

Inspection of Cann Hall Primary School

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

Inspection dates: 27 and 28 April 2022

Overall effectiveness **Good**

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 Cann Hall really enjoy school. They are interested in the topics they learn about. Pupils are proud of their work. Engaging displays around the school celebrate their excellent writing.

They are welcoming to others when they start in their school. They learn about a range of cultures and ways of life. They are tolerant of others and understand how they are all different. They say things like 'being a Cann Hall student means making the best out of yourself'.

Children in the early years get a strong start to their education. They come in cheerfully and respond to routines that get them learning quickly. They play happily and get lots of opportunities to practise key skills through this.

Pupils are polite and well behaved. They are supportive of each other and make good use of time in lessons, where they work in pairs or small groups. They enjoy playing games and using the range of equipment on offer at playtimes. When there is bullying, which is rare, pupils are certain that adults will sort things out quickly.

A high number of pupils attend after-school clubs and/or learn musical instruments.

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

Leaders have reviewed the curriculum to ensure that it provides clear progression in each subject year on year, starting in the early years. Teachers ensure that all pupils have opportunities to revisit learning regularly. This means that pupils learn more and remember more over time.

Highly consistent approaches to teaching and assessment are used in every subject. For example, teachers model the learning ('my turn'), work on shared examples with pupils ('our turn') and give them the opportunity to work independently or with others ('your turn'). Teachers are quick to spot where pupils have misconceptions, identifying these during class teaching and through listening to pupils' discussions. They make sure that these pupils have additional time or extra catch-up sessions if needed.

Phonics lessons are highly focused. This includes in the early years. Staff are well trained. Books across the school are well matched to pupils' reading standard. Teachers share engaging and high-quality stories and texts with their classes. Pupils listen intently to storytelling. However, the range and quantity of books for older pupils to choose from for independent reading varies from class to class. This means that some pupils do not have as wide an exposure to different texts as others.

Support for pupils who need extra help, including those with special educational needs and/or disabilities or those who are disadvantaged, is well planned. Pupils are

given the right help if and when they need it. Leaders make sure all pupils access a full and rich curriculum alongside their classmates.

Behaviour is good, as a result of high expectations from staff. Children in the early years settle quickly and learn about the importance of kindness. As they get older, pupils enjoy playtimes in the extensive grounds. They are polite and well-mannered. They are respectful of each other in discussions. Routines are clear and values encouraged are consistent. Pupils know what is expected of them in both class and play.

Pupils are taught about a range of cultures and key British values. Pupils confidently discuss key issues that they might come across in modern Britain. Pupils' work shows that they have good understanding and are passionate about making change. Pupils' quality of writing is excellent. For example, Year 6 pupils wrote well-considered speeches on anti-racism and freedom.

Many pupils do have excellent attendance. However, a significant number are persistently absent, sometimes linked to anxiety about returning after the pandemic. Leaders work closely with parents to build up parents' and pupils' confidence in attending school. However, some of these rates of attendance for a significant minority of pupils remain stubbornly low. These pupils are not accessing enough of their learning.

Teachers are highly positive about the leadership of the school and the support from the multi-academy trust. They appreciate the concise, structured approach to teaching based on research and note how it has improved their own practice. Leaders have a good understanding of the strengths of the school and of what they need to do next to further improve.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils well. They work with a wide range of external agencies to ensure that pupils are safe and that families receive support if needed. Record-keeping is comprehensive, and any concerns are followed up promptly.

Leaders make sure that staff are well trained and have regular updates about safeguarding. Pupils feel safe and know that they can talk to an adult if they have any concerns. They are taught about dangers they may face out and about or online and know what to do to avoid these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The range of books available for independent reading for older pupils varies from class to class. This means that some pupils do not have access to the same quantity and quality of books as others. Leaders need to ensure that the books in classes and in the library are sufficient so that all pupils are able to access the same high-quality independent reading experience.
- A significant minority of pupils are still persistently absent from school. This means that they miss key learning. Leaders need to build both pupils' and families' confidence in pupils returning to school and attending regularly.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	138911
Local authority	Essex
Inspection number	10212375
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	Board of trustees
Chair of trust	Mary Whitehead
Headteacher	Sarah Crookes
Website	www.cannhall.changesp.org
Dates of previous inspection	16 and 17 June 2016, under section 5 of the Education Act 2005

Information about this school

- The school joined the Compass Partnership of Schools on 1 January 2022. Previously, it was part of the CHANGE Schools Partnership, having become an academy on 29 June 2015.
- A separately run and registered childcare provider operates in the school premises, providing breakfast and after-school care for pupils from this school.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into: reading, mathematics, science, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to pupils and staff about the curriculum in some other subjects and looked at samples of work.
- To inspect safeguarding, inspectors scrutinised the single central record and a sample of safeguarding records. They spoke to staff, parents and pupils.
- Inspectors met with the headteacher, the deputy headteacher and a wide range of other staff. They met with the trust leader, other multi-academy trust leaders, and representatives of trustees and the local governing body.
- Inspectors spent time observing playtimes.
- Inspectors considered the 48 responses to the parent survey.

Inspection team

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