

Tyssen Community Primary School

Inspection report

Unique Reference Number	100244
Local Authority	Hackney
Inspection number	276275
Inspection dates	21–22 June 2006
Reporting inspector	Malcolm Johnstone

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 on roll	
School	
Appropriate authority	The governing body
Chair	Audrey Jaisingh Mrs Susan Windross
Date of previous school inspection	Not previously inspected
School address	Oldhill Street London N16 6QA
Telephone number	020 8806 4130
Fax number	020 8806 3620

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a very diverse, inner city area of high deprivation. The pupils represent a very wide ethnic and cultural mix with large numbers of pupils who have English as an additional language. The majority are of African and Caribbean heritage. Pupil mobility is high. The proportion of pupils with learning difficulties and disabilities is above average. The proportion of pupils eligible for free school meals is well above average. The school has a resource base for pupils with autism. The school's Nursery entry profile indicates a very low level of basic literacy, numeracy and social skills for many of the children.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Raise standards and pupils' achievements in mathematics and science.
- Maintain the focus on improving the overall quality of teaching. Ensure greater consistency in using the outcomes of day-to-day assessments to plan work that meets pupils' needs more effectively.
- Develop the role of subject leaders in the monitoring and evaluation of standards and teaching in their subjects.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory overall, with some good teaching seen across the school. Teachers work together well and are keen to improve their expertise. As one parent said, 'There is a willingness by every teacher to go one step further in a kind and positive way.'

Teaching is more consistently good in the Foundation Stage and in Years 4 and 6. Here the work given to the pupils offers effective challenge for all abilities. There is good pace to learning and pupils make good progress. While teaching in other year groups is sometimes good, a significant minority is satisfactory. Pupils do not make as much progress in these lessons since the pace of learning is not as rapid and work is not matched as securely to the range of pupils' needs. Marking and presentation are mostly good, although there is some inconsistency across classes. General classroom assistants provide good support for pupils. The teaching and support for pupils with more severe learning needs and for the pupils who are at the early stages of learning English is good and enables them to make good progress.

Curriculum and other activities

Grade:

The curriculum is good. It is responsive to the high cultural and ethnic mix of the local community. The Foundation Stage curriculum is stimulating and promotes effective learning. Across the school, better links are now made between subjects through new whole-school curriculum planning and this is beginning to make learning more exciting and meaningful for the pupils.

The good extra-curricular activities, including visits to local places of interest, support and enhance learning well. Many visitors make a significant contribution to pupils' physical, creative and personal and social development. Pupils learn successfully how to keep safe and healthy in lessons such as science and physical education. Their basic skills in literacy and information and communication technology are being used increasingly to support work in other subjects.

Curricular provision for pupils with special educational needs and the many new arrivals with English as an additional language is very good.

Care, guidance and support

Grade:

There is good quality care, guidance and personal support. How the school cares and supports pupils' emotional needs is outstanding. Parents trust the school to take care of their children. One parent comments that children are treated 'in a gentle, kind and positive way, making them comfortable in their everyday learning'. Inspectors support this view. Pupils say that someone will always listen to their problems and help them. The contribution of the learning mentors and staff in the resource base for pupils with autism is a particular strength, and the developing links with parents and families strongly supports the school's holistic approach to pupils' welfare.

Robust procedures for child protection and very good attention to detail in promoting safety ensure that all are cared for very well. Where appropriate, outside agencies support the school effectively in meeting the needs of those with learning difficulties and disabilities. Pupils' progress is tracked well.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

I would like to thank you on behalf of all the inspectors for making us feel so welcome when we visited your school. We would especially like to thank the school council for telling us about all the things that happen in school. We would like to tell you about what we found out. Your school is doing well in many areas but some important things could be better. We know that most of you are keen to come to school, like your teachers, and enjoy lessons and the many other exciting things that take place. You are very lucky to have so many adults to help you when any difficulties arise. We really like the way you behave and get on so well with each other. It is good to see that you listen carefully to what your teachers have to say and try to work hard.

We think that you do really well with your reading and writing. We have asked your headteacher to help you improve your work in mathematics and science. We think some of the lessons could be even better and have asked the headteacher to make sure that all lessons are interesting and challenging. We have also asked the teachers who are in charge of the subjects to keep a close check on how well you are doing. The teachers and all the other people who help in school are working hard to make sure that you get the very best education. We know that with your help Tyssen School will become even better. We wish you every success in the future.

Malcolm Johnstone

Lead Inspector