

Tany's Dell Community Primary School

Inspection report

Unique Reference Number	114939
Local Authority	Essex
Inspection number	357651
Inspection dates	21–22 March 2011
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Justin Hopwood
Headteacher	Bernadette Miele
Date of previous school inspection	31 January 2008
School address	Mowbray Road Harlow, Essex CM20 2LS
Telephone number	01279 866230
Fax number	01279 866231
Email address	admin@tanysdell.essex.sch.uk

Age group	3–11
Inspection dates	21–22 March 2011
Inspection number	357651

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons which were taught by a total of eight teachers. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at documents associated with safeguarding procedures and self-evaluation. They examined data and information about pupils' progress and looked at samples of their work. They also scrutinised improvement plans as well as planning for lessons and the curriculum. Minutes from meetings held by the governing body and monitoring and evaluation reports written by senior leaders and the local authority were also examined. Inspectors took account of the views of pupils and of 30 members of staff who had completed questionnaires, as well as the content of 56 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of the school's work to raise pupils' attainment in writing?
- How well are more able pupils challenged in lessons to enable them to achieve high levels in their work?
- How successfully is the school raising the achievement of summer-born children in Nursery and Reception classes?
- How well are boys progressing in reading and writing in Nursery and Reception classes?

Information about the school

Most pupils who attend this smaller than average primary school come from the immediate area, although the pupils who attend the specially resourced provision for special educational needs (known as 'the hearing impaired unit') travel from further afield. The unit is managed by the school and caters at present for six pupils, although it is able to admit up to 12. These pupils are taught in mainstream classes for most of the time. The very large majority of pupils in the school are from White British backgrounds; a few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average and the proportion identified with special educational needs and/or disabilities is very high. More pupils than average have a statement of special educational needs because of the unit for pupils who are deaf. The school has won a number of awards in recent years, including the Artsmark Gold and it has National Healthy Schools status. A new headteacher has been appointed since the last inspection: she joined the school in January 2009.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The new headteacher has set an ambitious plan for improvement and this is beginning to have an impact on pupils' attainment and achievement. Attainment is rising and is now broadly average although it is higher in mathematics than in English. Progress, while satisfactory overall, is good in Reception and in Years 4, 5 and 6. Teaching is good in these classes and contributes well to pupils' engagement in lessons and their desire to learn. Teaching in other classes is satisfactory. The school's new policies and procedures for marking, setting individual targets for pupils and involving them in checking their own and each other's work are not yet being applied consistently well in all classes.

Pupils who are deaf make satisfactory progress in their mainstream classes and good progress when they attend the specialist unit twice a week. This is because the unit is led and managed well and teaching is skilled and closely matched to pupils' needs. Overall, their learning is satisfactory although their attainment varies considerably, depending upon their capabilities. Pupils with other special educational needs and/or disabilities and those learning to speak English as an additional language make satisfactory progress. These pupils and those who are more able do not always reach the levels they should because some activities set for them are not matched well enough to their prior attainment.

Pupils feel safe and well cared for. They are well behaved in and out of lessons. They know what to do if bullying occurs, but they say this happens rarely. Attendance has improved and is now average and continues to rise in response to the school's focused work with individual pupils and families. A stimulating curriculum engages pupils' interest and motivation and supports their personal development well. Although provision in the Early Years Foundation Stage is satisfactory overall and children make sound progress, learning targets for some activities in the nursery are sometimes not clear and measureable, especially in language and literacy. Systems for checking pupils' progress are not sufficiently rigorous to provide a really accurate picture and the information is not always used to plan the next steps in their learning. Adults' interactions with children do not fully extend their learning and accelerate their progress.

The headteacher has gained the strong support of staff and there is a good commitment towards improvement. Subject coordinators are developing their roles but at present are not yet taking a full part in monitoring their subjects across the school and in planning carefully for improvement. Nonetheless, improvement since the last inspection has been satisfactory, especially in the way that the curriculum has been developed and the self-evaluation processes have been strengthened. These have enabled senior staff to gain an accurate picture of the school's performance and thus informed their plans for

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

development. These improvements, coupled with pupils' good personal development and satisfactory academic progress, show that there is satisfactory capacity to improve further.

Up to 40% of the 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?

- Raise pupils' attainment and achievement in English by the end of July 2012 by:
 - ensuring that information about pupils' prior attainment is used effectively throughout the school to plan activities that closely match their different needs
 - consistently implementing the policies for marking, individual target setting and for involving pupils in judging their own progress and that of their peers.
- Improve provision in the nursery by July 2011 by:
 - assessing children's progress more rigorously and using the information to plan activities that help them take the next steps in their learning
 - planning activities more thoroughly to ensure there are clearer targets for children's learning, especially in language and literacy
 - improving the quality of adult interactions to accelerate children's progress.
- Extend the roles of subject coordinators by December 2011 to ensure they make a clear impact on pupils' attainment and progress by:
 - establishing clearer monitoring procedures to help them gain a full picture of school performance
 - ensuring that action plans include measurable targets, actions and milestones by which to judge progress.

Outcomes for individuals and groups of pupils

3

Children's skills are generally much lower than those typical for their age when they start in the Nursery. Although progress is satisfactory overall, good levels of progress in Years 4, 5 and 6 are securely lifting attainment and ensuring satisfactory achievement. Attainment in mathematics is rising strongly. This improvement has been achieved through the introduction of more detailed advice for teachers about how to plan their lessons and the increased use of practical resources to support pupils' understanding. Attainment in reading and writing remains below that in mathematics, mainly because pupils currently in Year 6 have too much ground to make up.

Lesson observations and the school's tracking data shows that pupils currently in Years 4 and 5 are on track to reach nationally expected levels for their age by the end of Year 6. Pupils in Year 5, for example, worked well in groups to brainstorm what was required to produce an information sheet about Australia. They extended their learning whatever their existing level of skills and understanding. Working on laptops, they developed their own success criteria to help them complete the task successfully. Pupils who are deaf made good progress in a lesson in the unit when they experimented with a range of resources that made a noise when they vibrate. In this way, they developed their understanding about the structure of the ear and how their hearing aids helped them. In some lessons,

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

however, pupils' progress is hindered by lesson activities that do not challenge them fully or help them take the next steps in their learning.

Through the work done to gain National Healthy Schools status, pupils learn about the importance of healthy lifestyles and most adopt them. They have a strong voice in school improvement through their work on the 'children's committee' and participate in interviews for new staff. They support the local community by singing carols at Christmas at a nearby hospice, raise funds for national and international charities and perform concerts with other schools at the local theatre. Their average attendance and improving basic skills, as well as good levels of confidence and independence, mean they are satisfactorily prepared for the future. Spiritual, moral, social and cultural development is good. Pupils learn well from experiences of poetry, drama, art and music, which broaden and extend their horizons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have positive relationships with the pupils which help them to manage their behaviour well. Teaching assistants are well deployed and help pupils with special educational needs and/or disabilities play a full part in lessons. Teachers' use of assessment to support learning is satisfactory. For example, marking is developing well in Years 4, 5 and 6 and often provides pupils with helpful information on how to improve their work. In these classes, pupils know their individual learning targets and strive well to

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

meet them. They make judgements about their own and each others' work against clear success criteria. However, these systems are not yet fully established in other classes. Teachers make regular checks on pupils' progress and achievements but this information is not always used effectively to ensure that activities are planned at the correct levels for pupils with different needs. Within the unit, staff are effective communicators and provide good support for pupils through signs, gestures and finger spelling.

A curriculum review is almost complete and the new plans are providing teachers with good information about how to develop pupils' skills and to adapt the curriculum to meet their different needs. A wide variety of visits and visitors to the school is arranged to bring further interest and relevance to pupils' learning. The 'science week' that was going on during the inspection involved a theatre company demonstrating various scientific principles, including magnetism, which enthused the pupils and encouraged them to experiment for themselves. Work done to achieve the Artsmark Gold has meant that pupils receive good opportunities to express themselves imaginatively. Effective partnerships with local organisations help pupils to develop their sporting and musical skills. Pupils thoroughly appreciate the wide variety of clubs on offer, including gardening, Spanish and football.

Pastoral care is good. They benefit well from weekly 'tutor group' sessions where different ages come together to discuss, for instance, different learning styles and attempt 'smart thinking tasks'. The breakfast club for Year 6 pupils is popular and helps them to start the day positively. Induction procedures are effective in helping pupils settle quickly in the nursery and good transition arrangements help them move confidently to their secondary schools at the end of Year 6. The support and guidance provided for pupils who are deaf are good. Teachers and assistants keep a close check on these pupils' achievements and progress and maintain regular communication with parents and carers. Other pupils with special educational needs and/or disabilities receive satisfactory guidance, although their individual learning targets are sometimes not entirely clear and measurable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has taken a firm steer in the school's work and has brought staff on board very effectively. Strong support from other senior leaders means there is a clear focus on securing improvement. Senior leaders were successful last year in implementing a number of initiatives, which have contributed well to improvements to the curriculum as well as monitoring and evaluation procedures. Coordinators are developing their roles satisfactorily but are not yet fully involved in monitoring their subjects and planning

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

rigorously for improvement. Parents and carers develop good levels of trust in the staff because of the strong partnerships that exist between them and the school. The new 'Friends Association' has been created in response to their enthusiastic requests. Good partnerships with a wide range of agencies support the curriculum effectively and enable staff to gain valuable advice about how to help and guide pupils with special educational needs and/or disabilities. The governing body provides satisfactory support and challenge for the school. It has recently strengthened its monitoring role and this is beginning to have a good impact on members' knowledge of the school's performance.

There are good arrangements to ensure that pupils are safe at school. Policies and procedures are robust and regularly reviewed. Management systems are clearly defined, including those for the governing body which makes a strong contribution in this area. Staff promote equality of opportunity satisfactorily. Senior staff have begun to track the progress of different groups of pupils to identify underachievement. Racist incidents are rare and procedures are in place to ensure that any which arise are tackled promptly. The school promotes community cohesion satisfactorily. Although there is a strong feeling of community within the school and locality, links with communities and cultures outside the local area have yet to be fully established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle in quickly to the nursery and begin to develop their confidence and independence. Overall, boys' and girls' progress is satisfactory through the Early Years Foundation Stage but it is good in Reception because activities are designed to meet their needs more closely. The school has identified the underachievement of summer-born children and is currently changing arrangements to ensure that all children begin Reception at the beginning of each academic year.

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

Children work and play happily and safely together, sharing toys and equipment. Behaviour is good in and out of classrooms. Children have a good knowledge of how to keep safe, enjoy the healthy snacks offered and use the wide range of climbing and other equipment enthusiastically. In Reception, the children enjoyed arranging photographs of the life cycle of a duck in the correct order on the interactive white board. They built upon the previous day's learning about animal habitats and successfully developed their knowledge of mathematical vocabulary, for instance, 'first,' 'second,' and 'third'.

Planning is satisfactory but activities often lack clear enough targets to ensure that all adults are aware of what children are expected to achieve. Adults supervise children well to make sure they are safe and secure. However, questioning by adults in the nursery is not always successful in helping children think about what they are learning.

Leadership is sound. Overall, children's progress and achievements are tracked satisfactorily. However, systems in the nursery do not always provide a detailed enough picture to help staff plan appropriate activities, especially in reading and writing, to meet children's individual needs and help them take the next steps in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parental questionnaires returned was lower than average. Parents and carers who did respond are positive about the school's work. They are happy about the leadership and management of the school, agree that the school takes account of their suggestions and concerns and helps them to support their children's learning at home. They are very happy that their children are kept safe and encouraged to adopt healthy lifestyles. Parents' and carers' views are similar to those held by inspectors who visited lessons in every class and talked with a range of pupils and staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tany's Dell Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	70	16	29	1	2	0	0
The school keeps my child safe	39	70	16	29	1	2	0	0
My school informs me about my child's progress	31	55	23	41	2	4	0	0
My child is making enough progress at this school	32	57	22	39	2	4	0	0
The teaching is good at this school	37	66	19	34	0	0	0	0
The school helps me to support my child's learning	30	54	26	46	0	0	0	0
The school helps my child to have a healthy lifestyle	28	50	27	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	46	27	48	1	2	0	0
The school meets my child's particular needs	25	45	25	45	3	5	0	0
The school deals effectively with unacceptable behaviour	17	30	33	59	3	5	0	0
The school takes account of my suggestions and concerns	19	34	37	66	0	0	0	0
The school is led and managed effectively	22	39	33	59	1	2	0	0
Overall, I am happy with my child's experience at this school	36	64	16	29	4	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



23 March 2011

Dear Pupils

Inspection of Tany's Dell Community Primary School, Harlow, CM20 2LS

Thank you so much for welcoming us recently to your school. You were very keen to tell us all about it and what you enjoy most. Your views, along with everything else that we saw, helped us to get to know your school and how well it works. You go to a satisfactory school and these are some of the important things we found out about it.

You behave well in lessons and around the school.

You understand how to keep healthy and fit.

Adults look after you well so that you feel safe and secure in school.

You enjoy all the activities organised to make learning interesting and fun.

The people in charge are working well with your parents and carers to make sure you are happy and healthy.

There are a few things that could be even better in your school. We have asked your teachers to make sure they always set work at the right levels to help you make faster progress in reading and writing. We have asked the adults in nursery to make sure they have clear targets for what they want you to learn, check your progress more carefully and ask you questions that really make you think, so that you make better progress, especially in reading and writing. Finally, we have asked the teachers who are in charge of the different subjects to keep a close check on all the activities you are doing and how the adults are helping you, to make sure that you are all learning as well as you can. We would like them to write plans with more detail to make sure that things improve at a faster rate.

You all can play your part in helping your school become better by making sure you work hard, behave well and attend school every day unless you are ill.

Yours sincerely

Mary Summers

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.