

# Tang Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	121468
<b>Local Authority</b>	York
<b>Inspection number</b>	339948
<b>Inspection dates</b>	4–5 February 2010
<b>Reporting inspector</b>	Christine Millett

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 of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Ruth Potter
<b>Headteacher</b>	Miss Janet Colling
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Sixth Avenue York North Yorkshire YO31 0UT
<b>Telephone number</b>	01904 424765
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<b>Email address</b>	tanghall.primary@york.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, saw eight teachers and spent 60% of inspection time observing learning. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documents, including the school development plan, the school's monitoring records, analyses of pupils' attainment and progress, pupils' work and teachers' planning and marking. The inspection also took into account the questionnaires completed by 42 parents and carers, 79 older pupils and 23 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils in Key Stage 2 and how successful the strategies are to accelerate progress throughout this key stage
- children's skills on entry to Nursery, the progress they make through the Early Years Foundation Stage and their attainment on entry to Year 1
- the extent to which pupils are prepared for life in a multicultural society.

## Information about the school

Tang Hall is a smaller than average primary school in the city of York. The majority of pupils are of White British heritage, the remainder representing a number of other ethnicities. A small number of pupils speak English as an additional language. A very small minority are from Romany and Traveller families. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number of pupils entitled to a free school meal. A larger number of children than normal enter or leave school during the course of the school year. Early Years Foundation Stage provision is in one Nursery class and one Reception class. The school has gained the International School Award.

There is a children's centre on the site that opened in 2008. This centre is subject to a separate inspection and report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Tang Hall is a satisfactory yet rapidly improving school. There has been considerable improvement since the last inspection in the quality of teaching and learning which has had a noticeable impact upon pupils' better progress. Pupils enjoy school and are enthusiastic about their learning and the range of opportunities they are given. Of the parents who responded to the questionnaire, a very large majority is supportive and values the standard of care provided by the school. 'The children have a real sense of identity and of belonging to the school family' was a typical comment. All staff know the pupils and their circumstances extremely well, and to quote another parent, 'the school understands and helps to support parents as well.' Strong pastoral care helps pupils develop the confidence and independence they need to achieve well.

Leadership and management are good. The dedicated headteacher is focused on providing a high quality education for all pupils. The determined and resolute manner in which she has tackled weaknesses has driven the school forward well. She has been ably supported by her equally committed and caring staff and governors. The school's self-evaluation is accurate and plans for the future correctly reflect the drive to raise standards. As a result, the school has satisfactory capacity for sustained improvement. Governors regularly visit school and play an active part in its strategic development. Although the school promotes community cohesion satisfactorily, pupils have a limited awareness of the cultural diversity of the society in which they live.

As a result of consistently effective teaching, good quality learning is taking place and the majority of pupils make good progress in the basic skills of literacy and mathematics. While standards appear low they are rising rapidly in reading and mathematics. Progress in writing is slower. Pupils with special educational needs and/or disabilities make no better than satisfactory progress, as there is sometimes insufficient challenge in the work they are given. The school has rightly highlighted this as an area for development. Satisfactory achievement in their basic skills, sound competence in information and communication technology, average attendance and good personal development, ensure pupils are prepared adequately for the future.

The school makes good provision for pupils' personal development and ensures that they are well cared for, safe and secure. Pupils have a good understanding of what a healthy lifestyle entails. They are polite and exhibit good behaviour in classrooms and corridors, as well as in the playground. They collaborate well and show concern for each other. They are keen to take on responsibilities and contribute well to the school community.

Lessons are well planned and the quality of teaching is good. Work is marked regularly

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and gives pupils a clear indication as to how to improve. Assessment is well used to support learning and feeds into a rigorous tracking system. The curriculum offers a satisfactory range of learning opportunities within and beyond lessons; these are successful in maintaining pupils' interest and enthusiasm. However opportunities to develop key skills in other areas of the curriculum are not always integrated into planning. Enrichment opportunities include the teaching of a foreign language and music by specialist teachers.

**What does the school need to do to improve further?**

- Build on and maintain improvements in attainment throughout the school, by:
  - ensuring the support for pupils with special educational needs and/or disabilities is more focused and includes greater challenge, so they make the same good progress as their peers
  - creating more opportunities in other subjects for pupils to practise writing
  - planning tasks and using resources that inspire pupils to write
  - establishing further opportunities for pupils to learn and apply key skills through creative links between subjects.
- Improve community cohesion by linking with schools in other parts of the country and the wider world in order that pupils develop a greater awareness of multicultural Britain and the international community.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils have good attitudes to learning. They find lessons engaging and the majority are making good progress. Groups of pupils, for example those who speak English as an additional language and Romany and Traveller children, are making good progress. However, those with special educational needs and/or disabilities are not making as good progress. The school's tracking system has picked this up and well- targeted intervention is being put in place.

Children get off to a good start to their education in the Early Years Foundation Stage, after entering Nursery with skills and knowledge that are well below those expected for their age. The wide range of activities provided means that they learn effectively and make good progress. All groups of pupils continue to make at least satisfactory progress as they move through Key Stage 1 and Key Stage 2. Staffing turbulence and a larger-than-average number of pupils who join the school partway through the school year, have had a negative impact upon overall standards over recent years. The school has taken very effective action to improve provision and assessment. This has meant that standards are now average in Key Stage 1 and many more pupils are attaining at the nationally expected standard for their age in Key Stage 2.

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The large majority of pupils say that they enjoy school. They feel safe and secure and know how to maintain their own safety and that of others. A very small minority of pupils expressed concerns over behaviour in school, but no instances of inappropriate behaviour were seen during the inspection and pupils were polite and friendly. Relationships are very positive and pupils respond quickly and listen carefully to their teachers. Pupils' spiritual, moral, social and cultural development is good. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. They are very aware of environmental issues, for example by ensuring lights are switched off when rooms are empty. A group of pupils were very proud of a solar panel they had made, which could heat up a container of water.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is consistently good and has some outstanding features. The impact of this is being seen in rising standards. Staff work hard to enthuse their pupils and many, from all age groups, echoed the view of one pupil that 'our school has fun lessons.' Teachers ensure that pupils know what they are going to learn and use resources such as

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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interactive whiteboards skilfully. Tasks are carefully planned to meet the needs of most pupils to ensure they are suitably challenged or supported. Marking is good and relates to learning targets. Pupils are given time to reflect on and respond to teachers' comments about their work.

The curriculum is broad and balanced and beginning to provide pupils with relevant and creative learning experiences. Learning is enriched by a range of visits and visitors such as musicians and artists. These broaden pupils' cultural awareness. The school offers a variety of extra-curricular activities. Care, guidance and support are good. Pupils feel well supported and know to whom they can go if they have a problem. One pupil spoke of how they make use of the worry box. Teachers, support staff and external agencies work well together to support the personal, emotional and behavioural needs of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The educational direction of the school is successfully rooted in the desire to improve provision and raise standards in a caring and supportive environment. The school offers equality of opportunity to all pupils and rigorously monitors their progress; consequently, gaps between different groups of pupils are closing. These ambitions are well driven by the headteacher and shared by staff. The diligent senior leadership team is rigorously focused on school improvement. They meet regularly to evaluate and monitor progress through such activities as lesson observations and book scrutiny. This has been a key factor in improving the quality of teaching and learning. Governors both support and challenge the school when necessary. The governing body has been extremely diligent in ensuring the school meets safeguarding requirements and protecting pupils. Governors are aware of their responsibilities with regard to community cohesion; although an appropriate action plan has been developed it has not yet been fully implemented, particularly as regards developing links with organisations or communities that have different customs, values and cultures from those of the pupils.

Relationships with parents are good. Regular newsletters and the attractive website keep parents up to date with what is happening in school. The school operates an open-door policy and parents are encouraged to consult with staff as soon as they have a question. The school has good relationships with secondary schools in the area and pupils benefit from joint events, such as sporting and creative activities. These develop pupils' confidence in moving on to the next phase in their education.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start Nursery with skills and knowledge that are well below age-related expectations, particularly in communication, language and literacy; and in their personal, social and emotional development. Good teaching and a strong, well-organised curriculum ensure good progress. Nevertheless, by the end of Reception many children's skills are still below national expectations.

Thorough assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded in attractive 'learning journeys'. The exciting learning environment enables children to have fun while they make their choices in the 'shoe shop' or learn how to tell the time with Mr Wolf. Good, skilled teaching, by all staff, ensures that children develop their basic skills well. Learning flows between indoors and outdoors as children move between their chosen activities. The high-quality support promotes children's welfare well.

Good leadership is focused strongly on continuous improvement. The unit is fully incorporated into school life, which ensures a smooth transition from Reception into Year 1. Early Years Foundation Stage staff work effectively alongside their counterparts in the children's centre. Good links are developed with parents, who speak appreciatively of the 'friendly, helpful staff'.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are generally very supportive of the school. The very large majority were positive about the way in which the school cares for and educates their children, helps them have a healthy lifestyle and prepares them for the next stage in their education. Their positive comments were confirmed by inspection evidence. A very small minority raised negative issues which mostly concerned behaviour and the school's taking into account parents' views. These were followed up during the inspection and it was found that the issues had been addressed or there was no evidence available to support these views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tang Hall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	48	18	43	2	5	1	2
The school keeps my child safe	25	60	15	36	1	2	1	2
The school informs me about my child's progress	16	38	20	48	3	7	1	2
My child is making enough progress at this school	16	38	21	50	3	7	0	0
The teaching is good at this school	18	43	21	50	2	5	1	2
The school helps me to support my child's learning	15	36	24	57	3	7	0	0
The school helps my child to have a healthy lifestyle	14	33	26	62	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	38	18	43	1	2	1	2
The school meets my child's particular needs	16	38	23	55	1	2	1	2
The school deals effectively with unacceptable behaviour	14	33	19	45	5	12	2	5
The school takes account of my suggestions and concerns	16	38	18	43	4	10	2	5
The school is led and managed effectively	17	40	20	48	2	5	1	2
Overall, I am happy with my child's experience at this school	21	50	16	38	2	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 February 2010

Dear Pupils

Inspection of Tang Hall Primary School, York, YO31 0UT

Thank you for making us feel so welcome when we inspected your school. We really enjoyed seeing you work hard in your lessons and playing so well together outside. You told us how much you enjoy your school. We found that your school is satisfactory, but improving.

What we found out about your school.

- You are polite, friendly and helpful to visitors.
- Your behaviour is good both in the classroom and around school.
- You get off to a good start in the Nursery class and most of you make good progress during your time in school. Standards have been low in the past, but are rapidly improving and many of you are now reaching the levels you should in English and mathematics.
- Adults look after you well and make sure you are safe.
- Your teachers are doing a good job and make lessons fun.
- The headteacher and governors are good at running the school and understand how they could make it even better.

What we have asked your school to do now is:

- to help those of you who find learning difficult to make good progress
- to give you more opportunities to write in different subjects
- to make more links between subjects
- to set up some links with schools in different areas so that you learn more about different cultures both in the United Kingdom and abroad.

We know that you are very proud of your school and will do your best to help your teachers make it even better. Very best wishes for the future.

Yours sincerely,

Mrs Christine Millett

Lead Inspector on behalf of the inspection team

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