



# Tang Hall Primary School

## Inspection Report

**Unique Reference Number** 121468  
**LEA** York  
**Inspection number** 281023  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Mrs Lesley Clark CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Sixth Avenue
<b>School category</b>	Community		York
<b>Age range of pupils</b>	3 to 11		North Yorkshire YO31 0UT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01904 424765
<b>Number on roll</b>	181	<b>Fax number</b>	01904 431284
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Cllr Ruth Potter
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mr Ken Taylor

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 February 2006 - 16 February 2006	<b>Inspection number</b> 281023
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is a small primary school with a nursery, serving an area of considerable social and economic disadvantage in York. The proportion of pupils with learning difficulties and/or disabilities is above average. A small minority of pupils have severe behavioural difficulties. The majority of pupils are of white British heritage. There are a small number of children from refugee and traveller families and a few learning English as an additional language. When children start school their standards are well below expected levels. The school has a long history of considerable disruption to staffing, including the leadership of the school, as well as staffing redundancy.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to teaching, learning, standards and achievement and punctuality.

This school is not as effective as it should be, despite strengths in the way the school is led and managed. This judgement matches the school's view of itself. Leadership, management and governance are satisfactory overall. The headteacher and governors have done a competent job in managing falling rolls and staffing redundancies, reducing a substantial and inherited deficit budget, and putting new assessment systems into place. At present, though, the school gives unsatisfactory value for money. Standards have declined and are still significantly below expected levels because the quality of teaching is inadequate overall. There are signs that things are beginning to pick up as a result of involvement in the local authority's intensive support programme, but it is not yet clear that this is happening equally well in all year groups. Achievement overall, therefore, is inadequate as is pupils' learning. In the Foundation Stage, however, children are now learning well because provision is good. Pupils with learning difficulties and/or disabilities make satisfactory progress and are included effectively in all aspects of school life. The curriculum is satisfactory and is enriched well by extracurricular clubs and visitors to school. The provision for the care, guidance and support of pupils is good, particularly in relation to pupils' personal development which is also good. The majority of pupils behave well because teachers manage classes well. Attendance, although improving, is below average and far too many pupils arrive late for school. The school, despite its difficulties, has made insufficient progress since the last inspection although it has the capacity to improve further.

### What the school should do to improve further

- Improve the quality of teaching and rate of learning by making lessons more consistently interesting and demanding.
- Raise standards in English and mathematics by raising teachers' expectations of what pupils can achieve, so that all pupils reach their full potential.
- Continue to work closely with parents to ensure that pupils, particularly younger ones, get to school on time.

## Achievement and standards

### Grade: 4

Achievement is inadequate and standards are low by the end of Year 6. The school did not meet its targets in 2005 and is unlikely to meet them in 2006. Children start in the Foundation Stage with well below average skills. The school now has accurate assessments to show that they make good progress and by the start of Year 1 standards are closer to expected levels although still below them. Standards of reading and

writing by the end of Year 2 have declined significantly over the past three years. In mathematics, the rate of decline has been less marked. There are strong indications that pupils are now doing better in Year 1 and in mathematics in Year 2 as a result of recent good teaching, and the good progress made in the Foundation Stage. Poor punctuality in these age groups also has an adverse impact on some children's achievement.

Standards in English, mathematics and science by the end of Year 6 have declined significantly. The school's assessments indicate that this is likely to continue at present. This is because pupils make inadequate progress in

Years 3 to 5. Progress picks up again in Year 6 where pupils make good gains in learning. There are, however, strong indications that the recently introduced intensive support programme is having an impact on raising overall achievement. Children in the nurture group, those with learning difficulties and/or disabilities and the few whose first language is not English make satisfactory progress relative to their ability, because they are given good support tailored to their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The school has a happy feel to it and pupils are friendly and interested. Behaviour is good and the school is effective in meeting the needs of those who show signs of disaffection. Bullying is not an issue and pupils know what to do should it occur, claiming 'we're very responsible now and know how to be good'. Attendance is unsatisfactory for a number of pupils and persistent lateness, particularly amongst younger pupils, slows their progress and development. Most older pupils arrive extremely early so they can play outside with their friends. Achievements are celebrated and pupils grow in confidence as a result. Older pupils understand how important it is to meet their academic targets and are ambitious.

Pupils' spiritual, moral, social and cultural awareness is good. Pupils have a clear sense of right and wrong and value the opportunities open to them. They are proud of their school and have a say in what goes on through the school council. They make good progress in developing the personal attributes that will enable them to contribute to society. Participation in school clubs and experiences such as the recent 'live arts' week all have a positive impact. The importance of healthy living is understood by children, who help to sell and account for fruit sold in the school playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate overall, affecting learning in Years 2 to 5. The main weakness is teachers' low expectations of what pupils can and should do. This is now being addressed through the local authority's intensive support

programme which is successfully promoting different teaching techniques, and ensuring that different ability groups have suitably challenging work. While this approach is beginning to work, it is too soon to see results in sustained, productive learning in all year groups. Some teaching shows continuing weaknesses such as in limited questioning skills and muddled explanations. Lessons can move at a slow pace. There is some over-generous marking which does not indicate precisely how pupils should improve their work. Where teaching quality is good, pupils' learning comes on apace as in Year 6, when pupils backed up their views saying, 'In the text it said.' Foundation Stage children and younger pupils learn well because they have plenty of opportunities to find out for themselves through thought-provoking activities. Strengths in most classes include good behaviour management, and good use of support staff to help pupils with learning difficulties and/or disabilities learn satisfactorily.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides a broad and balanced education with sufficient emphasis on developing the skills of literacy, numeracy and information and communication technology. Additional time given to reading each day is helping to raise literacy skills. The timetabling of lessons maximises pupils' concentration span, and afternoons devoted to single subjects such as art and design are proving successful at helping pupils to build on what they have learnt. Provision for personal, social, emotional development and citizenship is evident throughout the curriculum and successfully promotes pupils' understanding of themselves and others. Education for health and safety are good as are the opportunities for enrichment. There is a good range of extra-curricular clubs and activities and educational visitors to school which enliven the curriculum. These contribute well to pupils' enjoyment as when pupils learnt many different types of dances during 'live arts' week. There are comparatively few educational visits outside school apart from a residential visit in either Year 5 or Year 6 to an outdoor pursuits centre.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for learners are good. There are effective systems to ensure child protection and pupils' health and safety and well-being, including healthy eating. The school provides particularly strong support to vulnerable pupils and those with learning difficulties and/or disabilities, including emotional and behavioural problems, through close links with parents and good use of outside agencies. Parents comment warmly on: 'The wonderful caring attitude of staff towards all the children' and 'the approachable nature of the headteacher'. Good relationships between most pupils and adults ensure that pupils have someone they can turn to if they need help. Guidance of pupils' academic progress is satisfactory and has been strengthened by involvement in the local authority's intensive support programme to ensure that assessments of small steps of learning are accurate. Pupils understand their individual targets for improvement and take pride in the progress they are making.

## **Leadership and management**

### **Grade: 3**

Leadership, management and governance are satisfactory. While a great deal has been done in the last three years, since the headteacher's appointment, to improve and strengthen the school, too many pupils underachieve at present. The school's self-evaluation accurately identifies the main areas of weakness and the reasons for them. The leadership team has taken effective steps to raise pupils' achievement by involving the local authority at an early stage. Checking lesson quality and the accuracy of teachers' assessments has given a clear view of children's progress and where support would be helpful. The considerable strengths in the leadership of the headteacher and in the governance of the school have ensured that behaviour, attitudes and attendance have improved and that pupils are ambitious. As a result, there is now a good working environment. Parents value highly the support the school gives them and their children, and the school involves appropriate outside agencies to help parents with their children. There are strong indications that standards are set to be higher in a year's time at the end of Year 2 because of pupils' improved basic skills, but this will take time to filter through to Year 6. The school improvement plan, supported by the local authority's intensive support programme, gives clear practical action plans designed to raise achievement. The many staffing adjustments mean that subject leadership is still developing. The recently formed leadership team is working well and there is a real sense of drive and encouragement as changes begin to take effect. The school clearly demonstrates its capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for being so friendly and helpful. We really enjoyed our visit and want to share with you what we thought about your school.

What we liked most about your school

- We think you behave well and really try hard to meet your targets in lessons, and we were impressed at how well you understand what you are doing and why it is important to learn as well as you can.
- We are pleased that so many of you want to do interesting jobs when you grow up and that you understand why it is important to lead happy, healthy lives.
- Your student council seems to work well and you have some sensible ideas as to how to improve your school.
- Your parents and carers are pleased that you come to this school.

What I have asked your school to do now

- We think that standards in English and mathematics should be higher and that you need to carry on working as hard as you are doing and then there will be every chance that you will succeed.
- We have asked the school to make every lesson interesting and challenging so that you are given much more help to learn to the best of your ability. This will give you the best possible chance to do well as you grow older.
- We think that too many younger children arrive late for school and that you need to make sure that your parents understand you need get to school on time otherwise you will miss too much work.

We very much enjoyed talking to you and watching you learn and wish you the very best for the future.