



# The Tyrrells School

## Inspection Report

**Unique Reference Number** 115022  
**LEA** ESSEX LEA  
**Inspection number** 279499  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** Mr. Keith Sadler LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Tavistock Road
<b>School category</b>	Community		CM1 6JN
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01245355226
<b>Number on roll</b>	418	<b>Fax number</b>	01245 280044
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Jean Patterson
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mr. Stephen Chynoweth

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 September 2005 - 27 September 2005	<b>Inspection number</b> 279499
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## **Introduction**

The inspection was carried out by three additional inspectors, over a two day period in the fourth week of the autumn term 2005.

## **Description of the school**

The Tyrrells is a large primary school in the Springfield area of north Chelmsford. The proportion of pupils eligible for free schools meals is below the national average. Three pupils have English as an additional language. There are very few pupils from minority ethnic backgrounds. Two percent of the pupils have learning difficulties or disabilities.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is a highly effective school where pupils make excellent progress and it is outstanding in all respects. Pupils get off to a wonderful start in the Foundation Stage where the superb provision ensures that the children settle quickly and achieve well. The quality of teaching and learning is excellent throughout the school. An exciting, vibrant and welcoming atmosphere pervades the school. Pupils' progress through the school is excellent, and by the time that they leave the school, standards are exceptionally high in English, mathematics and science. Parents are overwhelmingly supportive of all aspects of the school. In particular, they say that their children are safe and well cared for, they enjoy school and the school is well led and managed. Inspectors agree with these views. The school is exceptionally well led and managed. There have been many improvements since the last inspection and there is very significant capacity for further improvement. The school has a highly-tuned awareness of its many outstanding strengths though all the staff and governors strive to ensure that further improvements are planned for. The school has a wide range of thorough processes to ensure that the current very high standards are built upon. Pupils' personal development is outstanding. The youngest children settle quickly and all pupils grow in confidence as they move through the school. The school cares about all its pupils and makes sure that every child gets the individual support they need to make progress. The school offers excellent value for money.

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

There are no significant areas that require improvement.

## **Achievement and standards**

### **Grade: 1**

National data and inspection evidence supports the school's evaluation that pupils have made outstanding progress by the time they leave the school. When children enter the school they have the skills and knowledge typical of four and five year olds. It is only four weeks into the term, but the children in the reception class have settled very quickly into the routines of school. They already feel safe and happy and, due to high quality teaching, they are currently achieving very well. In 2004 the percentage of pupils who achieved the expected level in the National Curriculum tests in reading, writing and mathematics at the end of Year 2 was well above the national average. The provisional results for 2005 show that there has been an improvement in reading and that similar high standards have been maintained in writing and mathematics. Rapid progress is maintained throughout Years 3 to 6 and, by the end of Year 6, standards attained in national tests are exceedingly high in English, mathematics and science, with a very high proportion of pupils gaining the higher levels. These exceptional standards are the result of the excellent provision, particularly the high quality teaching and learning that is evident in all year groups, and the outstanding targeting and tracking of pupils. Standards of presentation are very high with pupils

taking a great pride in both their own work and that of their friends. The school has placed a high priority on raising standards for the higher attaining pupils in writing. The plans for this are of exceptional quality: they are clear and sharp and pin-point exactly the right range of strategies to be used to raise standards even higher. The school is deeply committed to ensuring that all its pupils make excellent progress. In consequence, the needs of all groups of pupils, including lower and higher attainers and boys and girls are catered for exceptionally well and each group makes outstanding progress. In particular there are excellent processes in place to assess the learning needs of the pupils that have special educational needs and gifted and talented pupils. The provision for these groups is outstanding and they, too, achieve outstandingly well.

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

### **Grade: 1**

Pupils' personal development is outstanding. They are readily motivated by exciting tasks and rise to the challenge to do their best. Relationships are very good. As a result, classrooms are happy places where pupils enjoy lessons and are keen to learn. Most pupils behave very well and older pupils set a very good example by serving in the 'no way, no play' team that helps those who have nobody to play with at break times. School council elections give pupils a real understanding of democracy, which will equip them well for later life. Moreover, the work of the council ensures that pupils make a positive contribution to the success of the school. Most pupils are adopting healthy lifestyles. They enjoy healthy snacks because, as one pupil commented, 'they are yummy, and good for you too'. The school is extremely successful at promoting pupils' spiritual, moral, social and cultural development. They are sensitive to things of beauty and to the feelings of others. They act on a clear understanding of right and wrong, contribute positively to the school as a community and appreciate the richness and diversity of cultures other than their own. Attendance is above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils are excited by learning because teachers go to great lengths to present lessons in varied and interesting ways. Children's natural curiosity is nurtured as soon as they start school and built on effectively to inspire their inquisitive minds. Teachers' use of the youngest children's own ideas to develop learning is excellent. Teaching is consistently good and the majority is outstanding. Computer images are used very effectively to capture and keep the children's attention. Teachers ask very searching questions to find out what children already know and understand and extend this thinking through talking and practical activities. Children consequently think they have achieved something for themselves, which gives them a great sense of pride and achievement. The development of the children's thinking skills enables them to take risks in their learning, to make choices and decisions and to say what they think with

confidence. The 'skills ladders' identifies precise skills the children need to learn in all subjects as they move through the school. As a result, learning is matched closely to the range of abilities in each class and skills are developed systematically as the children are ready. When learning is good rather than outstanding, the challenge for higher attaining pupils could have been a little bit greater.

## **Curriculum and other activities**

### **Grade: 1**

Because the curriculum is made exciting, all pupils learn very effectively and it motivates them to do their best. They benefit from a rigorously planned programme that links subjects creatively, so that learning is more relevant. The school bases the curriculum on the teaching of key skills. This approach improves pupils' learning and has been an important factor in the drive to raise standards. The school's very systematic approach to personal, social, health education and citizenship successfully develops pupils' understanding of healthy living and of contributing to the community. It enriches its curriculum by providing an exceptionally wide range of educational visits, visitors and special events. Pupils report that they enjoy particularly the opportunity to participate in sports clubs and competitive events, for example in gymnastics, for which the school has a very strong tradition. Such activities are very well attended. They develop successfully pupils' pride in achievement and a strong sense of team spirit thus giving effective preparation for life as young adults.

## **Care, guidance and support**

### **Grade: 1**

Very good attention is given to ensuring children are safe and well looked after at school. For example, the arrangements for ensuring safety at the start and end of the school day are excellent. Support and guidance for personal development are outstanding and children get along together exceptionally well. Arrangements for assessing how well children are doing academically are exemplary. Children are given extremely good advice about how well they are doing and clear guidance on how to improve. Computer technology enables teachers to display work for the whole class to evaluate and this helps the children to identify for themselves ways to improve their work. The marking of work is of the highest quality. Teachers' well-focused comments links closely to the pupils' individual targets and give clear guidance on how to improve further. Children's involvement in assessing their own work is extremely impressive. The children are given opportunities to decide for themselves in what group they need to work. This builds effectively on the 'traffic light' system and the 'talking' walls (notes pinned by pupils). As a result, the children have extremely good knowledge of their own learning.

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## Leadership and management

### Grade: 1

The quality of leadership and management is outstanding in all respects. The headteacher leads the school extremely well and has successfully built on the very good leadership and management found at the time of the last inspection. Monitoring and evaluation processes are exemplary providing a detailed and comprehensive picture of the full range of the school's provision and standards. All monitoring information, including the excellent use made of the rich range of gathered data, contributes to the school's 'organic' development plan. This is an exceptional document that is available to all staff through the school's network, and drives all the school seeks to achieve. Each development issue is rigorously pursued and any potential slips in timescales are quickly corrected. In addition, the development plan is derived from a very clear vision for the school which, in all respects, is met in action. The governors are an active body who support and challenge the school very well and ensure that it meets legal requirements. The senior leadership team is highly effective and is the driving force behind the many improvements made. The team leaders support their colleagues and provide a means to ensure that improvements are checked and secured. In addition, subject leadership is outstanding across the board. Teaching resources are deployed efficiently. The school has an astonishing range of the highest quality information and communications technology (ICT) resources which are used outstandingly well to enhance teaching and learning. The budget is in surplus, and there are plans to use this for additional staffing. There have been significant improvements in the accommodation. The whole of the school, including the grounds, are meticulously well maintained and this makes a strong and positive contribution to the pupils', and adults', sense of well-being.

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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>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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**

We had a wonderful time when we visited your school. We can understand why you love going to school. We all enjoyed talking with you and your teachers and watching your learning. We checked out many things about your school and this is what we found: - Your school is outstanding in every way. - Your head teacher is excellent and he makes sure that you learn well, everyone is safe and the staff work really well together. - The Tyrrells is an exciting and happy place to be. You like going to school because your lessons are exciting and challenging. - Your behaviour is excellent and you work together very well. This means that the teachers do not have to waste time dealing with problems. - We think that all the adults in the school do an excellent job. Your teachers are very talented and work very hard and make sure that the teaching is excellent. They make sure that you do your best. - All the other adults in the school do really well to make sure that the school is so good. - There is a very wide range of interesting and exciting activities for you to do in school, and lots of clubs after school. This helps to make school life more interesting for you. In most schools we visit we make a list of things that can be improved. For your school, we do not have any.