

# Tany's Dell Community Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	114939
<b>Local Authority</b>	ESSEX LA
<b>Inspection number</b>	311765
<b>Inspection dates</b>	31 January –1 February 2008
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Justin Hopwood
<b>Headteacher</b>	Mrs Valerie Jones
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Mowbray Road Harlow Essex CM20 2LS
<b>Telephone number</b>	01279866230
<b>Fax number</b>	01279866231

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a slightly smaller than average primary and nursery school with an inclusion unit for pupils with hearing impairments. Many pupils have a wide diversity of complex needs. An average proportion of pupils have learning difficulties and/or disabilities but a much higher than average proportion have a statement of educational need. A few pupils are from settled Traveller families. The proportion of pupils from ethnic minority backgrounds, or who have English as an additional language, is similar to that found nationally. A higher than average proportion of pupils is eligible for free school meals. More pupils than is usually found enter or leave the school other than at the normal times. Children enter school with levels of attainment that varies from below to well below average for children of this age.

The school has been awarded the Basic Skills Quality Mark, the Activemark, the Artsmark Gold award, the Healthy Schools Award and the Essex Schools award for pupils' good behaviour and attitudes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Tany's Dell provides a satisfactory education for its pupils and their good personal development is a strength of the school. Staff work hard to make it an inclusive school where everyone matters. Parents are unanimous in their praise for the way in which the school cares for their children. The school works well with other schools, outside agencies and the community to promote the well-being of learners. Inspection findings match the school's view of itself in most respects.

Provision in the Foundation Stage is good. By the time they enter Year 1, despite their good progress, most children are working below the levels typically found. Satisfactory progress is made through Years 1 to 6, but standards at the end of Year 2 are generally below average in reading, writing and mathematics. They are broadly average overall by the end of Year 6, but below average in English.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Staff work hard to create a positive and supportive climate for learning and are successful in raising pupils' self-esteem. Pupils are generally well behaved and have a good understanding of how everyone is different. They are happy in school and enjoy their learning a great deal. They have a good understanding of how to lead a healthy life-style and how to keep themselves safe. They participate well in community projects. Their achievement in literacy and numeracy prepares them satisfactorily for their future lives. Despite the school's best efforts, attendance is below average and a small number of pupils are persistently late.

Teaching and learning are satisfactory. Staff are rightly keen that pupils should learn 'how to learn'. The school is successful in its aim to 'open minds' so that pupils understand that making mistakes and being stuck are an important part of the learning process. On occasion, however, lessons do not get off to a sufficiently brisk start, so that pupils are not engaged quickly enough. This slows down the pace for the rest of the lesson. The curriculum is satisfactory and the provision for enrichment activities is good. While care, guidance and support are satisfactory, provision for pupils' pastoral development is good. Parents and their children are confident that any concerns they have are dealt with swiftly.

Leadership and management are satisfactory. There has been satisfactory improvement since the last inspection and there is a satisfactory capacity to improve further. There have been a number of changes to subject responsibilities and recent training has yet to have an impact on helping to drive up standards. The school acknowledges that there is a need to make better use of its systems to focus more sharply on rigorously monitoring and evaluating the progress made by all groups of pupils. Governors are supportive and challenge spending decisions effectively but they do not yet play a sufficiently active part in checking up on the standards pupils attain.

## Effectiveness of the Foundation Stage

### Grade: 2

Staff work hard to forge partnerships with parents through visits to their homes. As a result, children settle quickly into a warm and caring environment, which is very well resourced. When children start school, their personal, social, speaking and listening skills are often considerably lower than those typically found for their age. Staff have a good understanding of how young children learn and provide them with many stimulating activities where they have good

opportunities to explore and develop their investigative skills. Teaching and learning are good and routines are firmly established so that children learn how to behave well. Good progress is made in all areas of learning. By the time they move into Year 1, most children reach the levels typical for their age in creative and in physical development and particularly in personal and social development where they make very good progress. In other areas of learning, the levels most children attain are lower than those found typically for their age. Leadership and management are good and the staff are improving their systems to record progress over time so that better use can be made of this information in planning future activities.

### **What the school should do to improve further**

- Raise standards in reading and writing across the school and in mathematics at Key Stage 1
- Implement a regular and rigorous programme of monitoring that involves all those with leadership responsibilities, and act on the outcomes of this monitoring to improve the quality of teaching and learning
- Improve the rate of progress in lessons by getting pupils working more quickly at the start of lessons and maintaining a brisk pace throughout.

## **Achievement and standards**

### **Grade: 3**

Assessment results for pupils at the end of Year 2 in 2007 showed exceptionally low levels of attainment. Test results have fallen for the last two years with a particularly sharp decline in 2007. However, given pupils' low starting points this represents satisfactory progress. The school has recently put into place many initiatives to address the low standards and the extra support is beginning to have a positive impact. Evidence of attainment in the current Year 2 cohort, shows that the decline in standards has been halted. A much higher proportion of pupils than in 2007 are on course to reach levels close to those expected nationally. Test results for Year 6 pupils in 2007 were broadly average overall, although they remained below average in English. Within this group, almost half of the pupils were very new to the school at the time of taking the test. In addition, a quarter had arrived from other countries with no records of attainment. Most pupils met and some exceeded the realistic targets set for them. Currently, pupils, including the hearing impaired, and those who need extra help, make satisfactory progress.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Within the happy atmosphere, pupils grow in confidence and self-esteem and develop good relationships. Pupils' behaviour is good; they are courteous and polite, and really enjoy school. They display positive attitudes to their work. Pupils feel safe and say there is little bullying or racism, and that any instances are dealt with firmly. Pupils have a good understanding of how to live healthy lives, and benefit from the good opportunities provided for exercise, especially the multi-sport initiative. Despite the school's wide range of strategies, attendance remains below average.

Pupils make a good contribution to the school and wider community. They have a strong sense of fair play and take their responsibilities within the community seriously. The Childrens' Committee provides pupils with a valuable resource to make their views known. Pupils say that the school takes notice of their views and acts on them. Pupils are well prepared for their

transfer to secondary education. With their broadly average standards and their good social skills, pupils are prepared satisfactorily for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

While the quality of teaching is satisfactory, there is evidence of some good teaching. In the best lessons, pupils' interest is engaged through lively and stimulating learning activities and the use of a wide variety of effective teaching strategies. However, in some lessons the introductions lack pace and valuable learning time is lost in unnecessary organisational issues. The quality of support given to pupils through marking varies: written comments are not always precise enough to ensure that pupils are clear about what they have done well and what they need to do to make their work better.

Teaching assistants, many of whom are trained in signing, are well deployed, especially with pupils who have learning difficulties and/or disabilities. As far as possible, hearing impaired pupils are taught alongside their peers. Their regular integration with other pupils in lessons promotes their personal development well.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum provides a broad range of experiences for pupils. Activities for the most part build satisfactorily on pupils' previous learning and prepare them adequately for the future. Recent initiatives to improve pupils' reading are proving effective. Information and communication technology is used well across the curriculum and pupils benefit from being able to use individual lap-top computers. The school makes good use of a spacious and well-resourced outdoor area. A wide range of enrichment activities is offered, which pupils say that they enjoy: the attendance at clubs is high. A safe and healthy lifestyle is promoted throughout the curriculum.

### **Care, guidance and support**

#### **Grade: 3**

Staff provide pupils with a nurturing environment where everyone knows and cares for each other well. There is a warm welcome for pupils who arrive mid-year so that they settle quickly. Pupils grow in self-esteem because of the strong relationships between everyone. Arrangements for ensuring the safety of pupils are fully in place. Pupils with learning difficulties and/or disabilities receive effective individual support so that they are able to make sound progress. Some teachers ensure that pupils have an appropriate understanding of what they need to do to improve their work, but this is not yet consistent across all classes. The school has rightly identified the need to improve its systems for recording and tracking pupils' progress so that teachers have enough information to evaluate pupils' progress accurately. The school is working hard through a number of initiatives to help more parents take a more active role in their child's learning.

## Leadership and management

### Grade: 3

The headteacher leads a committed team and there is a common sense of purpose among all staff and governors. This provides a positive climate that promotes good personal development and well-being. The school runs smoothly on a day-to-day basis. Governors have a satisfactory understanding of the school's current strengths and weaknesses and ensure the budget is spent wisely. The recently introduced tracking grids make it possible to identify and address areas of weakness more effectively. Subject leaders are new to their posts. There is scope to improve their leadership skills to ensure that they can contribute fully effectively to raising standards. The school's improvement plan identifies the right areas for development. The lack of specific and measurable outcomes in the plan limits its use as an effective management tool. Consequently, there is insufficient information for governors or subject leaders to be able to evaluate the impact of new initiatives on the progress made by different groups of pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

4 February 2008

Dear Pupils,

Inspection of Tany's Dell Community Primary School and Nursery, Harlow, CM20 2LS

Thank you for making us so welcome when we visited your school. Mr Anthony and I really enjoyed meeting you and listening to your views. This letter is to let you know what we found out about your school.

Children in Nursery and Reception classes get off to a good start and all those of you who join the school at different times of the year settle well. This is because the school is a happy place where the staff get to know you all very well. Your parents are very pleased with the way you are cared for. You enjoy being together and show high levels of respect for one another. The Essex award recognises how well behaved you are and that you are keen to learn. Well done! You make good use of the school's spacious grounds and take part in a wide range of extra activities. You have also gained other awards to show that you know how to keep yourselves fit, healthy and safe. We noticed that more of you are making better progress in reading because the school is putting in lots of effort to help you. Please keep it up!

We hope those of you who do not always attend school regularly will come more often. Please try! We would also like to see all of you arriving on time. To help you to do better in your work in future, we have asked your teachers to make sure that lessons start promptly and they keep you on your toes all the way through. The leaders and managers of the school are going to make more regular and specific checks on how well you are doing. In this way, you will all be able to make good progress and reach higher levels in all subjects. Then you will be extra proud of yourselves.

We wish you well for the future,

Kathleen Yates

Lead Inspector