

Tang Hall Primary School

Sixth Avenue, York, North Yorkshire, YO31 0UT

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Tang Hall is a school where every pupil matters. As a result, they are extremely happy, feel safe and enjoy school.
- From their low starting points, all groups of pupils make good progress so that, by the end of Key Stage 2, attainment is average.
- Pupils' progress is accelerating rapidly because of the headteacher's relentless and successful focus on raising standards and aspirations, eradicating previous underachievement and improving all aspects of the school's work, especially teaching.
- Teaching is good and sometimes outstanding.
- A caring and nurturing atmosphere pervades the school. This contributes extremely well to pupils' safety and their good spiritual, moral, social and cultural development.
- Pupils' outstanding behaviour and positive attitudes make a strong contribution to their learning. They are proud of their school.
- Leadership and management, including the governing body, are successful at driving the school forward. They carefully check the quality of teaching, which has improved since the previous inspection. Any pupils who are falling behind are quickly identified and given the help they need to catch up.
- Partnerships with parents are strong. Parents are highly supportive of the school. They, and staff, speak very positively about the difference leaders' actions have made to pupils' attendance, enjoyment and achievement.
- Attendance is above average.

It is not yet an outstanding school because

- Attainment in mathematics is not as good as in English, especially for the girls. Teachers do not always provide the girls with purposeful and meaningful activities that gain their interest. Pupils are not always given activities that are well matched to their varying needs or get the help and support they need in lessons so that they learn well.
- Middle leaders do not have enough opportunities to check the quality of teaching and how well it helps pupils to learn.

Information about this inspection

- Inspectors observed 14 lessons of which one was a joint observation with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and three other members, senior and middle leaders, a representative from the local authority and an external consultant. Short discussions were held with pupils at break times and lunchtime. Discussions were also held with parents who brought their children to school or attended the school's Christmas celebrations.
- The inspectors took account of 20 responses to the online questionnaire (Parent View) in planning the inspection.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour, attendance and safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Gillian Hunter

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils who join or leave the school other than at the usual time is above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- Nearly all pupils are White British.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve pupils' progress and attainment in mathematics, especially for the girls, by:
 - improving teachers' subject knowledge by identifying the development needs of staff and implementing a clear and planned programme of training
 - reviewing the mathematics curriculum and making sure that activities are always meaningful, purposeful and gain the interest of girls
 - making sure pupils are given work that meets their varying needs and are given the help they need in lessons so that they learn well.
- Improve leadership and management further by ensuring that middle leaders are given more opportunities to check the quality of teaching and how well it helps pupils to learn.

Inspection judgements

The achievement of pupils is good

- Previous underperformance has been tackled successfully and attainment by the end of Year 6 is now average. From pupils' low starting points this represents good progress. The school's own assessments and the work seen in pupils' books indicate that this improvement is set to continue. However, attainment is better in English than in mathematics, especially for girls. This is because the level of support in lessons does not always fully meet their needs.
- Most children start school with skills that are well below those typically expected for their age. The arrangements to help the children to settle quickly when they start school are good. They respond very positively to the high levels of care and support and the wide range of exciting activities provided for them. As a result, by the time they join Year 1, although attainment is still below that expected for their age, they have made good progress. This good progress continues throughout Key Stages 1 and 2 at a rate which is faster than the national trend.
- The school's carefully structured programme for teaching pupils to read ensures that they develop a good understanding of letters and the sounds they make. Pupils use this knowledge well to tackle unfamiliar words and become confident readers. They read with increasing fluency and expression, developing a love of reading as they move through the school. This was exemplified by one Year 6 pupil who said, 'The suspense in most stories makes me sit on the edge of my seat.' By Year 6 pupils tackle demanding books, such as 'The Hunger Games', and show a mature understanding of the moral and ethical issues within them.
- Although a slightly below-average proportion of pupils aged six achieved the expected standard in a national test of pupils' knowledge of the sounds that letters make, this represents good progress given their much lower than average literacy skills on entry into the Early Years Foundation Stage.
- An improved focus on writing has brought about significant improvement in pupils' attainment in this subject. As a result, the proportion of pupils making better than expected progress is above average. In mathematics, however, girls do not make as much progress as the boys because the activities do not always meet their needs or capture their imagination.
- The pupil premium funding is used creatively and effectively to provide extra resources and additional support both in and outside the classroom, such as through one-to-one teaching. This is making a positive difference to the achievement of the pupils eligible for this support. Overall, they reach levels similar to those of their classmates.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils across the school.

The quality of teaching is good

- Teaching is nearly always good and sometimes outstanding. Teachers have high expectations of what pupils are capable of achieving. They make learning fun and activities, other than those for girls in mathematics, are well matched to the needs and abilities of all pupils.
- Staff training and plans for improvement go hand in hand and ensure that teachers have a good knowledge of the subject being taught. This, for example, has been particularly effective in improving pupils' attainment in writing. However, this same focus has not been directed at mathematics and, as a result, pupils' progress and attainment in this subject, especially for girls, lags behind that of reading and writing.
- Teachers and teaching assistants work in excellent partnership. Effective teaching assistants, who have a good range of expertise, deliver various specifically tailored programmes to disabled pupils and those who have special educational needs. They target support for groups in the classroom and provide focused tuition for individuals. This underpins the good progress these pupils make.
- The well-planned and exciting, thematic-based curriculum enables pupils to practise their

reading, writing and mathematical skills across many different subjects. This encourages pupils to apply their knowledge to real-life, problem-solving activities and gives meaning and purpose to their learning.

- Pupils' learning targets are clear and most pupils understand what they do well and what they need to do to improve. However, in mathematics there are occasions when neither the support provided for the girls nor the activities given meet their needs well enough to enable them to reach the standards of which they are capable.
- Marking and feedback across the school are regular and positive. In the very best practice pupils clearly know what they have done well, what they need to do to further improve and have opportunities to respond to teachers' comments.
- All staff demonstrate excellent classroom- and pupil-management skills. They have all nurtured excellent relationships with pupils, who say that their teachers are always friendly, care for them and are always there for them if they have a problem.

The behaviour and safety of pupils are outstanding

- The school provides an exceptionally caring and supportive environment in which all pupils are valued.
- Teachers manage behaviour extremely well and resolve issues swiftly and quietly. Relationships between pupils and adults are excellent. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour. They are aware of all the different forms of bullying, reflect on the impact of their actions on others and take full responsibility for their personal conduct. Consequently, incidents of bullying are rare.
- Pupils are confident to share their concerns because they know that they will be listened to. They feel safe in school and know who to turn to if they are worried about anything. They know how to keep themselves safe, including when using the internet.
- Highly positive relationships, a vast range of visits and a very wide variety of lunchtime and after-school clubs make a strong contribution to pupils' outstanding social development. They have a high regard and level of respect for others' cultures and beliefs and understand their rights and responsibilities. As a result, they treat everyone on equal terms.
- The work of the Inclusion Mentor has been pivotal in improving communication between home and school. She has worked well with the school to improve pupils' attendance as well as helping parents resolve any difficulties which could adversely affect their child's performance at school. Attendance is above average. Pupils arrive on time and settle quickly to early morning tasks.

The leadership and management are good

- The enthusiasm, drive, determination and resilience of the headteacher have contributed significantly to recent school improvements. She has a crystal clear view of how successful the school is and can be. To bring this about, she has embraced the high-quality support and judicious guidance offered by the local authority and an external consultant. Together, they have built a strong team. This has created a sense of pride and commitment in all who are involved with the school, including parents and the wider community.
- Leadership and management responsibilities are distributed effectively amongst all teachers. Everyone takes on a key role in checking the school's performance and identifying what needs to be improved. However, the role of middle leaders to check the quality of teaching and learning is not yet fully developed.
- Pupils' attainment and progress is checked regularly and carefully. This identifies where they could do even better. They are, for example, well aware of the next steps needed to further improve teachers' subject knowledge in mathematics. Actions are already underway to further improve the achievement of girls in mathematics. This shows the school's commitment to

making sure pupils achieve equally well. Leaders use the pupil premium funding wisely to provide additional support so that these pupils reach levels similar to those of their classmates.

- Since the previous inspection leaders have implemented a carefully planned programme of training and professional development to improve the skills and expertise of staff. This is closely aligned to performance management and has resulted in challenging performance targets being set for both staff and the pupils. As a result, there has been an improvement in the quality of teaching, which is now nearly always good, and an increase in the rate at which pupils make progress, especially in writing.
 - The curriculum is enriched by a wide range of visits and visitors. They bring pupils' learning experiences to life, firing up their imagination and inspiring them to learn. There are many well-planned opportunities for pupils to apply their reading, writing and mathematical skills to real-life situations across other subjects. However, in mathematics it is not always sufficiently well adapted to meet the needs, and capture the imagination, of girls.
 - The curriculum, especially its focus on pupils' social, moral and health education, makes a very good contribution to pupils' spiritual, moral, social and cultural development.
 - The partnership between the school and parents is outstanding. Parents say that the school is very welcoming. One parent commented, 'It's the friendliest and most welcoming school you could wish for. I'm so pleased that my children come to this school. It's the best start in life possible.' The overwhelmingly positive responses to Parent View are a tribute to the school's success.
 - **The governance of the school:**
 - The governing body has made a significant contribution to the improvements made by the school since the last inspection. It has a very good understanding of the strengths of the school and where it needs to improve further. Members use data to ask pertinent questions and hold leaders to account for pupils' achievements and for the performance of staff. Governors ensure that reviews of teachers' performance are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and to the pay scales that teachers are on. The achievement of pupils is monitored closely, including those known to be eligible for the pupil premium, to make sure that any pupils at risk of falling behind are identified and successfully tackled. Safeguarding has a high priority and the governing body ensures that statutory requirements are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121468
Local authority	York
Inspection number	402027

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 of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Peter Storrie
Headteacher	Janet Colling
Date of previous school inspection	4 February 2010
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