

Inspection of The Tyrrells School

Tavistock Road, Springfield, Chelmsford, Essex CM1 6JN

Inspection dates: 15–16 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

What is it like to attend this school?

Pupils at this school are inquisitive and value learning. They speak articulately in lessons and on the playground. Pupils happily discuss what they are learning. They are proud of their achievements. They celebrate their successes and those of their peers.

Pupils behave well in lessons, when moving around the school and on the playground. Pupils are kind to each other and follow teachers' instructions well. Pupils focus on their learning, and disruptive behaviour is very rare.

Teachers have high expectations of pupils. Pupils work with determination when faced with difficult challenges.

Leaders are ambitious. Their development of the curriculum has led to many positive changes. For example, the quality of teaching in mathematics has improved so that pupils now learn well the knowledge and skills they need. There remain some foundation subjects that need further development.

Some parents told inspectors that leaders do not communicate well enough with parents. Aware of this, leaders have started work to make improvements. Leaders have created regular events when parents can discuss their views with leaders.

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

Teachers follow leaders' chosen curriculum consistently and capably. This is particularly noticeable in English and mathematics. Teachers ensure that pupils understand what they are trying to learn and how well they are doing. In most subjects, teachers give pupils many opportunities to practise and revisit what they have learned. As a result, pupils learn what they need to know well. In mathematics, pupils accurately use their skills of calculation to reason and solve tricky problems. Pupils learn how to write well. They apply their written skills in a range of contexts. Pupils also have a strong understanding of most subjects beyond English and mathematics. In a few subjects, such as geography, the curriculum is not as well developed. As a result, teachers do not teach these subjects as effectively as they do in other subjects.

Pupils enjoy reading. They enthusiastically take part in the reading competitions that leaders have introduced. Phonics is taught very well in the early years and key stage 1. Almost all pupils achieve the expected standard in phonics by the end of key stage 1. However, teachers in key stage 2 do not teach phonics as impressively. This means that pupils who find reading tough do not catch up as quickly as they should. The reading books for these pupils do not always match their needs.

Leaders have created an impressive curriculum for pupils' personal, social, health and economic education (PSHE). Teachers have a shared understanding of the importance of this subject and teach it effectively. Pupils develop a sophisticated

understanding of the issues covered in PSHE. Alongside PSHE, leaders put in place a wide range of opportunities for pupils' personal development. Pupils have many opportunities to take responsibility for themselves and for others. For example, pupils lead play for younger children on the playground and serve as members of the student council. Pupils also raise money for many charitable causes. Leaders award pupils as 'Global Citizens' whenever they take action to make the world a better place.

The provision for pupils with special educational needs and/or disabilities (SEND) helps these pupils overcome the challenges they face. The SENCo ensures that pupils' needs are accurately identified. Effective support plans are put into place. Teachers and teaching assistants support pupils with SEND well. Pupils with SEND are fully included within the curriculum. Pupils speak accurately about their needs. They know what they need to do to learn well.

Children in the early years make a good start to their education. They quickly learn leaders' high expectations for behaviour. Children show self-control and hold their concentration for sustained periods. Children happily share with others. They are kind to each other.

Adults provide activities that help children learn effectively. Phonics is taught consistently well in the early years. Children quickly learn to love reading. They start Year 1 with the skills needed to read capably.

Adults teach children how to stay healthy and safe. They understand the importance of eating healthy food. In the classroom and outdoors, children assess risks accurately and play safely.

Governors work well with the trust and make a positive contribution to the school. Governors regularly check how well the school is doing. They challenge leaders effectively about the quality of education.

Leaders know the strengths and weaknesses of the school. Some curriculum leaders, however, are new to leadership. They are less clear about what is going well and what needs to improve.

Safeguarding

The arrangements for safeguarding are effective.

Pupils told inspectors that they feel safe. All adults are well trained in safeguarding. They are alert to any signs that a pupil is at risk. Adults act swiftly and appropriately when concerns arise.

Leaders work positively with external agencies to ensure that vulnerable pupils receive the support they need.

Leaders ensure that all required checks are carried out to be certain that adults

working with pupils are suitable.

Governors check to make sure that leaders and staff carry out their safeguarding duties effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should ensure that all subjects have well-developed curriculum plans that clarify and order the knowledge and skills that teachers must teach.
- Improve the quality of subject leadership so that all curriculum leaders carefully check the quality of teaching and learning to make the necessary improvements.
- Leaders should ensure that pupils in key stage 2 have the phonics teaching they need to help them catch up.

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 Ofsted Parent View information 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're 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	137607
Local authority	Essex
Inspection number	10110342
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	Board of trustees
Chair of trust	Ruth Bird
Headteacher	Amanda Daines
Website	www.tyrrellsprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Chelmsford Learning Partnership multi-academy trust in July 2018. Prior to joining the trust, The Tyrrells School was a stand-alone, primary academy since its conversion to academy status on 1 November 2011. The overall effectiveness of the predecessor school at its inspection on 19 November 2008 was Outstanding.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors had discussions with the chief executive officer (CEO), headteacher, members of the senior leadership team, SENCo, subject leaders and the leader for the early years provision. They also had discussions with member of the trust board, the local governing body and a representative from the local authority.
- Inspectors spoke with parents, pupils, teachers and support staff.
- Inspectors took account of a wide range of information, including 120 responses to Ofsted's online questionnaire, Parent View; the school's website; development plans; information about pupils' needs; leaders' monitoring of teaching, learning

and assessment; and leaders' records about pupils' behaviour. Inspectors reviewed documentation regarding safeguarding.

- Inspectors visited lessons across the school and carried out scrutiny of pupils' books. Inspectors started the inspection focusing on reading, writing and mathematics. To answer questions raised on the first day of the inspection, inspectors visited lessons in other subjects on the second day of the inspection.

Inspection team

Al Mistrano, lead inspector	Her Majesty's Inspector
Brenda Watson	Ofsted Inspector
Victoria Penty	Ofsted Inspector
Brenda Watson	Ofsted Inspector
David Piercy	Ofsted Inspector

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