

Tyssen Community School

Inspection report

Unique Reference Number	100244
Local Authority	Hackney
Inspection number	323250
Inspection dates	22–23 June 2009
Reporting inspector	Graham Stephens

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	423
Government funded early education provision for children aged 3 to the end of the EYFS	16
Childcare provision for children aged 0 to 3 years	52
Appropriate authority	The governing body
Chair	Ms Audrey Jaisingh
Headteacher	Mrs Susan Windross
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	21 May 2007
Date of previous childcare inspection	Not previously inspected
School address	Oldhill Street London N16 6QA
Telephone number	020 8806 4130
Fax number	020 8806 3620

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is much larger than most primary schools. The proportion of pupils entitled to free school meals is well above average. The number of pupils whose first language is not English is much greater than in most schools and has increased since 2006. The main languages spoken are Turkish, Punjabi and Gujerati. The proportion of pupils who have learning difficulties and/or disabilities, many of whom find English and sometimes mathematics challenging, has declined and is now average. The proportion of pupils who have statements of educational need has increased significantly. The school has a resourced class for ten pupils who have autism. Far more pupils either join or leave the school at times other than the beginning of the school year than in most schools. The school has provision for the Early Years Foundation Stage in Nursery and Reception classes. There is a Children's Centre on the school site. This caters for 52 children aged 0 to 3 for 48 weeks of the year and also provides a range of services for local families. The Centre is managed by a senior member of the school staff and overseen by the headteacher and governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The strong and focused leadership of the headteacher has ensured that the school has continued to improve since the last inspection. Provision in the Early Years Foundation Stage, including the Children's Centre, is outstanding. Very high mobility means that the school population is constantly changing. Despite this, the school provides a happy and stable environment where all adults are good role models, showing that mutual support and understanding are of paramount importance. Parents are overwhelmingly supportive. 'The school has come a long way and continues to make improvements', is typical of the comments received.

Although the excellent provision in the recently opened Children's Centre is contributing much to children's pre-school experiences this is only just beginning to impact positively on children's levels of understanding and skills when they enter the Nursery class. Children still start from a very low base when they enter the Nursery. Many speak no English at all and others very little. Pupils make good progress from their starting points and by the end of Year 6, standards are broadly average in English and mathematics and below average in science. The school recognises that standards in writing and science are not as high as they should be. Pupils do not have enough opportunities to apply the skills they are taught in science to consolidate their understanding and raise standards.

Teaching is good. It is regularly monitored, and strengths and areas for development are noted and teachers informed. The school is aware that in a few classes some children, and especially the more able, are not sufficiently challenged and this prevents them from attaining the higher levels. Teachers are well supported by a good curriculum securely based on the progression of skills. The curriculum is further enhanced by a wide range of enrichment activities. Support for pupils in their learning is good. Pupils' progress is carefully tracked and teachers use this information well to plan work to meet pupils' needs. This includes support for those who find aspects of English and mathematics challenging, pupils on the autistic spectrum and the few who have been identified as gifted and talented. The large number of pupils who speak little or no English are well supported and make good progress. Procedures to safeguard pupils are established and well known.

Pupils' personal development and well-being are good. They are friendly and welcoming, speaking confidently to adults. The majority of pupils behave well and a small minority who find it difficult to concentrate for long periods respond well to the measures put in place to support them. Pupils know what constitutes a healthy lifestyle and enjoy the wide range of sports on offer. Pupils' views are expressed through the school council. The council has successfully requested that hand driers be placed in the toilets and has obtained books to be shared on the playground. Links with the local community are developing well. Pupils have planted bulbs on the local estate, joined the local schools' council and have links with other local schools. Outstanding links with outside agencies - many of which are based in the building, thus easing communication - ensure that the school receives appropriate advice that it unfailingly acts upon.

Leadership and management are good overall but the leadership of the headteacher is outstanding. She has overseen many improvements in the school since the last inspection and has built a strong leadership team that is well supported by all staff. The leadership and senior teams are securely focused on raising standards further by improving the learning opportunities

for pupils and encouraging them to develop the skills to become independent learners. Very high mobility sometimes hinders progress but staff share the headteacher's vision and apply themselves with enthusiasm. They have a common understanding of the priorities for improvement. Governors support the school well and regular meetings with the headteacher keep the chair of governors well informed of developments. Governors are well organised and hold the school to account for the progress pupils make.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The Early Years Foundation Stage coordinator who manages the Children's Centre, Nursery and Reception classes, provides outstanding leadership. Exceptional teamwork ensures that children up to age five receive an excellent start to their education. The welfare of children is a high priority and they play and learn in a clean, safe and secure environment. The calm and relaxed atmosphere encourages children to explore their environment and extend their learning.

The vibrant and colourful displays of children's work and other learning materials in the Children's Centre stimulate learning. Children settle quickly when they arrive because the staff identify and meet their individual needs. Meal times are used to develop independent skills and children under two years are encouraged to serve and feed themselves. Children enjoy a range of exciting activities both adult-led and independently chosen. They look at insects with magnifying mirrors, take part in role play such as 'We're going on a bear hunt' with adults or independently choose water play, painting or large apparatus. A careful record is kept of children, their eating habits, personal hygiene and the activities they enjoy so that parents get detailed information on their child's day. All safeguarding procedures are securely in place.

Children enter the Nursery with skills and abilities very much lower than those normally expected for their age. Many join speaking little or no English. Children make at least good progress in all areas of learning, because of the outstanding teaching they receive, the stimulating environment and wide range of activities provided. Cohorts vary and most enter Year 1 with attainment still below expectations in most areas of learning.

Teaching assistants are effectively deployed and support children's learning needs extremely well, including those who speak little English. A good balance of teacher-led and children's own chosen activities provide valuable opportunities for children to develop their language and independent learning skills. An emphasis on developing children's phonic (the sounds that letters make) skills has been effective in improving children's reading and writing skills. The redeveloped outdoor area is very well used to extend and enrich learning in all six areas.

Clear boundaries, high expectations and excellent supervision ensure that children behave impeccably, concentrate and are enthusiastic about their work. Their personal, social and emotional skills are exceptional. They play amicably together, sharing equipment and space. Assessments are rigorous and used consistently to plan next steps in children's learning. Excellent induction procedures and an ongoing close partnership with parents and carers, play groups and other external agencies all contribute well to meeting the children's needs.

What the school should do to improve further

- Embed the strategies already in place to raise standards in writing throughout the school and give pupils more opportunities to apply the skills they are taught so that more attain the higher levels in science.

- Ensure pupils in all classes and especially the more able are challenged so that more attain the higher levels.

Achievement and standards

Grade: 2

Pupils who remain in the school throughout make good progress. However, a very large number of pupils either join or leave the school at various times throughout the year and because many speak little or no English they do not access all aspects of the curriculum immediately. Many who join in Key Stage 1 also have had little or no pre-school experience. The majority of these pupils respond quickly to the extra support they receive. Consequently, standards in Key Stage 1, although still below average, are improving. In Key Stage 2, progress accelerates and standards improve. This is because more pupils use English confidently when responding to the many opportunities the curriculum offers. At the end of Year 6 standards are broadly average in English and mathematics but below average in science. In science, pupils need more opportunities to work collaboratively and draw on their scientific knowledge and understanding to solve problems. The further improvement of writing is also a priority.

Personal development and well-being

Grade: 2

Pupils are polite, behave well and show a good level of care for each other. They welcome new members to their community and help them settle. A minority of pupils who find it difficult to concentrate for long periods respond positively to the support they receive. Pupils say 'Most children are good, a few are not, but it's getting much nicer as teachers are helping them get better'. Pupils make a good contribution to the school community especially through the school council, who have been involved in playground improvements such as the gazebo and school garden. Older pupils apply for their work experience roles as monitors and take their responsibilities seriously. Social, moral, spiritual and cultural education is good. Pupils have a clear understanding of right and wrong and work and play together in harmony. Other cultures and faiths are valued and respected by the pupils and this prepares them well for life in a multi-racial society. They have a good understanding of what constitutes a healthy lifestyle and help run the 'healthy tuck-shop.' Pupils feel secure and know what to do to stay safe. 'We learn a lot. The school's safe and healthy'. Attendance has improved and is now close to the national average. Pupils' basic skills and the way they support and work with each other ensure they are equipped well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching varies from satisfactory to outstanding and is good overall. In most classes, lessons proceed at a brisk pace and teachers question well to encourage pupils to reflect, explain and justify their thinking. In these lessons, teachers consolidate work in a variety of ways to ensure that all pupils, irrespective of their background and experience, understand fully what has been taught. In a few classes, teaching is less successful because teachers fail to challenge pupils' thinking and underestimate their ability to attain the higher levels. Pupils who join the school with English as an additional language are quickly assessed and most respond well to the focused teaching in small groups that they receive. Pupils who have learning difficulties and/or

disabilities respond well to the structured support offered over time. Pupils in the resourced provision for pupils on the autistic spectrum make good progress from their starting points and are encouraged to join activities in mainstream classes at every opportunity.

Curriculum and other activities

Grade: 2

The curriculum meets the pupils' many diverse needs and interests well. Teachers successfully explore links between subjects and present them through topics that interest and motivate the pupils. National literacy and numeracy strategies are well embedded and have a positive impact on raising standards. The teaching of discrete subjects such as music, religious and physical education ensures that pupils make good progress in developing specific skills. However, pupils are not given sufficient opportunities to work independently and apply and consolidate the skills they are taught, especially in science. The personal, social and health education programme promotes safe and healthy lifestyles. Strengths lie in successfully extending pupils' own and others' cultural understanding through celebrations of religious festivals, Black History Month, and through history, geography, music, religious education and literature. The curriculum is enriched by a wide range of well-attended clubs, themed weeks, visits into the community and visitors. These bring the curriculum to life and stimulate learning.

Care, guidance and support

Grade: 2

Arrangements for safeguarding are robust and regularly reviewed. They are well known and applied effectively. Learners at risk, including vulnerable pupils, are identified early and effective procedures are in place to support them. Pupils who speak English as an additional language benefit from secure procedures to support them. Pupils in the resourced provision respond well to the carefully structured support they receive. The school has developed successful strategies to improve attendance. Links with external agencies are outstanding and the school draws well on the advice and support that is offered. Children are aware of their targets, and parents are informed of them at parents' meetings. Younger pupils need to be reminded of their targets more often. Pupils are familiar with success criteria and regularly evaluate their progress against them. Marking has improved and there are some good examples that recognise pupils' achievements and offer insightful questions to further extend pupils' thinking and achievement. Marking is not yet consistent throughout the school.

Leadership and management

Grade: 2

The strong leadership of the headteacher, effectively supported by her assistant headteachers and senior team, has helped establish a clear vision that is understood and acted upon by all staff in both the school and the Children's Centre. This has encouraged effective teamwork, with staff sharing concerns and finding solutions together. It has fully included non-teaching staff. The improvement to the school grounds and the learning opportunities they present is testimony to the hard work and vision of the site manager and another member of staff.

Comprehensive systems have been introduced that monitor the quality of teaching and hold staff to account for the progress pupils make. Effective tracking systems now give subject leaders accurate information about standards and achievement in their subjects. Governors are well led and organised and have a good understanding of the school's strengths and weaknesses.

The school has made a good start to the implementation of its community cohesion policy. It draws well on the diverse school population and is very proactive in reaching out, through meetings and projects, to members of faiths represented in the local community. Pupils' contacts within the local community are improving. Links with communities nationally and abroad are at an earlier stage of development.

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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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

06 July 2009

Dear Pupils

Inspection of Tyssen Community School, London, N16 6QA

Thank you for being so welcoming, polite and friendly when we came to visit your school recently. We enjoyed meeting and talking with you and looking at all your work and the exciting things that you do.

You go to a good school. Here is a list of some of the things we liked best.

- You are very polite and caring and your behaviour is good.
- You listen very carefully to all that your teachers and teaching assistants say.
- You work together very well and have respect for each other's backgrounds and cultures.
- You make good progress in your work.
- Your teachers are good at planning very interesting things for you to do.
- All the adults make sure you are really well looked after and you are very appreciative of all that they do.
- Your headteacher and the other people who help run your school are doing a good job.

Every school, even one as good as yours, has something that could be improved.

- Although you are working hard to improve your writing, it needs to improve even more. Your teachers are really helping you and you need to make a special effort to remember to practise regularly and always apply all the writing skills that you have been taught.
- We have asked your teachers to give you even more opportunities to use all the knowledge, understanding and skills that you have to solve problems in science.
- Your teachers plan carefully and try to make all your lessons interesting. We have asked them to make sure that you always get work that is just right for you and that isn't too easy, so you make good progress in every lesson and reach even higher standards.

Yours faithfully

Graham Stephens

Lead Inspector