

New Cangle Community Primary School

Inspection report

Unique Reference Number	124537
Local Authority	Suffolk
Inspection number	328158
Inspection date	5 February 2009
Reporting inspector	Bob Roberts

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	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	198
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Brent Bottomley
Headteacher	Mrs Lyn Beale
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Chapple Drive Haverhill Suffolk CB9 0DU

Age group	4–9
Inspection date	5 February 2009
Inspection number	328158

Telephone number

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Age group 4-9

Inspection date 5 February 2009

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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, the quality of teaching particularly the impact of developments in the quality of teaching since the last inspection. Evidence was gathered from meetings with the headteacher and other teachers, visit to lessons, talking to groups of pupils and the evaluation of documents. 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 an average sized first school. The majority of pupils are White British and only a very small number of pupils have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. There are more girls than boys in most year groups. There is an Early Years Foundation Stage that provides education for children aged four to five years. Children usually start school at the beginning of the Reception year and enter with knowledge and skills that are below that expected for their age.

The school is in the first round of School Organisation Review for Suffolk and is planned to become a one-form entry primary school taking pupils from age 4 to 11 from September 2010.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

New Cangle Community Primary is a good school. Its pupils make good progress due to effective teaching, an interesting curriculum and a very caring and inclusive environment.

A large majority of the parents who responded to the inspection questionnaire were positive about the school. A significant number referred to the efforts the school makes to inform and involve them in the life of the school and the learning of their children. As one parent wrote, 'I feel that the teachers have strived to find ways to involve parents in their children's learning'. 'Mrs Beale has ensured that parents are included in decision-making as much as possible,' wrote another. Parents also recognised the inclusive nature of the school and the efforts that are made to listen and respond to pupils' views as well as their own. Inspectors support these views and witnessed the positive impact of this approach on learning itself. Teachers are at pains to encourage children to reflect on their learning, to think around problems and tasks for themselves. Recent developments such as the 'Learning Logs' are reinforcing this approach, helping the children become more independent learners.

The school's self-evaluation is extremely thorough and shows a very accurate understanding of the current strengths and weaknesses. Inspectors agree with the school's own judgements and these confirm that there has been good improvement since the last inspection. The school judged the quality of its teaching as good and visits to lessons and the achievements of pupils confirms the school's view. Teachers develop good relations with their pupils, building trust and confidence. Pupils are encouraged to work collaboratively, to listen carefully and respect the contributions of others. Activities are varied and interesting, engaging pupils very well in their learning. Progress has been made in planning activities to ensure that more-able pupils are increasingly challenged by what they are asked to do but further work is required to ensure consistency in this respect. Pupils are encouraged to take pride in their work and there is a culture of praise and celebrating achievement. Teachers use information and communication technology (ICT) effectively. For example, one class was using laptop computers to write shape poems imaginatively.

The curriculum meets the needs of the children well. In September 2008 a new topic-based curriculum was introduced, designed to lead to more active learning. This is a good example of the school being prepared to innovate and change to improve provision. There are other good elements to the curriculum: the focus weeks such as on science and art; small group arrangements for supporting those needing additional help; and the good range of extra-curricular activities. Pupils learn to speak French and this is complemented effectively by well established links with a French school. The recently introduced literacy programme which starts each day's learning, is working well, meeting the different levels of need effectively by putting children in small groups to more closely match their abilities. Plans to monitor and evaluate the impact of the new curriculum on the learning and development of pupils are currently under-developed.

As parents recognise, the care, guidance and support for pupils is good. The school is proud of its caring approach. One parent wrote, 'The level of dedication of the teachers has never been under question'. Support for pupils who find learning more difficult is good. The school fully includes such pupils in the life of the school, through the use, for example, of signing in Makaton in assemblies. The small number of pupils with English as an additional language are supported well, so they soon learn enough English to achieve as well as others. Pupils have a

firm understanding of their progress and what they need to do to improve further. Senior leaders set challenging academic targets for pupils and monitor their progress carefully, intervening effectively to support those not on track to achieve them. Arrangements for safeguarding children are fully in place. The school works effectively with other agencies to support those in need, such as the small number whose behaviour requires intervention and guidance.

This good provision leads to good achievement. Pupils enter Year 1 with broadly average attainment; skills and abilities that are slightly below average in linking sounds and letters and in calculations. They make good progress overall in their time at the school. The standards reached by the end of Year 2 are in line with age-related expectations. Progress continues to be good in Years 3 and 4 with many pupils making faster progress than is nationally expected. Those with learning difficulties and/or disabilities also make good and sometimes outstanding progress.

Pupils' personal development is good, including their spiritual, moral, social and cultural development. Pupils are well aware of the wider world. Those who come new to the school from other countries are welcomed and their cultures and differences celebrated warmly. Pupils have a well-developed knowledge of how to live healthily and they demonstrate in their behaviour a good awareness of safety. A good proportion benefit from the extra-curricular activities that are offered. An excellent range of opportunities has been developed for them to take responsibility and thus contribute exceptionally well to the school and to the community. For example, the school council is very active and involved in school initiatives and makes a highly significant contribution to the smooth running of the school. The contribution made by the pupils, taken as a whole, is outstanding. Attendance is good and reflects pupils' enjoyment of their lessons and school in general. Pupils are well prepared for the next stage of their education.

The leadership and management of the school are good. The headteacher and senior staff are focused on providing a high quality, caring school, with a firm eye on improving achievement and standards. The headteacher has established a clear sense of direction and an ethos of sharing leadership that means there is a good capacity to improve. There is a happy, productive atmosphere to the school. The school makes an excellent contribution to community cohesion by developing pupils' strong sense of involvement in their school, the wide-ranging links to the local community and their understanding and awareness of the wider world. For example, the experience and knowledge of pupils and their families who come from other countries is highly valued and used skilfully to forge overseas links and contributes outstandingly well to pupils understanding of their role as responsible global citizens. Pupils' progress is tracked very carefully and their welfare is taken very seriously. The headteacher has created an unusually strong sense in parents and pupils that they are included and involved in the school. Governors are closely involved and fulfil their role exceptionally well either through monitoring and evaluating the effectiveness of school development planning or their close partnerships with classes who they visit regularly. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Boys have lower skills on entry than girls, especially in writing. The staff team has established good links with pre-school providers and arrangements for the transfer of pupils run extremely smoothly. Parents are very positive about how quickly their children settle in. Children quickly become capable learners who are eager to come to school and their attendance is good. They

develop excellent relationships with each other and the adults they encounter, making rapid progress in their personal, social and emotional development which is outstanding overall. For example, in the way they are able to make sensible choices about directing their own learning with confidence and are very keen to get on and work extremely hard. Children learn in a busy and pleasant environment where there is a good balance between adult-led activities and those chosen by the children themselves. Staff assess and monitor the children's development effectively and plan to meet their needs well. Progress is generally good across all areas. This is because teaching is good and there is good support from experienced teaching assistants. By the time children leave Reception for Year 1 their attainment is broadly average but is still slightly below that expected in writing and making calculations. An example of the good leadership and management of this Early Years Foundation Stage is the swift response that has been made to this. For example, changes to teaching are bringing about improvements in the development of writing. Children's welfare is promoted outstandingly well, including excellent arrangements to ensure their health and safety and the high degree to which the involvement of parents in their children's learning is promoted. Parents are encouraged to come into school for 'SHARE' sessions to work and play with the children and build on these experiences by continuing to come in to support children's learning in school and at home. They say they really appreciate the information that the school provides for them about their children's learning which also enables them to help the children's development at home.

What the school should do to improve further

- Develop and implement effective means of evaluating the impact of the new curriculum model on pupil outcomes.
- Take further steps to ensure that planning consistently meets the needs of the most able children.

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

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	1
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?	2

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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	1
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**

6 February 2009

Dear Pupils,

Inspection of New Cangle Community Primary School, Haverhill, CB9 0DU

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. We very much enjoyed our visit to your school and would like to thank you for the friendly way in which so many of you greeted us and spoke to us.

New Cangle is a good school. The most obvious thing about it is how happy people are to be there and work there, including you. There is, as one of your parents wrote to me, a lovely family atmosphere. You clearly enjoy coming to school, you work hard and behave well. The teaching you receive is good. Teachers work hard to make the lessons enjoyable and they succeed in this. You enjoy lessons very much but also find that they make you really think. The school provides you with opportunities and experiences that suit most of you well though for some of you, these are not always challenging enough. It is a school where you feel cared for and where you feel safe. The way in which you help each other, and develop your own personal and social skills, is good. You make good progress in your subjects and reach satisfactory standards. Your attendance is above average and many of you make an excellent contribution to the school and to the local community.

Many of your parents filled in the questionnaire that was part of the inspection. Almost all of them think very highly of your headteacher and the staff. We agree that the headteacher and all the staff at the school are doing a good job. We have asked them to do some things to help you improve further. These include checking that the new topics you are studying give you the knowledge and skills that you need, and making sure that all of you, especially those of you who learn more quickly, get activities and tasks in the classroom that suit you.

I wish you all well for the future.

Bob Roberts

Lead inspector