

Tyndale Primary School

Tyndale Avenue, Yate, South Gloucestershire, BS37 5EX

Inspection dates 9–10 October 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement for all groups of pupils is improving rapidly, particularly in reading.
- From very low starting points, many pupils, including those whose circumstances make them vulnerable, are making better than expected progress.
- Teachers have high expectations and use a range of strategies to challenge pupils to achieve well.
- The strong leadership of the headteacher, other leaders and governors, has brought about marked improvements since the previous inspection.
- Pupils have good attitudes to learning. Their behaviour is good and they enjoy coming to school. Relationships positively encourage and support learning. Attendance is high and pupils feel safe at school.
- Teaching is monitored rigorously and the focus upon learning is a strength. Regular training for all staff, linked to school priorities, has improved performance over a sustained period and helped to accelerate pupils' progress.
- Parents and carers are very positive about the school and are encouraged to support their children's learning.

It is not yet an outstanding school because

- Although attainment is improving rapidly, particularly for the older pupils and in reading, it is still below average.
- Pupils' achievement in writing is not as strong as it is in reading and mathematics. The school has focused upon this area since the previous inspection and it is improving.

Information about this inspection

- Inspectors visited all classes and observed 16 lessons.
- They heard a sample of pupils read in Years 2 and 6 and talked to pupils to gather their opinions about their school on a tour of the school, to share their learning and the work that was displayed.
- They held meetings with senior and middle school leaders, representatives of the governing body and a local authority officer.
- Inspectors looked at a range of documents including the data about pupils' current progress, safeguarding records and the school improvement plan.
- They took into account the views of parents and carers through the on-line questionnaire (Parent View), informal discussions and the outcomes of surveys organised recently by the school.

Inspection team

Marianne Phillips, Lead inspector

Additional inspector

Jonathan Moore

Additional inspector

Lesley Vodaen

Additional inspector

Full report

Information about this school

- This is an average-sized primary school with the vast majority of pupils of White British heritage.
- The proportion of pupils known to be eligible for free school meals is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly larger than most schools nationally and has risen over the past year.
- The proportion of pupils supported at school action is below average.
- The present headteacher has been in post since 2011. Prior to his appointment there had been significant changes in leadership over a short period of time. There have been other changes in staffing since his appointment.
- The school meets the government's current floor standard which sets the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Provide pupils with more opportunities to write both in literacy lessons and in other parts of the curriculum in order to raise attainment by:
 - introducing a range of strategies to encourage spontaneous written responses
 - ensuring teachers focus upon more effective ways of matching writing tasks to the individual needs of pupils.
- Improve the quality of teaching from good to outstanding in order to accelerate pupils' progress by sharing the most effective practice more widely to support colleagues.

Inspection judgements

The achievement of pupils is good

- There has been significant and rapid improvement in reading across the school over the past two years as a result of the strong leadership of the school. Achievement in mathematics, particularly for girls in Key Stage 2, has also accelerated. This means that pupils are attaining at higher levels than was previously the case.
- Children's attainment on entering the school is significantly below age-related expectations and they make good progress by the time they leave the school at the end of Key Stage 2.
- Children in the Reception class had only been in school full time for two weeks. They are keen to learn and show a growing knowledge of phonics and signing. They are rapidly acquiring a bank of skills to help them progress with their learning in all areas.
- Pupils with special educational needs are supported very effectively by skilled teaching assistants. This enables them to make better than expected progress. For example, during the inspection, effective support helped them to focus successfully upon the requirements of persuasive writing.
- Pupils entitled to the pupil premium have been effectively supported by the funding of 'reading assistants', which has enabled them to make good progress not only in reading but the development of independent reading skills.
- Pupils of all ages say how much they enjoy reading and they are encouraged to read widely. A structured phonics scheme focussing upon letters and sounds that they make is another strategy used by the school that builds pupils' confidence and skills levels. This accelerates the progress made by all groups of pupils, particularly those judged to be more vulnerable. A similar scheme is also used by the receiving secondary school and is therefore helping with pupils' transition to their next stage of learning.
- Parents and carers are very positive about the way the school supports their children's learning. The phonics workshop, for example, on the second day of the inspection, was very well attended by parents and carers and is an example of the way in which the school works to encourage parents and carers to be partners in their children's learning.
- Writing has been a focus for the school since the previous inspection. Pupils write enthusiastically and enjoy writing. They share their ideas with their 'talk partners' and have a growing understanding of the requirements of different types of writing. As a result, progress is improving but achievement is not as strong as it is in reading and mathematics.

The quality of teaching is good

- All teachers focus upon the quality of learning and the outcomes for pupils through their planning. The leadership of teaching is very effective. It is driving the improvement in teaching across the school through rigorous monitoring and demonstrating excellent classroom practice. Pupil premium funding is used very well and the adult support it provides is making a positive difference in the way vulnerable pupils are learning.
- Pupils are made aware of their next steps in learning through effective marking. They are keen to share how this helps them improve. Pupils are encouraged to talk to their partners about their learning to ensure their work meets the teachers' high expectations.
- Teaching has improved significantly over the past two years through ongoing training, targets and support which have led to a growing level of skill. Teachers consistently use questioning to assess and review pupils' responses to the challenges they set and adapt their teaching to increase the level of challenge or support.
- Resources, such as the interactive whiteboards, are used consistently well to make teaching visual and interactive. This successfully engages all pupils, particularly those with special educational needs. This worked particularly well in a class where very young children were successfully applying their number skills to 'make ten'.
- Makaton signing is being used very effectively by teachers and teaching assistants to support pupils, particularly those who speak English as an additional language. Signing is

also supporting effectively pupils' learning of phonics to reinforce initial letter sounds, symbols and vocabulary being taught.

- Teachers creatively use 'real-life' challenges to make learning exciting. For example, the youngest children enthusiastically wrote a shopping list for their teacher and the oldest pupils successfully used persuasive writing to win a local competition set by the Wave Centre.
- Although pupils are making better progress in writing they are not always provided with sufficient opportunities to write for different purposes across the curriculum. Teachers do not always match writing activities to the wide range of needs or give opportunities for pupils to make spontaneous written responses.

The behaviour and safety of pupils is good

- Pupils have very positive attitudes to learning and keenly talk about 'their' school and what they like best, with pride. Their standard of behaviour has been transformed over the past three years and many parents and carers move their children to the school because of its positive reputation in the community.
- During discussions pupils were emphatic that 'we don't have bullying in this school'. They are aware of the different types of bullying, for example cyber-bullying, and are very clear about how to keep themselves safe. As a result they feel safe in school; a view echoed by their parents and carers.
- One of the pupils' favourite aspects of school is their friendships and the relationships they have with each other and the adults in the school. The behaviour logs kept by the school confirm this and show that behaviour is good, and getting better over time.
- Attendance has steadily improved over the past three years and is now well above average. Pupils are encouraged successfully through rewards to strive for 100% attendance. They enjoy school and learning and promptly return to their classes from break times.
- Pupils play well together and the school environment provides a rich source of experiences to engage their interests. The youngest children are effectively taught how to keep themselves safe, particularly on their outdoor equipment.

The leadership and management is good

- Leaders and managers, at all levels, display a passion and commitment to make their school better. They have achieved success in improving teaching over the past two years by tackling underperformance and striving for consistency across the school. This has resulted in accelerated progress and achievement for all pupils, particularly in reading and mathematics. The areas for improvement identified in the previous inspection have been addressed and the quality of monitoring undertaken by school leaders to drive attainment is now a strength of the school. This demonstrates a secure capacity for future improvement.
- The headteacher is very effective. His consistently high expectations, systematic approaches and whole-school structures have achieved stability and halted the uncertainty created through many changes in leadership before his appointment. Performance management is used well to target underperformance and utilise expertise, through effective coaching.
- Networking with other schools and local authority advisers is one approach that has been successful in raising the skill level of staff.
- School improvement planning is very focused and self-evaluation has consistently targeted the next steps to take to drive improvement over the past two years. Relationships in the school are supporting both adults and pupils. They are helping to narrow the gap in attainment, through accelerating the progress made by the pupils.
- The curriculum of the school is tailored to engage and interest the pupils by staff who know their pupils well. The social, moral, spiritual and cultural development of the pupils is good encouraging equality and tackling discrimination. Links with local Christian leaders have been established and the school prayer is a feature of their assemblies. Pupils are confident, articulate and socially integrated with a good understanding of right and wrong.

- The pupil premium funding is used very well to overcome barriers to learning for all pupils, but particularly the groups whose circumstances make them more vulnerable within the school. These pupils are making expected or accelerated progress in relation to their peers.
- **The governance of the school:**
 - is very knowledgeable about the school's strengths and areas for improvement and effectively challenges school leaders to address the latter
 - has been fully involved in supporting the headteacher in raising the standard of teaching over the past two years through successful appointments of staff
 - is committed to providing the school with a level of expertise that supports school improvement, through engaging with training
 - is effective in meeting its responsibilities, particularly with regards to safeguarding
 - is aspirational, wanting the school to be 'the best it can be'.

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	135783
Local authority	South Gloucestershire
Inspection number	406630

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

Type of school	All-through
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Karl Tomasin
Headteacher	Ross Newman
Date of previous school inspection	22–23 June 2011
Telephone number	01454 867180
Fax number	01454 867181
Email address	Tyndaleprimary.school@southglos.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

