

# Tyndale Community School

William Morris Close, Cowley Marsh, Oxford, OX4 2JX

**Inspection dates** 23–24 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The principal, trust and governors have created a harmonious school community where staff, parents, visitors and children feel welcomed and valued.
- Teaching is consistently good, so pupils achieve well. Teachers' plan highly engaging activities that capture pupils' natural curiosity and interests.
- The teaching of reading is highly effective. Pupils benefit from wide-ranging reading activities and make good progress.
- The most-able pupils are challenged well in their learning. They make good progress and achieve high standards.
- Arrangements for children starting school are excellent. They settle quickly and forge strong friendships across age groups.
- Work to support vulnerable families or those requiring additional support is comprehensive and of high quality.
- Children make good, and sometimes rapid, gains in their skills and understanding in early years. They demonstrate high levels of independence and self-motivation.
- Pupils feel safe and behave well. They say adults look after them and always help when needed.
- The school's Christian values of grace, love and fellowship underpin the school's high expectations for every pupil. Pupils' spiritual, moral, social and cultural understanding are promoted well.
- Governors and the trust are highly skilled and provide robust challenge and helpful support to leaders.

### It is not yet an outstanding school because

- Teachers' verbal feedback and questioning do not explore pupils' reasoning or understanding in sufficient depth.
- Pupils, including those who speak English as an additional language, have too few opportunities to write at length. Pupils make slower progress in writing than in reading or mathematics.
- Disadvantaged pupils are not catching up quickly enough with the standards achieved by their classmates.

## Information about this inspection

- The inspector observed 12 lessons or parts of lessons, seven of which were conducted jointly with senior leaders.
- The inspector heard some Year 1 pupils reading and discussed their reading progress with them. A meeting was held with a group of pupils in Year 1 and Reception.
- Meetings were held with the principal, assistant principal, other staff with significant responsibilities and four governors, including the Chair of the Governing Body.
- A meeting took place with two members of the trust, including the Executive Director.
- The inspector took account of 66 responses to Parent View, Ofsted's online questionnaire for parents, and 12 questionnaires returned by staff.
- The inspector looked at a number of documents, including the school's own information on pupils' current progress, teachers' planning, records of leaders' checks on the quality of teaching, records of behaviour and attendance, and documents relating to keeping pupils safe.

## Inspection team

Elizabeth Farr, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Tyndale Community School is an academy free school. It opened to pupils in September 2013. This is its first inspection.
- The school is part of the Chapel Street Community Schools Trust family of schools. Chapel Street is a Christian ethos charity.
- The school is housed in a former local social club with sports facilities.
- Tyndale Community School is a smaller-than-average-sized primary school, with four classes currently.
- The school has an admission number of 60 pupils and plans to expand, taking a new group of Reception-aged children each year. Currently, there are two age groups in the school, Reception and Year 1.
- The early years provision comprises of two Reception classes, which children attend on a full-time basis.
- The proportion of pupils from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language are above average.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for looked-after children and pupils known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school offers a breakfast and after-school club.
- The principal started in January 2013 as principal designate before the school opened.
- There are currently no statutory assessment test results by which to measure the school's performance against the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The assistant principal was seconded on a temporary basis and will leave at the end of term. A new assistant principal, currently the school's transition leader, has been appointed. A new part-time inclusion leader has been appointed and will start in September 2015.
- The school works closely with several local schools within the Oxford East Partnership.

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

- Improve the quality of teaching to outstanding and accelerate pupils' progress, particularly in writing, by:
  - ensuring that teachers' questions explore pupils' reasoning and understanding in sufficient depth
  - providing regular opportunities for pupils to write at length, particularly those who speak English as an additional language.
- Increase the impact of leadership and management by narrowing the attainment gap between disadvantaged pupils and other pupils in the school.

## Inspection judgements

### The leadership and management are good

- The principal, governors and members of Chapel Street Community Trust are ambitious and dedicated to establishing a highly effective school at the heart of its local community. The principal leads by example, modelling high expectations. She is steadfast in her commitment to ensuring that pupils learn and behave well. Parents feel welcomed and staff feel well supported. Consequently, the school is a welcoming and harmonious place that personifies the trust's mantra, 'It takes a community to raise a child'.
- Leaders accurately analyse the performance of the school. They gather comprehensive information and use it well to identify the right school improvement priorities. Action plans are detailed and of high quality. As a result, leaders have an accurate view of the school's strengths and next steps.
- The assistant principal provides very effective leadership of early years and inclusion. She has devised a useful training programme for staff and focused support for pupils with weak communication skills as a priority. Pupils have benefited from this thoughtful approach and many, including those who speak English as an additional language, make rapid gains in their communication skills.
- Leadership expertise, beyond senior roles, is developing well. For example, the transition leader has established very effective systems to ensure children get off to a good start when joining the school or starting a new class.
- Assessment information is gathered regularly and leaders make systematic checks on how well pupils are learning. Performance targets for teachers are suitably ambitious and linked appropriately to improving outcomes for pupils. Teachers have benefited from training to secure their understanding of the school's approaches to teaching and learning.
- Sport funding is used effectively. Pupils benefit from regular sports sessions and a multi-skills club with a qualified coach. More pupils participate regularly in sporting activities, which contribute soundly to their well-being.
- The curriculum is carefully organised and carried out using an approach to learning based around projects. Careful links are forged across subjects such as literacy and geography that deepen pupils' understanding of the world around them. For example, in a writing lesson, pupils were encouraged to develop their writing skills by constructing questions about local landmarks, including the Carfax Tower in Oxford.
- Leaders ensure disadvantaged pupils receive additional support and make good progress. Even so, leaders do not monitor the gap in attainment between these pupils and their classmates closely enough to ensure they achieve equally as well.
- Safeguarding is rigorous. This very strong aspect of the school's work underpins the school's good pastoral care for all pupils. Support is readily accessible to families, including through the school's popular 'flourishing families' programme.
- The school fosters good relationships between all of its pupils, and between pupils and staff. It promotes equality of opportunity and tackles any discrimination appropriately. However, leaders are aware that some pupils, including those who speak English as an additional language, are not developing their writing expertise as quickly as their skills in reading and mathematics.
- Support for families when their children begin school is particularly thorough. Forging positive relationships with parents at an early stage and helping children feel at ease with school life characterise the school's cohesive approach.
- Parents are overwhelmingly positive about the work of the school. They are effusive in their praise of leaders and staff, noting how quickly children settle and develop confidence in the adults who look after them. Attendance at special events, such as the termly 'exhibition of learning', is high.
- Pupils are well prepared for life in modern Britain. Pupils, from a young age, demonstrate a clear understanding of values like respect, tolerance and trust. Creating a cohesive community is at the heart of the school's work and pupils play their part very well.
- Regular visitors from the locality are welcomed into the school, making helpful contributions to enhancing pupils' spiritual, moral, social and cultural understanding. Adults from different faiths develop pupils' understanding of religious festivals. Pupils understand the school's values of grace, love and fellowship and exemplify these principles with day-to-day encouragement and support of one another.
- Governors ensure safeguarding procedures are robust and effective.
- **The governance of the school:**
  - Governors and the trust, united by their ambition to create a high performing school at the heart of the community, provide expert challenge. They discuss pupils' targets to ensure they are aspirational.

Governors have an accurate overview of how well pupils are learning. They understand how pupil premium funding contributes to the good progress made by disadvantaged pupils in the school. They are less sure of its impact on raising pupils' attainment and narrowing attainment gaps in attainment between these pupils and others.

- Governors have an accurate understanding of how well the school is performing, making good use of external views to inform their own judgements. The governing body and trust have ensured that arrangements to manage the performance of staff are securely in place. Governors know about the quality of teaching and how teacher performance links to pay. Key policies have been adopted appropriately and governors have instigated a timely review cycle.
- Members of the governing body and the trust are highly effective in their robust challenge and support for school leaders. They have a wide range of relevant skills that has contributed very successfully to addressing the challenges of establishing a new school. Governors forge positive relationships with parents, listening, welcoming and responding to their viewpoints. Consequently, levels of parental engagement and satisfaction are high. Governors have made notable contributions to improving the school; they ensure there is no complacency.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good.
- Pupils are attentive in lessons and show a high degree of independence and self-motivation. They confidently choose activities. Teachers are proficient at keeping an oversight, encouraging pupils to sustain their concentration and retain focus on the task in hand.
- Attendance is broadly average. Punctuality has improved recently, in part due to the completion of site works and the resulting easing of traffic congestion. However, despite high levels of support and regular reminders, a few pupils still arrive at school late.
- Adults supervise playtimes carefully and are quick to intervene if necessary. Disagreements between pupils are uncommon. Pupils play well together, ensuring everyone is included.
- Playtime space is limited. However, adults manage play areas well and pupils are happy and content. Welcome plans to expand play areas to include a school field are nearly complete.
- Lunchtimes are happy and sociable occasions. Pupils and teachers respect the high importance leaders place on spending time together. Adults and children chat sociably, enjoying one another's company beyond the classroom.
- Leaders track and analyse carefully any incidents of poor behaviour. Many pupils, as they develop a deeper understanding of the school's values, show improvements in their conduct over time.
- Pupils with behavioural difficulties are managed well. The school makes appropriate use of support services and professionals, including an educational psychologist.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- The safeguarding process fully meets statutory requirements. Policies and practices are up to date. The school is robust and timely in its checks that staff, including those from overseas, are suitable to work with children.
- Leaders have worked tirelessly to ensure the school buildings are safe, fit for purpose and meet their exacting high standards. Pupils' safety is the highest priority, and leaders' regular checks minimise risks, particularly as the buildings' use continues to evolve. Classrooms are safe, purposeful workspaces.
- Pupils understand how to keep themselves safe. They have first-hand opportunities to consider issues. For example, pupils in Reception classes have produced their own family safety films, including how to ride a bike safely and cross the road carefully.

## The quality of teaching is good

- Teachers are well supported when they join the school to adopt new ways of working quickly in line with leaders' expectations. Helpful coaching and support, particularly from the transition leader and assistant principal, have ensured teaching is consistently good.
- Teachers are adept at latching on to pupils' natural curiosity, planning appealing activities that promote

pupils' early reading, mathematical and writing skills effectively. For example, in an English lesson, pupils were eager to write instructions describing how to build a wormery. However, across the school, writing tasks do not always routinely encourage pupils to write at length.

- Teachers listen carefully to pupils and eagerly tap into their ideas when planning topics. In a recent Year 1 topic about dinosaurs, pupils were curious to learn more about fossils, so adults arranged a worthwhile visit to Oxford's Natural History Museum. Teachers' responsiveness means that pupils are highly motivated and excited by their learning.
- Teachers are reflective and keen to enhance their skills further by learning from each other and from professional development. They respond well to leaders' advice, making appropriate adjustments to their practice to ensure pupils learn well.
- Teachers' marking and feedback are effective. Pupils receive regular verbal feedback from all adults. The youngest pupils benefit from adults' well-timed reassurance and encouragement, completing activities competently. On occasion, adults miss opportunities to investigate pupils' understanding further or to challenge them to extend their ideas.
- Teaching assistants are adept at quickly spotting where additional support is required in whole-class sessions. Pupils, including those with special educational needs, display high levels of confidence in the adults who support them.
- Mathematics teaching is highly effective. Teachers skilfully foster an enjoyment of mathematics among pupils. Pupils talked animatedly to the inspector about their love of number and problem-solving activities. Consequently, many are working at levels above those expected for their age.
- Careful attention is given to meeting the needs of the most-able pupils. For example, as Reception-aged children begin to experiment with recording large numbers, activities are constructed to encourage an accurate understanding of the place-value system. Teachers' proficiency in identifying pupils' areas of strength ensures that the most-able pupils achieve well.
- The teaching of reading is very effective. The teaching of phonics (the sounds that letters represent) is systematic and pupils quickly develop a love of reading. Events such as the recent literacy week encourage pupils to develop a love of story.
- Home-learning opportunities are plentiful and of high quality. Pupils enjoy choosing tasks to complete with their families that support their learning in school. For example, after learning about aerial views in school, some pupils completed an aerial view of their homes and gardens to a high standard.

### **The achievement of pupils is good**

- Since the school's opening, standards have risen. Pupils achieve well and make good progress in reading, writing and mathematics.
- The knowledge and development of children at the end of Reception in 2014 were broadly average. From starting points below what is typical for their age, many children catch up quickly and achieve well. Higher proportions are on course to meet the standards expected at the end of Reception this year.
- Pupils make excellent progress in acquiring early reading skills. The curriculum provides rich opportunities to promote a love of reading, including weekly visits to a local library, special events such as 'stay and read' sessions with families and The Great Tyndale Book Swap. Pupils read confidently, using their decoding skills competently to read 'tricky' words.
- Pupils with special educational needs, including those with behavioural and emotional difficulties, are nurtured and encouraged to do their best. Well-judged activities, which cater effectively for individual needs, are provided routinely. Consequently, these pupils make good progress from their starting points.
- Pupils who speak English as an additional language make good progress in reading and mathematics. Progress with developing early writing skills is a little slower.
- Disadvantaged pupils make similar good progress to their classmates. However, at the end of Year 1, gaps between their attainment and that of their classmates have not yet started to close in all subjects.
- The majority of pupils are working at the level expected for their age. As pupils make good progress, more pupils are working at higher levels and achieving well. For example, in mathematics, the most-able children in Reception could confidently identify a range of three-dimensional shapes correctly, including cylinder and cube.
- In Year 1, pupils make good progress and many make more than expected progress in reading, writing and mathematics. Pupils enjoy learning and are keen to develop their skills rapidly.

**The early years provision is good**

- The majority of children make at least typical progress and many make rapid gains in their learning. Last year, the proportion of children who were ready for Year 1 at the end of Reception was similar to that found nationally. Current information shows that a greater proportion of children have the reading, writing and mathematical understanding typical for their age.
- Children who speak English as an additional language make excellent progress, and many make rapid gains in developing speaking and listening skills effectively. Classrooms are highly organised and provide many opportunities for children to develop their early language skills. Children are adept at reading labels, following written instructions or engaging readily with story books.
- Teaching is good. Teachers plan activities carefully, taking into account children's interests.
- The early years leader is determined to secure the best possible outcomes for all children. The provision, astutely shaped around the needs and interests of the children, meets their needs well. Leadership is of good quality.
- Children move from activity to activity sensibly because expectations of behaviour are high. Children are independent, demonstrating high levels of self-motivation. In a mathematics game, children were able to play by themselves, ensuring everyone had a turn, with no need for adult intervention.
- Parents are fully involved in their child's learning. They are highly supportive of the school's work and many make valued contributions to their child's 'learning journey' record.
- Arrangements for starting school are excellent and children settle quickly into school life. Adults make home visits to develop their knowledge of children's interest and backgrounds. Transition events for new starters enable children to become familiar with older pupils rapidly, building strong friendships. Rapport between age groups is enhanced by regular opportunities to meet, such as paired reading sessions or eating together at lunchtime.
- Indoor learning activities strike a good balance between tasks chosen by the children and those led by adults. Outdoor activities do not always provide such rich experiences across all areas of learning. Consequently, outdoor activities tend to be less successful at sustaining children's interest and involvement.
- Children demonstrate high levels of confidence and self-assurance, knowing adults keep them safe and will always help when needed.

## 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

<b>Unique reference number</b>	139777
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	450048

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Steve Jones
<b>Principal</b>	Miss Liz Russo
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01865 454000
<b>Email address</b>	info@tyndalecommunityschool.co.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

