

Inspection of a school judged good for overall effectiveness before September 2024: Tanners Wood Junior Mixed and Infant School

Hazelwood Lane, Abbots Langley, Hertfordshire WD5 0LG

Inspection dates:

25 and 26 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils flourish at this school, where a strong sense of care, belonging and high ambition is evident in all aspects of school life. Staff know each pupil as an individual, ensuring that they feel safe, valued and supported. The ambitious, well-crafted curriculum inspires pupils to aim high and take pride in producing work of exceptional quality.

From the start of school, pupils develop strong skills in reading, writing and mathematics. This helps pupils build a solid understanding across the curriculum. As a result, pupils grow in confidence, achieve very well and are ready for their next stage of education.

Staff set high expectations. Pupils are motivated to meet these. They behave well and live up to the school's aspiration to 'be the best you can'. In lessons, pupils support each other and enjoy sharing ideas. Their positive attitudes create a classroom culture where everyone is encouraged to do their best.

The school offers a variety of leadership roles. Eco councillors enjoy improving the school grounds by planting trees and litter picking. These roles give pupils a chance to contribute to the school community. They take their roles seriously and develop confidence, teamwork and a strong sense of responsibility.

What does the school do well and what does it need to do better?

The school's curriculum is engaging and well structured. It outlines and orders clearly the key content that pupils need to learn. Teachers adapt lessons effectively to ensure that all

pupils can access the curriculum and achieve well.

From the Nursery Year, children build strong foundations in English and mathematics. Staff prioritise early language development by fostering clear speech, sentence structure and vocabulary. Reading begins with songs, rhymes and stories. This helps children to secure their phonics knowledge in the Reception Year. Younger pupils quickly learn to read and write simple sentences. Those requiring extra support are identified early and receive targeted assistance to keep up. As they progress through the curriculum, pupils become fluent, thoughtful readers who enjoy a wide range of texts and read with confidence.

In mathematics, early learning prioritises a strong grasp of number through playful exploration of patterns, counting and number recognition. In the Reception Year, children deepen their understanding of numbers, shapes and early problem-solving. This solid foundation enables older pupils to confidently recall number facts and apply their mathematical skills with accuracy and fluency.

The school is firmly committed to meeting the needs of pupils with special educational needs and/or disabilities (SEND). Robust systems enable pupils' needs to be promptly identified. Tailored support is informed by routine progress checks, ensuring that each pupil receives the help they need. This is delivered with care and expertise. This enables pupils with SEND to make strong progress and thrive alongside their peers, both academically and personally.

Across the curriculum, teachers enable pupils to confidently recall, apply and deepen their learning. Clear guidance and targeted support help pupils achieve well in all areas. For example, pupils' artistic skills are visibly celebrated in high-quality displays throughout the school. Additionally, pupils gain practical computing skills, including coding and podcasting, and understand the importance of using technology safely, supported effectively by initiatives such as Computing Ambassadors who promote digital safety.

The curriculum encourages pupils to explore important questions and themes deeply. For instance, in history, they explore a range of topics and use their knowledge of primary sources effectively to deepen their historical understanding. As their knowledge advances, pupils skilfully address complex social themes, including racism in historical contexts such as the slave trade. They thoughtfully connect these themes to modern day issues.

Pupils are consistently polite, respectful and well behaved in all areas of school life. They interact kindly, include others and use equipment responsibly. Lunchtimes are calm and friendly, reflecting the school's strong culture of mutual respect.

Personal development is a strength of the school. Pupils speak confidently about equality and demonstrate a strong 'moral compass'. Through exploring real-world issues, such as racism and injustice through the curriculum, they develop empathy and a sense of justice. Leadership roles give pupils a voice and responsibility. Events such as the national Anti-Bullying Day, alongside residential trips and strong community links, deepen their understanding of diversity and well-being. As a result, pupils leave the school as

confident, respectful and socially aware individuals, ready to make a positive contribution to society.

Highly effective leadership has ensured that the school has continued to grow from strength to strength. Staff feel valued and supported, recognising leaders' thoughtful consideration of workload and their well-being. They are committed to striving for the very best outcomes for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good or overall effectiveness in November 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117178
Local authority	Hertfordshire
Inspection number	10366646
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair	Leah Waters
Headteacher	Parv Qureshi
Website	www.tannerswood.herts.sch.uk
Dates of previous inspection	27 and 28 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- There is before- and after-school childcare provision managed by an external provider. There is a breakfast club provided by the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, teachers and support staff. The inspector also met with members of the governing body, including the chair of governors, and spoke with the local authority school improvement partner.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, she spoke to pupils to discuss their views about the school.
- The inspector considered the views of parents and carers through the responses to the online questionnaire, Ofsted Parent View.
- The inspector considered the views of staff and pupils through meetings and informal discussions. She also considered the views of staff and pupils through their responses to Ofsted's online surveys.

Inspection team

Cindy Impey, lead inspector

Ofsted Inspector

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