

Tany's Dell Community Primary School

Mowbray Road, Harlow, Essex, CM20 2LS

Inspection dates 20–21 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers, in partnership with the local authority, have responded well to areas identified as needing improvement in the previous inspection.
- As a consequence, a strong focus on improving teaching has led to better achievement.
- Progress across the school is improving for all groups of pupils. Attainment is rising in reading, writing and mathematics at the end of Year 2 and Year 6.
- Improvements in the teaching of mathematics have ensured that pupils in Key Stage 2 are now achieving well.
- Pupils enjoy coming to school. This is reflected in their improving attendance.
- Pupils say they feel safe and their parents agree. Pupils behave responsibly. They have very positive attitudes towards learning. This helps the school community to be warm and welcoming.
- Governors have an accurate knowledge of the school's strengths and areas for improvement. They offer good support and challenge to school leaders.

It is not yet an outstanding school because

- Although boys' progress in writing is improving, their achievement lags behind that of the girls across the school.
- Pupils do not get enough practice in writing longer pieces on different subjects or for different purposes.
- On occasion, staff do not set a good example for pupils because they do not speak correct English. This does not help pupils to extend their writing skills.

Information about this inspection

- Inspectors visited 21 lessons or part-lessons. Six observations were shared with the headteacher or deputy headteacher. Inspectors also made a number of other short visits to classrooms.
- Inspectors heard pupils read, and looked at written work from each year group, much of this with the headteacher and deputy headteacher.
- Inspectors were accompanied by a sign language interpreter for the first morning.
- Inspectors looked at a range of documents, including the school improvement plan and records on behaviour, safety and attendance. They also considered information on individual pupils' progress, anonymised records of teachers' performance, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 56 responses to the online Parent View survey. Written comments from 46 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Andrew Lyons

Additional Inspector

Lynda Beale

Additional Inspector

Full report

Information about this school

- This is slightly larger than the average-sized primary school. There are two classes in Reception and in each year in Key Stage 1, as the school is expanding.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school runs specially resourced provision for pupils with special educational needs. 'The Rainbow Class' caters for up to six hearing impaired children. There are currently three.
- The school provides a breakfast club and an after-school homework club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has had two monitoring inspections by Her Majesty's Inspectors, in May 2013 and in January 2014. Three year-group leaders have been appointed.

What does the school need to do to improve further?

- Improve the quality of writing across the school, and make sure boys achieve at least as well as girls, by:
 - giving pupils more practice in writing longer pieces of work, and writing for different purposes and in different subjects
 - consistently promoting pupils' speaking and listening skills using Standard English, and helping them use this to extend their vocabulary and improve their grammatical accuracy.

Inspection judgements

The achievement of pupils is good

- Achievement is good because over time all groups of pupils make good or better progress. Standards in reading, writing and mathematics are rising across the school.
- Standards at the end of Key Stage 1 have risen steadily over the last three years. In 2013, attainment in reading was at the national average, with pupils making good progress from low starting points. Although standards in mathematics and reading dipped at the end of Key Stage 2 in 2013, this situation is improving as pupils who have achieved well in Key Stage 1 move through the school. The school's current data and work in books show that progress is accelerating and pupils are achieving well throughout Key Stage 2.
- Children join the Nursery with skills often well below those typical for their age. They settle quickly within a vibrant and stimulating environment. They make good progress through the Early Years Foundation Stage so that by the time they leave the Reception classes they have caught up with children of a similar age.
- Pupils performed close to the national average in the Year 1 phonics check (the sounds that letters make) in 2013, a big increase on the previous year. These skills become more secure as pupils go through the school, so pupils achieve well in reading.
- Girls perform better than boys in most subjects, though the gap in performance is closing. Some boys do not write as much as girls or use a range of different styles.
- The achievement of disabled pupils and those who have special educational needs, including those with hearing impairment, is good. Good support is given to them, and extra help is provided when necessary by well-trained teaching assistants.
- The achievement of pupils funded through the pupil premium is good. They receive good individual support and one-to-one tuition if they fall behind. In 2013, pupils at the end of Key Stage 2 were only marginally behind their peers in reading, writing and mathematics. This represents good progress from lower starting points, and shows the school's firm commitment to promoting equality of opportunity.
- Progress in mathematics is accelerating. For example, pupils in Year 2 who fall behind become 'first class at number' through well-targeted support. As a result, they quickly catch up with their peers.
- More-able pupils performed well in writing at the end of Year 6 in 2013, and in mathematics at the end of Year 2. Across the school, they achieve well as they are given many opportunities to extend their learning.

The quality of teaching is good

- Teaching is generally good and some is outstanding. Across the school, all teachers share very high expectations of what pupils can achieve. As a result, there is a very positive climate for learning.
- Children in the Nursery and Reception classes benefit from extensive outdoor areas and good

support from suitably trained adults. Consequently, they achieve well. Children in Reception, for example, constructed a 'road block' and were encouraged to write signs to warn people. Excellent questioning helped them to develop their writing skills, although this is not always the case across the school.

- Teachers give pupils some opportunities to write in different styles and for different purposes. For example, pupils in Year 3 wrote formal letters to a bank which they had recently visited. However, these opportunities are infrequent and do not always encourage pupils to write at length.
- Teachers and other adults stimulate interest through well-chosen questions. Pupils are taught to use the correct mathematical vocabulary where appropriate. Sometimes, pupils' language skills are not supported effectively when adults use colloquial rather than Standard English.
- Reading is given a high priority and pupils are encouraged to read regularly. Pupils in Year 3 took every opportunity to develop their love of reading, enjoying non-fiction books from the class library while others read and discussed books with each other. Phonics is taught well so that pupils quickly become fluent readers.
- Pupils who are more able respond well to work which is harder, such as more difficult problem solving. Pupils in Year 6 were seen to learn quickly from expert help to correct their mistakes. Pupils in Year 5 had to think fast to make links between percentages, fractions and decimals. Excellent questioning helped pupils to apply their skills to real-life situations and achieve well.
- Specialist teaching and excellent use of well-designed materials help pupils in the special resources provision to achieve well.
- Marking and feedback are consistently good across the school, and contribute effectively to pupils making good progress. Pupils respond well to guidance which tells them to look again at a piece of work and correct their errors.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils come ready to learn and no time is wasted. They enjoy helping each other in class, and play well together during free time. Their relationships with adults are strong and respectful.
- Pupils' behaviour around the school is orderly and calm. This was reflected, for example, in the choir event hosted by the school and attended by several other local schools. Similarly, in an assembly presented by pupils in Year 3 and attended by many parents, pupils behaved extremely well. Parents' views and school records show that good behaviour is typical.
- Pupils enjoy learning because they say it is fun and gives them lots of challenges. They say they enjoy the 'chilli' challenge, and more-able pupils often choose the 'on fire' challenge as the work is harder. Pupils' attitudes towards learning are very positive.
- Pupils have a good understanding of bullying and say this does not happen because Tany's Dell is an anti-bullying school. They have every confidence in adults helping them solve problems and can use the 'worry box' if their needs are confidential.
- Pupils with hearing impairment are well supported by sign language interpreters so they are able to work alongside their peers for much of the day. Across the school, pupils mix well, and work

cooperatively in small groups. They show considerable care and consideration towards each other.

- The school's work to keep pupils safe and secure is good. Leaders make sure the school is secure and staff are carefully checked prior to appointment. Pupils enjoy the learning that takes place in the outdoor 'Forest School'. Personal safety and taking risks in a safe and well-managed environment help them to learn new skills. As one said, 'I really enjoy the Forest School because it's fun and safe.'
- The school's partnership with parents is good and is particularly strengthened through the weekly 'home-school liaison books'. Pupils keep a record of their learning for the week, and parents can then comment on this. This helps parents support their children's learning at home. Parents say they are very happy with the school.
- The school has worked well with parents to reduce the numbers of pupils who are regularly absent. As a result, attendance has risen.

The leadership and management are good

- The headteacher and senior leaders have promoted what they call a 'culture of learning' where pupils are encouraged to 'reach for the stars'. Teachers have high expectations for pupils' achievement, and the school, as a result, continues to improve.
- Leaders and managers, including governors, have worked in partnership with the local authority to improve consistency in the good quality of teaching. Teachers are well supported through training and visits to watch best practice. Consequently, teaching has improved to be generally good and some is outstanding.
- Teachers who have leadership responsibilities for different years and subjects have already made an impact on improvement. They make sure that staff in their teams provide consistently good teaching and management of pupils' behaviour. This also helps ensure that the performance of teachers is well managed and that pay awards reflect success in helping pupils to make good progress.
- The specially resourced provision has been adapted to meet the changing needs of the population, especially as the number of pupils has reduced in the last few years. Leaders make sure that the provision best meets the needs of the pupils.
- Teachers have access to well-designed training. Good support is given to newly qualified teachers. Similarly, teaching assistants have access to high-quality training. Many use this to good effect to support the learning of pupils who fall behind.
- Many varied opportunities are provided for pupils to experience a range of different subjects and topics, and these are supplemented by some excellent specialist teaching – for example, in drama, Spanish and games and sports, such as cricket. A range of different clubs and opportunities to take part in the school choir or drama performances enhance the pupils' experience and contribute well to their spiritual, moral, social and cultural development.
- The additional funding for sports is used to provide a wider range of activities, such as fencing and cricket. The teacher who has been given responsibility for sports is ensuring that more pupils take part in sports and competitions. As a result there is a greater focus on health and fitness and the enjoyment of sport has increased.

- The school has commissioned support for its teachers and leaders from the local authority and an independent school adviser. These partnerships have been effective in supporting whole-school improvements in teaching and leadership. They have also helped the school to accurately evaluate its strengths and weaknesses.

■ **The governance of the school:**

- Governors are very experienced and know the school well, through regular visits and information they receive from leaders. They are closely involved in making strategic decisions, such as the expansion of the school, and undertake regular training to keep themselves up to date with educational developments. They have an accurate understanding of how well pupils are achieving and have helped to raise the school's ambitions so that it stands comparison with other schools in the country. They know about how teachers have been supported to improve teaching, and only approve pay awards for excellence in enabling pupils to achieve well. They manage the budget well and check that additional money, such as the pupil premium and the sports funding, is used appropriately to support improvements in achievement. They make sure that all statutory requirements are met, including those to do with safeguarding.

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	442003

The 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	297
Appropriate authority	The governing body
Chair	Renee Joyce
Headteacher	Bernadette Miele
Date of previous school inspection	7 February 2013
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