Inspection of a school judged good for overall effectiveness before September 2024: The Tyrrells School

Tavistock Road, Springfield, Chelmsford, Essex CM1 6JN

Inspection dates: 7 and 8 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Amanda Daines. This school is a member of the Chelmsford Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Banks, and is overseen by a board of trustees, chaired by Roger Blundell.

What is it like to attend this school?

Pupils thrive here. The school has very high expectations of what all pupils can achieve. The ambitious curriculum is very well taught. Many well-chosen trips and visitors inspire pupils' passion for and consolidation of learning. These include visiting places of worship in nearby cities and a visit from a mobile planetarium. Consequently, pupils achieve exceptionally well. Year on year pupils' learning is strong. It builds up and deepens so that by the end of Year 6, their achievement in national assessments is significantly above national expectations.

Pupils enjoy a raft of opportunities to develop their confidence and broaden their interests. Pupils develop their leadership skills as house captains and members of the school council. Older pupils lead tours of the school for parents and carers. Pupils suggest and, with adult supervision, run a wide range of clubs. Pupils learn about the importance of contributing to their community when they raise money for charity.

Pupils know how to keep themselves safe and healthy. They learn about fire and road safety and, in an age-appropriate way, consent.

Pupils are determined to be the best they can be. They behave very well and treat others with respect and kindness. If pupils sometimes find it hard to manage their behaviour, staff leave no stone unturned in their work to help pupils improve.

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

The school has improved significantly since the previous inspection. All pupils 'aspire, care and learn for life'. However, the school does not rest on its laurels. It is determined to continue to develop its offer, building the skills and knowledge of staff and refining the curriculum.

The curriculum at Tyrrells is broad, highly ambitious and stimulating. The school has identified precisely what pupils need to know and the order in which they should learn important knowledge. This ensures that pupils build knowledge securely before moving on to new learning. Teachers check how well pupils have grasped key concepts. They adjust the curriculum skilfully to address any misunderstandings. This ensures that pupils get a solid foundation for the next steps in their learning. In mathematics, pupils develop a real mastery of procedures and concepts, applying these to solve increasingly complex problems.

Activities in lessons encourage pupils to think about and discuss what they have learned. For example, Year 3 pupils discuss the concepts of knowledge and wisdom in religious education. Where it is useful to do so, pupils make connections between topics in art, history and geography. Year 6 pupils study the wartime art of LS Lowry and examine the impact of World War Two on the local area. They lead a 'wartime tea' for local residents. Consequently, pupils gain a real depth and breadth of understanding of complex topics. As a result, they achieve highly.

The school is determined that all pupils achieve as well as they can. Through precise and consistent systems, staff identify pupils' special educational needs and/or disabilities with skill and accuracy. They use their insightful knowledge of these needs to adapt the curriculum with real skill and expertise for all pupils. They provide those pupils who have complex needs with the specialist support that they require. This ensures that all pupils access the school's ambitious curriculum very successfully.

The school promotes the joy and importance of reading with dedication and great success. From Reception, children learn to blend sounds into words. They use this knowledge to develop their spelling and writing. If pupils need additional support with their reading, the school precisely identifies what help they need. As a result, pupils rapidly improve their comprehension, fluency and accuracy.

In Reception, children develop their independence and confidence rapidly. They get a solid foundation in mathematics when they use number bonds. Children take part in a rich variety of activities throughout the day that build their knowledge and develop their physical and social skills. Adults use language with precision when interacting with children. This broadens children's vocabulary and develops their oracy.

Pupils greatly enjoy school. They approach their learning with genuine enthusiasm. Pupils strive to meet the high expectations of staff and support each other to do so. When

necessary, the school works closely and successfully with parents to tackle barriers to coming to school. As a result, pupils attend exceptionally well.

The school ensures that pupils understand the importance of tolerance and, through elections to positions of responsibility, democracy. Pupils develop resilience, for instance when they take part in sporting competitions and attend the Year 6 residential trip.

Trustees and governors check the work of the school rigorously. Staff benefit from high-quality training. This ensures that the quality of education is exemplary. Staff are very well supported with their well-being and workload. Consequently, staff turnover is very low.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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 information from Ofsted Parent View 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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137607
Local authority	Essex
Inspection number	10345323
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	419
Appropriate authority	Board of trustees
Chair of trust	Roger Blundell
CEO of the trust	Paul Banks
Headteacher	Amanda Daines
Website	www.tyrrellsprimary.com
Dates of previous inspection	15 and 16 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a well-above-average number of pupils with education, health and care plans.
- The school operates before-school provision for pupils.
- The school does not currently use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior staff, including the special educational needs and/or disabilities coordinator.

- The inspector spoke with the chairs of the trust and local governing body and the chief executive officer and director of primary education of the trust.
- The inspector focused inspection activity on the following groups of subjects: early reading and mathematics; and geography, religious education and physical education. For each group of subjects, the inspector visited a sample of lessons, spoke to leaders about the curriculum and looked at samples of pupils' work. The inspector also spoke to pupils about their work in other subjects.
- The inspector also looked at the work of the school to develop pupils' resilience, confidence and sense of community.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime.
- The inspector considered the responses and free-text comments received during the inspection to the online survey, Ofsted Parent View. They took account of responses to Ofsted's staff and pupil surveys. The inspector also spoke to parents at the gate.

Inspection team

Steve Woodley, lead inspector	His Majesty's Inspector

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