

# Tyndale Primary School

## Inspection report

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<b>Unique Reference Number</b>	135783
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	360750
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	Ian Hancock HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karl Tomasian
<b>Headteacher</b>	Ross Newman
<b>Date of previous school inspection</b>	Not applicable
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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	22–23 June 2011
<b>Inspection number</b>	360750

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed eight teachers, visited twelve lessons and looked at pupils' work in books, especially those of Year 6 who were away from school visiting their secondary school. They observed the teaching of letter sounds and reading, and heard a small sample of pupils in Year 1 read. The inspectors also viewed a range of documentation, including the school's analysis of pupils' attainment and the progress pupils make, data on attendance, plans for improvement and policies such as the one on safeguarding. They held discussions with staff, parents and carers, governors, two representatives from the local authority and groups of pupils. The inspectors analysed 84 questionnaires completed by parents and carers, as well as 98 questionnaires from pupils and 19 from staff.

## Information about the school

Tyndale Primary School opened in September 2009 following the amalgamation of separate infant and junior schools on the same site. There have been successive changes in the leadership of the school since it opened. The current substantive headteacher took up post in April 2011. Prior to this, he had been acting co-headteacher of the school since May 2010. The school has not been inspected previously.

The school is larger than the average-sized primary school. The vast majority of pupils are of White British heritage and few pupils come from minority ethnic backgrounds. The proportion of pupils that is known to be eligible for free school meals is above average. The proportion of pupils with special educational needs is lower than that found in most schools. Most of these pupils have a moderate learning difficulty. The Early Years Foundation Stage consists of two Reception classes. There is a privately-run nursery onsite which was not visited during this inspection.

The school's work has recently been recognised by the Healthy School award. The proportion of pupils who attained the expected levels in both English and mathematics exceeded the government floor target for last year.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement</b>	<b>3</b>
<b>Teaching</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>
<b>Behaviour and safety</b>	<b>3</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- This satisfactory school has improved substantially in the last year. The new headteacher has brought much-needed stability following a period of turbulence in leadership. Improvements in the Early Years Foundation Stage, the quality of teaching and the curriculum have ensured that pupils enjoy school and take a keen interest in their learning. Consequently, they behave well in lessons and their attendance rates have risen to match those of other schools. These improvements have provided a secure foundation on which to build and tackle the significant underachievement that pre-dates the school.
- Pupils' attainment remains below average, but is rising steadily to be closer to the average. Attainment in English is higher than in mathematics because the actions taken to improve writing are more established. Pupils are regaining lost ground because there has been a marked improvement in the progress they make in lessons, although some unevenness remains because of variations in the quality of teaching. For example, pupils' good progress in upper Key Stage 2 and in the Early Years Foundation Stage is not matched in all year groups. Overall, pupils' achievement is satisfactory.
- The vast majority of pupils feel safe in school because of the effective care and support they receive. They have a good understanding of health issues and willingly take responsibility for their own behaviour. Incidents of poor behaviour are managed well and the school works closely with partner agencies to effectively meet the needs of those whose circumstances may make them vulnerable.
- The new headteacher, ably assisted by other leaders, has promptly grasped the issues. Ambition is high and determined action has been taken to raise

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standards and to improve the quality of teaching. Nevertheless, leaders do not use curriculum targets, plans for improvement and performance data in a cohesive way to ensure that lesson plans focus sharply on targeted pupils and leaders have easy access to key information to evaluate success.

Schools whose overall effectiveness is judged satisfactory, and where leadership and management are no better than satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils' progress, particularly in mathematics so that more pupils attain the levels expected for their age by:
  - ensuring that lesson plans focus on the pupils who need to make the most progress
  - grasping every opportunity to promote and model the key skills and vocabulary required
  - making greater use of success criteria while pupils are working so they have a better understanding of what they are expected to achieve within the lesson
  - ensure sufficient examples of children's mathematical thinking and previous learning are displayed to support their learning in lessons.
  
- Reduce the variability in teaching so that pupils make good progress across all year groups by:
  - ensuring the identified good features are firmly established in all lessons
  - using a greater range of questions to check pupils' understanding and adapt their work accordingly
  - providing regular opportunities for pupils to evaluate their own work and that of others to identify what needs to improve next.
  
- Ensure leaders at all levels fully utilise curriculum targets, plans for improvement and performance data in a cohesive approach to raise pupils' attainment and to evaluate the difference that actions have made.

## Main report

### Achievement

Observation of pupils' learning in lessons and their work in books confirms that the school has begun to address the legacy of underachievement. For example, children make good progress in the Early Years Foundation Stage and now leave with levels of development broadly in line with those expected. The focused teaching of early literacy and individual teaching for targeted pupils have ensured that pupils make satisfactory and improving progress in Key Stage 1. Nevertheless, in some lessons, staff miss opportunities to model and reinforce these important skills. The

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proportions of pupils, who reach the expected levels in mathematics, and to a lesser extent in English, are not as high as they should be. Pupils' attainment in reading by the age of six and when pupils leave the school are also below average.

Pupils enjoy learning in lessons because of the imaginative opportunities they are given to apply their skills and share their learning with a real audience. Examples include investigating a crime scene and living life as an Ancient Egyptian. In many lessons, pupils prosper because of the high challenge, high expectations and strong emphasis on learning key skills and important terminology. A noticeable example of this was seen in a Reception class where a child talked about a butterfly she had designed herself saying, 'It's symmetrical. That means it's the same on both sides.' These good features are not present in all lessons, which is one reason for the inconsistent progress of boys and girls. Another reason is because lesson plans are not sufficiently focused on those pupils who have the most to catch up.

Pupils with special educational needs and/or disabilities make satisfactory academic progress, but good progress in their wider personal development. This is because of the carefully-planned programmes of support including that provided by adults within lessons. The raised expectations in lessons and opportunities to extend learning through additional challenges mean that more able pupils also make satisfactory progress.

### **Behaviour and safety**

In lessons, pupils behave well, but their behaviour is satisfactory around the school and when teaching fails to stimulate. Incidents of poor behaviour have reduced since the introduction of a 'right choice plan' which provides clear guidance on expectations and consequences. A few parents and carers, who responded to the Ofsted questionnaire, expressed concerns regarding poor behaviour and bullying. Inspection evidence, including discussions with pupils, confirms that such incidents are rare and well managed by staff. The recent improvements in site safety have ensured that pupils feel secure and contributed to their adequate understanding of risk.

The school makes ample provision for pupils to develop their social skills and understanding of different cultures and faiths. In assemblies, pupils listen respectfully and with great interest to the beliefs of others. The new curriculum has made a strong contribution to pupils' appreciation of the arts and participation in sport. There are numerous opportunities for pupils to develop their understanding of different cultures, in the present day and from the past, through visits and themed days such as a recent one on the Tudors. Opportunities for pupils to consider and prepare for future choices and challenges are less developed.

### **Teaching**

Pupils are making greater progress than in the past because the quality of teaching has improved. The school's investment in staff training is reflected in teachers'

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confident subject knowledge and clear understanding of how lessons build on previous learning. An example of this was seen in a Year 5 literacy lesson on the use of literary techniques. In this lesson, pupils reviewed their previous learning and confidently identified the key features of a poem, such as similes, metaphors and personification. The class teacher skilfully drew on pupils' own work to illustrate the learning. However, questions are not always used effectively by teachers to deepen pupils' understanding. In classrooms, attractive and well-labelled 'working walls' record previous learning and are a source of reference for pupils, but there are limited examples of pupils' mathematical learning on display.

Teachers understand they are accountable for the progress pupils make. They make increasing use of assessment information to group pupils and ensure their comments in books provide pupils with guidance on how to improve their work, although there are insufficient opportunities for pupils to evaluate their own work and gain a better understanding of what is required to improve. Pupils know their targets in writing and, to a lesser extent, in mathematics. While they make good use of success criteria to evaluate their learning at the end of each lesson, insufficient use is made of these statements while they are working. Consequently, pupils do not always fully understand what they are expected to achieve within each lesson.

Weekly 'pre-learning' sessions build the confidence of targeted pupils in mathematics. Such pupils value the regular opportunities they are given to preview the learning using practical resources immediately before the lesson. These small group interventions have a number of benefits. They correct misunderstandings that may hinder pupils' progress in the subsequent lessons and give pupils the self-assurance to answer questions in class. Consequently, pupils are more attentive in lessons and behaviour has improved.

### **Early Years Foundation Stage**

Children make a strong start in the Early Years Foundation Stage as a result of the good teaching and rapidly improving provision. Secure routines and high-quality care ensure they settle quickly and make good progress. Children's interest and enthusiasm for learning are evident in the way children take turns and play cooperatively together. The well-resourced outdoor environment provides valuable opportunities for children to develop their skills across all areas of learning. A noticeable example was seen during an outdoor numeracy session where the children improved their hand-eye coordination and practised counting skills while playing with large skittles. In this session, the teacher grasped every opportunity to develop children's early counting skills and extend their understanding of number sequences by asking the children, 'What if we added one more?' This led to one child choosing to write down the number sequence from one to twenty.

The well-maintained 'learning diaries' provide adults with a detailed and informative record of each child's progress and the next steps for their learning. Assessment information is used effectively to ensure that support and teaching are precisely matched to individual children's needs. Nevertheless, the current system for

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assessing children's needs when the children join the school is based on end-of-year assessments and therefore makes it difficult for staff to monitor children's development against age-related norms. There are good systems in place to keep parents and carers informed, including workshops on how to help their children learn at home which are increasingly well attended.

## **Leadership and management**

Repeated changes in leadership resulted in a slow start on making the necessary changes to tackle significant historical weaknesses. The pace and extent of improvement has increased substantially in the last year. Leaders have set challenging targets, implemented focused plans for improvement and rigorously monitored the difference that actions have made. Nevertheless, the links between these initiatives are not sufficiently developed to ensure that all actions work cohesively together. In addition, leaders do not always have sufficient information to evaluate the success of actions taken to accelerate the progress of particular pupils. The recent trend of improvement and the short time that many middle leaders have been in post demonstrate satisfactory rather than good capacity for further improvement.

The new headteacher has successfully raised expectations and gained the confidence of the school community. Stakeholders talk positively about the improvements and express confidence in changes, such as the new curriculum, through regular feedback. Members of the newly-established leadership team are ambitious for change and play an increasing role in driving improvements. Self-evaluation is accurate and this has enabled the school to direct the external support it receives, including that provided by the local authority. The school's commitment to equality is evident in the trenchant action taken to improve attendance and reduce the achievement gap for those known to be eligible for free school meals. Active monitoring ensures the new governing body has an accurate view of the school's strengths and weakness. Consequently, members know the school well and have become more confident when operating as a 'critical friend'.

The school has increased the opportunities for parents and carers to be involved in their children's learning through homework tasks and 'applause' assemblies. Discussions with parents and carers and their questionnaire responses confirm they hold positive views on the school and recognise the recent improvements. The small number of negative comments and responses received were shared with the school and, where appropriate, are commented on in this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Tyndale 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	48	57	35	42	0	0	1	1
Q2 My child feels safe at school	55	65	27	32	2	2	0	0
Q3 The school helps my child to achieve as well as they can	47	56	36	43	1	1	0	0
Q4 The school meets my child’s particular needs	45	54	37	44	2	2	0	0
Q5 The school ensures my child is well looked after	50	60	31	37	3	4	0	0
Q6 Teaching at this school is good	51	61	32	38	1	1	0	0
Q7 There is a good standard of behaviour at this school	25	30	50	60	8	10	1	1
Q8 Lessons are not disrupted by bad behaviour	30	36	36	43	14	17	2	2
Q9 The school deals with any cases of bullying well	28	33	44	52	8	10	1	1
Q10 The school helps me to support my child’s learning	45	54	33	39	6	7	0	0
Q11 The school responds to my concerns and keeps me well informed	45	54	34	40	4	5	1	1
Q12 The school is well led and managed	52	62	26	31	3	4	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



24 June 2011

Dear Pupils

### **Inspection of Tyndale Primary School, Yate BS37 5EX**

Thank you for making us welcome when we came to inspect your school. I am sorry that we missed those that were visiting their secondary school or Durham Park. Thank you for completing the questionnaire and coming to talk to us. I would like to share with you what we have learned about your school.

Tyndale Primary is a satisfactory school. This means that some things are going well, but there are things that could be better. Here are some of the best things about the school.

- Your headteacher and other staff have worked hard to improve the school in a short time.
- Your lessons have improved because the work is interesting and makes you think carefully.
- The youngest of you do well because adults help you learn while playing.
- Your attendance has improved.

We have asked your headteacher and teachers to help more of you reach the expected levels for your age, particularly in mathematics. They will do this by ensuring that all your lessons are as good as the best ones. We have suggested that you should have additional opportunities to improve your work and that your work in mathematics should be displayed so that it can help you while you learn. We have also asked leaders in the school to improve the way they check whether their plans are making a difference to what you achieve.

You have a part to play by working hard and encouraging everybody to get better each day. I wish you every success in the future.

Yours sincerely

Ian Hancock  
Her Majesty's Inspector

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