

# Tyssen Community Primary School

## Inspection report

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<b>Unique reference number</b>	100244
<b>Local authority</b>	Hackney
<b>Inspection number</b>	376374
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Emma Aylesbury

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Audrey Jaisingh
<b>Headteacher</b>	Paul Fleming
<b>Date of previous school inspection</b>	22–23 June 2009
<b>School address</b>	Oldhill Street London N16 6QA
<b>Telephone number</b>	020 8806 4130
<b>Fax number</b>	020 8806 3620
<b>Email address</b>	admin@tyssen.hackney.sch.uk
<b>Registered childcare provision</b>	Tyssen Community Primary School
<b>Number of children on roll in the registered childcare provision</b>	52
<b>Date of last inspection of registered childcare provision</b>	22–23 June 2009

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	6–7 March 2012
<b>Inspection number</b>	376374



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## Introduction

Inspection team

Emma Aylesbury

Additional inspector

Clementina Ogunsanwo

Additional inspector

Michael Phipps

Additional inspector

This inspection was carried out with two days' notice. They observed 21 lessons or part lessons, amounting to 10 hours in total, involving 18 teachers, with 13 visits being accompanied by a member of the senior management team. Meetings were held with the headteacher, members of the governing body, staff, pupils, and parents and carers. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its monitoring, assessment and attendance records, improvement plans, minutes of meetings of the governing body and safeguarding documents. In addition, they analysed questionnaires from 72 parents and carers, 80 pupils and 48 staff.

## Information about the school

Tyssen Primary School is larger than the average-sized primary school. The proportion of pupils from minority ethnic groups is well-above average. The largest groups of pupils are of Black Caribbean, Black African, Other White British and Indian heritages. A large proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well-above average. The proportion of disabled pupils and those who have special educational needs is above average, their needs being mainly moderate and specific learning difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has on-site provision for 10 pupils who have autistic spectrum disorders. A children's centre on site caters for 52 children from birth to five years of age.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Tyssen is a satisfactory school. The new headteacher and the senior leadership team provide clear direction and leadership that are raising expectations of pupils across the school. Pupils, parents, carers and staff are positive about the school and its work. This is not a good school because achievement and teaching are satisfactory rather than good.
- Attainment is low overall, but the gap between the school’s results and the national average is narrowing. Pupils make satisfactory progress from their below average starting points. They develop their numeracy and reading skills satisfactorily across the curriculum, although their literacy is not developed so well. Children in the Early Years Foundation Stage make effective gains in their early social and physical development.
- Pupils’ behaviour is good, both in lessons and around the school. A few responses in questionnaires expressed concerns over behaviour, but pupils are confident that staff deal with any incidents effectively. Pupils demonstrate positive attitudes to learning and they enjoy being in school. Attendance has improved and is above average.
- The quality of teaching is satisfactory across the school, with an increasing amount that is good. Nevertheless, the consistency of providing targeted work to meet the needs of all pupils and the use of a challenging pace are often the key differences between good and satisfactory lessons.
- Leadership and management are good because clear and detailed self-assessment has accurately identified the school’s areas for development, and rapid action, although at an early stage, is already beginning to show clear impact. The monitoring of teaching and learning, and performance is good, although the use of national benchmarks to gauge progress is yet to be fully embedded.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

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Please turn to the glossary for a description of the grades and inspection terms

- By July 2012, increase the proportion of good or better teaching by:
  - sharing best practice currently evident within school
  - ensuring all teachers offer appropriate challenge to all groups of pupils.
- Raise attainment to bring it at least in line with the national average by:
  - embedding opportunities for pupils to develop their literacy skills across the curriculum
  - making more timely interventions to enable the rapid progress of all pupils.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are below the expected levels, especially in their personal, social and communication skills. They make satisfactory progress but by the time they enter Year 1, their attainment remains below average. Pupils in Reception and Key Stage 1 develop a good understanding of letters and sounds. For example, children in Reception were observed sounding and writing the letter 'V' with accuracy. Better targeting of pupils' learning needs in Years 1 and 2 is resulting in improving levels of reading competence by the end of Year 2. Their attainment in reading by the end of Year 2 is low. However, their progress is accelerating as a result of the implementation of a systematic guided-reading programme, which helps pupils to gain more confidence in their reading.

As pupils move through the school, they continue to make satisfactory progress, but their attainment remains low by the end of Year 6. By the end of Year 6, standards in reading are broadly average. National test results show that more able pupils did not do as well as others, but this gap is narrowing through the use of strategies, such as an extra teacher in Year 6 to split the classes into smaller groups. In Key Stage 2, the extended writing sessions help pupils to develop their skills in this area systematically. For example, in a Year 6 literacy lesson, pupils used 'connectives' to describe the features of their dinosaur by using imaginative vocabulary.

All groups of learners perform at similar rates. Disabled pupils and those who have special educational needs make satisfactory progress. Pupils with a statement of special educational needs and those from the autistic base receive good support to enable them to achieve in small but effective steps by means of targets set and effective one-to-one support. Those from Black African, Black Caribbean, Indian and Other White heritages, and those who speak English as an additional language make satisfactory progress. This is the result of staff providing key words and dictionaries to give clues for word recognition in group and class activities. Pupils in Year 4 confidently measured lines accurately with rulers. Similarly, in a Year 6 numeracy lesson, pupils demonstrated their effective knowledge of constructing and drawing

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bar charts and line graphs. Pupils within the specially resourced base make the expected progress as a result of well-targeted support and guidance. The majority of parents and carers who returned questionnaires expressed satisfaction with the progress their children are making and inspection findings agree with their view.

### **Quality of teaching**

Teaching is satisfactory throughout the school. Better practice in teaching is characterised by high expectations, secure subject knowledge and good use of assessment to support learning. Nevertheless, this good practice is not consistently shared across the school. Pupils are given work to match their needs, and teachers plan activities which are targeted to pupils' prior attainment and understanding. For example, in a Year 1 mathematics lesson, pupils were encouraged to discuss their work with a 'talk partner' about the curved sides of circle diagrams. Where teaching is weaker, the pitch of the work is not always sufficiently challenging for all groups of learners. Also, in a few lessons, the slow pace resulted in some groups of pupils lacking concentration.

Pupils state that teachers' assessment and marking help them to improve when they gives ideas for next steps. In a few classes, these are frequent and pupils respond well, demonstrating that they have understood what they need to do to improve. However, in a few lessons, the feedback from marking is not as regular.

Pupils work well together in lessons, listen respectfully to each other's contributions and ask questions maturely. Relationships between staff and pupils are positive, and pupils feel secure and confident in answering questions. As a result, pupils' spiritual, moral, social and cultural development is promoted well. Subjects are effectively linked to the curriculum and it provides for pupils' overall experience well. Pupils are treated with maturity as they move through the school, successfully encouraging them to make decisions about right and wrong behaviour. Parents and carers are positive about the quality of teaching in the school but inspection evidence does not fully endorse their views as teaching is judged to be satisfactory.

### **Behaviour and safety of pupils**

Pupils say that behaviour is mostly good in lessons and around school. The overwhelming majority of parents and carers regard behaviour as good. School records show good behaviour is typical and inspection findings corroborate this. There are very few incidents of disruptive behaviour. However, on the rare occasion when behaviour is less than good, pupils state that this is dealt with effectively by adults. Pupils respond well to their teachers and other adults and they take on responsibilities, such as acting as 'buddies' and mentors to younger children. There have been no recent exclusions. Pupils behave well in most lessons. Where teaching is good, pupils show effective levels of engagement and independence in their work. The vast majority of pupils who responded to the questionnaire said they feel safe in school.

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Pupils develop a good understanding of how to lead safe and healthy lives. For instance, they have a keen awareness of the importance of 'e-safety' when using the internet. Parents agree the school is safe. The school has effective procedures to promote attendance, which is now above average, and pupils are punctual to school. The caring atmosphere ensures that those whose circumstances make them vulnerable are well supported. Pupils are aware of different forms of bullying but say that any form is rare. They feel confident to go to an adult who will deal effectively with it. Parents and carers reported that they too are confident that the school's systems are sufficiently robust to deal with any incidences of bullying, including any type of name-calling or homophobic comments should they occur.

**Leadership and management**

The school is led and managed well. Monitoring records show that teaching is improving because of the strong focus on raising standards and the effective training being offered. Greater uniformity in teachers' planning for guided reading is an example of the drive to make teaching more consistent. Middle leaders have had some impact on raising attainment and improving provision. Nevertheless, interventions have not always been swiftly implemented in order to bring about more rapid progress for all groups of learners. Given the improvements in attendance and teaching, the school demonstrates a strong capacity to continue to improve. The day-to-day management of the base is secure and it operates smoothly within whole-school structures.

The curriculum is increasingly effective in meeting the needs and interest of all pupils by encouraging more active learning, for example through the introduction of the 'carbon-free Friday' initiative. They experience a range of activities, including guest speakers and clubs ranging from ballet to cricket. Together, with visits and residential trips, these provide opportunities for pupils to broaden their personal and social skills. Nevertheless, the range of opportunities for them to develop their literacy skills is not consistent across all curriculum areas.

The curriculum is broad and balanced, with a wide range of trips and visits to enhance pupils' learning. Clubs and extra activities add much to pupils' personal development and the breakfast club, for example, provides an opportunity for them to build their self-confidence and self-esteem. The provision for pupils' spiritual, moral, social and cultural development is promoted effectively by the high expectations of all staff as role models for the pupils. This enables pupils whose circumstances make them vulnerable to overcome their difficulties and to make significant changes to their lives at home and at school.

Members of the governing body know the needs of the community well, together with the school's strengths and areas for development. They are increasingly confident in challenging and holding the school to account, especially in relation to achieving higher targets regarding pupils' academic performance. The school ensures that every child has an equal chance to learn and tackles rigorously any discrimination. Actions taken by leaders ensure that different groups of pupils make

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the progress of which they are capable. The school has rigorous safeguarding procedures to ensure effective levels of safety and care of pupils.

Parents and carers are very supportive. One wrote, 'I am very happy with my choice of school for my son. We feel the staff listen and if there are any concerns, they respond quickly and effectively.' The school runs helpful programmes, such as numeracy, to support parents and carers in helping their child to learn.



## The Early Years Foundation Stage delivered in the registered childcare provision

- The childcare leader provides clear direction and leadership. She is well supported by well-trained staff, who are effectively deployed.
- Children in this facility make good progress, because of the well-planned learning activities.
- There is an effective focus on promoting communication skills for babies and children. For example, during the inspection, children were observed designing and sharing utensils to make shapes and patterns with 'play dough'.
- There is a welcoming atmosphere and, as a result, children are cared for well and are safe. There is good communication with parents and carers.
- The provision is effectively equipped with a suitable range of resources, both indoor and out, which meet children's learning needs.
- Babies and children are happy in all their activities and they respond well to adults and other children.

*These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2012

Dear Pupils

### **Inspection of Tyssen Community Primary School, London N16 6QA**

Thank you for welcoming us so warmly when we visited your school recently. You gave us a good understanding of how well you like your school in the meetings we had with you and in your responses to the questionnaire. You go to a satisfactory school and you make satisfactory progress in your learning.

The following things are some of the strengths of your school.

- There are lots of activities and trips which make learning fun.
- The way you behave is good and you work hard.
- You say you feel safe, and all of you we spoke to explained that you know who you would go to if you have any concerns.
- Your attendance is above average.
- The school takes good care of you.

In order for your school to continue to improve, we have asked your teachers to make sure that:

- they share their good ideas with each other to make all lessons better and ensure that all of you are offered the right level of challenge
- you reach higher standards by giving you more opportunities to use and enhance your literacy skills in a variety of subjects, and that they make sure you make rapid progress.

You can help to by continuing to do your best and attending well.

Yours sincerely

Emma Aylesbury  
Lead inspector

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