

Tany's Dell Community Primary School and Nursery

Mowbray Road, Harlow, CM20 2LS

Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching across the school is inconsistent and not enough of it is good.
- Teachers are not always planning their lessons to make sure pupils build on what they already know which limits their progress, especially for the more-able pupils.
- Not all leaders are having sufficient impact on helping the headteacher and deputy headteacher bring about further improvements at a good rate.
- Systems to encourage parents and carers to send pupils to school regularly are not yet working well-enough and attendance is below average.
- In the Early Years Foundation Stage (Nursery and Reception classes), teachers are not planning enough activities to make sure children learn basic communication and literacy skills at a rapid rate.
- Hearing impaired pupils as well as disabled pupils and those who have special educational needs do not make enough progress because the work and/or help they have is not always closely matched to their abilities.

The school has the following strengths

- Throughout the school, relationships are good. Pupils are friendly and well mannered. They behave well in lessons and around the school. Pupils say they feel safe in school.
- All parents and carers who voiced their views would recommend the school to others. Parents and carers receive good information about how well their child is doing at school.
- The headteacher, deputy headteacher and governing body have high aspirations for pupils' success. They have a good overview of what needs to be improved and demonstrate a resolute determination to bring these improvements about.
- There are good systems for checking on the work of the school.

Information about this inspection

- Inspectors observed 16 lessons including groups of pupils or individuals working with learning support assistants or teachers. They attended two assemblies and observed pupils during lunchtime and mid-morning break times.
- Inspectors, accompanied by a British Sign Language interpreter, observed hearing-impaired pupils working either individually or in small groups and also in their year group classes.
- Inspectors looked closely at pupils' work in all year groups and heard some pupils from Years 1 and 2 reading.
- They held meetings with staff, the Chair of the Governing Body, a representative of the local authority, groups of pupils from Year 2 and Year 6 and with pupils from the enhanced provision for the hearing impaired. They spoke informally with many pupils during lessons and at break times.
- Inspectors looked carefully at safeguarding documentation, information about pupils' progress, self-evaluation documents and school development plans.
- The views of 17 parents and carers who completed the online questionnaire (Parent View) were taken into consideration, as were the views of parents and carers who spoke with inspectors at the start of the school day.

Inspection team

Cheryl Thompson, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Christopher David Cheswright

Additional Inspector

Full report

Information about this school

- This is an above-average-sized primary school with eleven classes including two part-time Nursery classes. The number of pupils on roll is increasing as the school has begun to have two classes in each year group. Refurbishment and extra building work to an adjoining building, now due to be completed by the end of February 2013, will provide extra classrooms and facilities.
- The building work has been delayed, and as a result, the specific base allocated for hearing impaired pupils has been used to accommodate a class of pupils.
- The school has specially resourced provision for pupils with special educational needs. This consists of specialist provision for 12 hearing-impaired pupils aged 3-11. The main school serves the local community. The specialist provision serves a much wider area.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- No pupils are currently educated in alternative provision away from the school site.
- The proportion of pupils known to be eligible for the pupil premium is above average. This extra funding is for particular groups, including those known to be eligible for free school meals.
- Since the last inspection there has been a change of five teachers, three of whom have started their teaching careers as newly qualified teachers at the school.

What does the school need to do to improve further?

- Improve teaching to a consistently good level by making sure that:
 - teachers check how well pupils, including those with hearing impairment, are getting on in lessons with their work and adjust their teaching in the light of their progress
 - teachers make sure that the more-able pupils always have work to make them think hard and make good progress
 - teaching assistants are always deployed to best effect in lessons
 - all leaders check rigorously on the quality of teaching to make sure that inconsistencies are dealt with swiftly.
- Increase the consistency in pupils' progress and raise standards in reading, writing and mathematics by:
 - making sure that when pupils are grouped for the teaching of letters and sounds, teachers' planning and deployment of teaching assistants matches pupils' different abilities within each group
 - in the Nursery and Reception classes, placing greater emphasis on developing children's early literacy skills and equipping teaching assistants with the skills needed to make an even better contribution to children's learning in these areas
 - giving pupils who find reading difficult frequent opportunities to read a suitable book to an adult
 - making sure that pupils with hearing impairment have support very closely matched to their ability level and special needs
 - making better use of practical activities to underpin basic mathematical concepts and calculations

■ Strengthen leadership and management by:

- equipping middle leaders (subject leaders and others with areas of responsibility) with the skills they need to check rigorously on the quality of teaching and learning
- making sure the headteacher and governing body hold other leaders to account for the rate of improvements in their areas of responsibility.

■ Improve the rate of attendance by:

- making clear to parents and carers their responsibilities for making sure their children come to school every day
 - developing further the role of the home-school liaison worker in holding parents and carers to account for making sure their children do not miss school for minor reasons.
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Inspection judgements

The achievement of pupils

requires improvement

- Results of national teacher assessments at the end of Year 2 and national tests at the end of Year 6, indicate low standards. The results of the 2012 phonics screening test for Year 1 were lower than those found nationally. However, there are signs of improvement particularly for the younger pupils where, in 2012, attainment in reading, writing and mathematics was much better than in the past three years. School data and scrutiny of pupils' work indicate that this trend of improvement continues.
- The trend for improvement is the result of the headteacher's and deputy headteacher's relentless focus on improving pupils' rate of progress. The intensive support provided for Year 6 pupils means that many make good progress. Elsewhere, the rate of progress is patchy. For example, good in Year 3 and good in reading at Year 5 but not in mathematics.
- Almost all children enter the Nursery classes with skills that are well below those typical of their age. They make good progress in developing speaking and listening and social skills and develop positive attitudes to learning.
- Not enough emphasis is placed on helping children to develop basic literacy skills in the Early Years Foundation Stage, slowing progress as a consequence.
- Pupils who attend the enhanced provision for the hearing impaired make reasonable progress from their starting points in developing skills such as signing and speaking. They demonstrate confidence in using these skills to help them learn and communicate.
- Progress for these pupils when in their classes is varied. When the work and support for them is closely matched to their abilities and special needs, they make good progress but this is not often the case. Similarly in assemblies, pupils with hearing impairment are not always able to fully understand what is going on because the quality of signing for them is inconsistent and teachers taking assemblies do not always use the radio-microphone.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. The new inclusion manager is developing a good overview of pupils' progress and is making changes for the better as a result. Pupils who struggle with learning to read do not read enough and this limits their progress.
- Pupils known to be eligible for the pupil premium make similar progress to their classmates. Within the school, pupils known to be eligible for free school meals attain better than those who are not eligible at Key Stage 1. At Key Stage 2 the gap in attainment between these groups of pupils is similar to that found nationally and in the school is beginning to close as pupils' rate of progress improves.

The quality of teaching

requires improvement

- There are differences in the quality of teaching across the school. Sometimes the tasks set are not sufficiently demanding, so pupils are not expected to think hard and come up with solutions. This is particularly the case for more-able pupils.
- Teaching for disabled pupils and those who have special educational needs requires

improvement. In some sessions, when these pupils are taught by teaching assistants, they do not always have enough support or the right sort of work, because teachers have provided insufficient guidance, for example, on the type of questions to ask or vocabulary to use.

- The school has a common method of planning and the headteacher and deputy headteacher have helped teachers to improve their knowledge of how to judge how well pupils are learning. However, work planned is not always precisely matched to what pupils need to learn next and teachers do not always notice and make changes in the lesson. Consequently, more-able pupils are not always challenged to think hard and pupils who find learning difficult sometimes struggle.
- Throughout the school, relationships are good and teachers expect the best from pupils' behaviour. Good links with parents and carers are established to help children settle happily into the Nursery and Reception classes. Throughout the school, teachers provide parents with most informative weekly updates about what pupils have been learning in class and add a personal comment. Pupils also contribute their own pieces of work for their parents and carers.
- Teaching for pupils with hearing impairment requires improvement. Not enough attention is given to details such as making sure pupils are seated so that they can see their teacher easily or that signing is easily seen. As with other pupils, they do not always have a suitable level of work to match their capabilities.
- As a result of good training from a consultant, teachers have developed a secure understanding of how to teach phonics (the sounds that letters make). Where teaching is at a brisk pace and challenging level, pupils make good progress, as noted in a group session for Years 1 and 2.
- However, good progress is not the norm. Teachers do not always make sure that pupils of different abilities have work that will move them on at a good rate. Too much time is spent with all pupils doing the same things.
- Teachers have a secure understanding of how to teach reading. The school has invested in a good amount of reading books and resources. The reasons that teaching of reading requires improvement are that phonics are not yet taught consistently well and struggling readers who do not practise at home do not have enough regular opportunities to read to an adult in school.

The behaviour and safety of pupils are good

- Pupils are proud to be part of their school community. All staff, and almost all parents and carers have very positive views about behaviour in school. Pupils respond very well to the high expectations set for them to be kind, courteous and respectful. They usually work hard in lessons and take care with their work.
 - Almost all parents and carers agree that their child enjoys school and feels safe. Pupils say that they feel safe in school. They have a clear understanding of what constitutes various forms of bullying, including through mobile phones and e-mails. Older pupils take a very mature and responsible approach to keeping themselves safe, and prevent or deal with any such bullying.
 - Pupils offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues in lessons. They show a high level of respect for their hearing impaired friends and many take the opportunity to learn British sign language so that they can communicate better.
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- Most pupils attend regularly and arrive punctually at school and lessons. The school uses a good range of strategies to encourage regular attendance. However, there are a few pupils whose parents and carers do not ensure that they attend school as often as they should, and these absences affect the school's overall attendance rate. The recent appointment of a home-school liaison worker is beginning to make a difference.

The leadership and management requires improvement

- The reason that leadership and management are not good is that middle leaders have not developed their roles. The inclusion manager, a senior leader, is new to the school. Consequently these leaders have had little impact on improvement.
- The headteacher provides good leadership with a strong commitment to making sure that all groups of pupils have an equal chance to do well and there is no discrimination. Together with the deputy headteacher, she is managing the improvements in teaching reasonably well. There are good systems for checking on the work of the school. The headteacher and deputy headteacher have a clear understanding of what needs to be done to improve pupils' progress.
- Improvements in teaching and achievement across the school are not yet good for three main reasons. First, there are no skilled middle leaders and managers with whom to share the work load. Second, the deputy headteacher is also the mentor for a newly qualified teachers and a trainee on the Graduate Teacher Programme (GTP). Third, the headteacher has had considerable demands on her time with the protracted building work.
- Teachers have had some good training to help them make more precise assessment of how well pupils are learning. In turn, this has led to better lesson planning. The school has bought in consultants who have provided good support, particularly in helping teachers improve their knowledge of how to teach phonics. A good start has been made on a consistent approach to teaching phonics, but more work has to be done to refine teachers' practice in order to have a good impact on progress across the school.
- Leadership and management of the enhanced provision for hearing impaired pupils are relatively new and require improvement. The temporary lack of a specific base for these pupils has slowed improvements.
- The way subjects are planned and taught meets the needs of pupils reasonably well. Pupils thoroughly enjoy their topic work.
- The local authority has provided good training for governors.
- **The governance of the school:**
 - Governors are thorough in making sure they perform their legal duties, including the safe recruiting and vetting of staff. They know the school well and make good use of their individual professional expertise in supporting and challenging the school. Governors visit frequently and have a reasonable understanding of what performance information tells them about pupils' progress compared with schools nationally and are well aware that further improvements are needed. They are aware of the quality of teaching and the strategies used for helping teachers make further improvement, such as linking pay closely to pupils' achievement. They check on spending decisions carefully, including the use and impact of pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114939
Local authority	Essex
Inspection number	405549

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	276
Appropriate authority	The governing body
Chair	Renee Joyce
Headteacher	Bernadette Miele
Date of previous school inspection	21 March 2011
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