping you learn. They give you lots of interesting things to do, and you told us that they will always help you if you are stuck. They try to give you work that is just right for you, and usually succeed, although sometimes a few of you get work that is too easy or too hard. We have agreed with the adults that they will work together to make sure you all get work that is at the right level in future.

The adults manage the school very well and are keen to make things better. We have agreed with them that they will spend more time in each other's classrooms, so they can share ideas about how to help you learn even more.

You can help by carrying on working hard and being so sensible. We hope that you continue to enjoy your school.

Yours sincerely

Steven Hill

Lead Inspector