

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



24 October 2018

Anne Harris
Tyndale Primary School
Tyndale Avenue
Yate
South Gloucestershire
BS37 5EX

Dear Mrs Harris

Special measures monitoring inspection of Tyndale Primary School

Following my visit to your school on 10 to 11 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in January 2018.

Having considered all the evidence, I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school's improvement/action plans are fit for purpose.

The school may appoint newly qualified teachers before the next monitoring inspection. However, you should ensure arrangements for the induction and support of these teachers are robust and monitored by the local authority.

I am copying this letter to the chair of the governing body, the interim executive headteacher, the regional schools commissioner and the director of children's services for South Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Andrew Lovett

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in January 2018.

- Quickly improve outcomes in reading, writing and mathematics by ensuring that:
 - a higher proportion of pupils at the end of each key stage reach expected and higher standards
 - teaching consistently accelerates progress for all pupils, including disadvantaged pupils and pupils who have SEN and/or disabilities, so that they catch up
 - teachers set challenging work for all pupils, particularly the most able pupils, so that they are supported to reach the highest possible standards.
- Improve teaching, learning and assessment in all subjects by ensuring that:
 - teachers develop their subject knowledge and use of assessment to provide work that is appropriately matched to pupils' needs so that they achieve well
 - teachers regularly intervene in learning and adapt teaching when necessary so that pupils are helped to make strong progress
 - teachers provide regular opportunities to develop and consolidate pupils' reading, writing and mathematics skills across the curriculum.
- Improve leadership and management by:
 - providing subject leaders with training to help them accurately monitor the quality of teaching so that they quickly take action when teaching needs to improve
 - implementing a focused strategy to develop and secure pupils' early reading and phonics skills so that they become confident and fluent readers
 - developing a broad and interesting curriculum that supports pupils to make good progress in all subjects
 - improving governors' oversight of teaching and the use of pupil premium and SEN funding so that they can rigorously hold school leaders to account for improving pupils' outcomes.
- Improve personal development, behaviour and welfare by ensuring that pupils are motivated to take care over their work and strive for higher standards of handwriting.
- Improve teaching in the early years by ensuring that teachers use their assessments of children's skills to plan work that increases the progress children make.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in

order to assess how this aspect of leadership and management may be improved.
The school may not appoint any newly qualified teachers.

Report on the first monitoring inspection on 10 October 2018 to 11 October 2018

Evidence

During this inspection, I visited lessons, together with senior leaders, and scrutinised pupils' books in order to monitor learning. I examined school documents and met with the acting headteacher, the interim executive headteacher, the chair of the governing body and a senior officer of the local authority. I met with the specialist leaders of education (SLE), who are working with the staff, and I met with a representative of the multi-academy trust, which is in negotiation to sponsor the school. I also met with middle leaders and a group of pupils.

Context

There have been major changes in staffing since the inspection in January 2018. The headteacher and five teachers have left the school, along with a number of teaching assistants. There have also been changes to the governing body. The chair and vice-chair are new in post. The deputy headteacher has stepped up into the role of acting headteacher. The local authority has worked with a local teaching school to strengthen leadership by appointing a part-time interim executive headteacher. The local authority has also supported the deployment of SLEs for English, mathematics and special educational needs. The governing body and local authority are now in negotiations with a multi-academy trust to sponsor the school, potentially in early 2019.

The effectiveness of leadership and management

The governing body and local authority acted promptly to secure the leadership of the school in the aftermath of the inspection in January. This has stabilised the school and it has given it a platform from which it can improve. The interim executive headteacher is an experienced leader who is well equipped to lead the improvements necessary in teaching, learning and assessment and so raise standards. She forms an effective partnership with the acting headteacher, who knows the school and its context very well.

The new leadership team has quickly got to grips with the key issues that are at the heart of the school's poor performance. Its self-evaluation is detailed and accurate. It has modified the school's existing improvement plans accordingly. There are robust systems in place for leaders to monitor improvements, and so decide on the next steps. This rigorous approach has been at the heart of the progress the school has made.

Leaders have handled the significant number of staffing changes well. Although parents and pupils remark on the number of changes of class teachers, they are aware that staffing is gradually becoming more stable and their children more

settled. However, some staffing issues remain. At a leadership level, the school's improvement is beginning to be affected by the lack of permanent appointments as the school moves from maintained to academy status.

Leaders have developed and implemented a range of classroom routines and strategies that are designed to raise expectations of both behaviour and achievement. As a result of these changes, the school is calm and orderly. Pupils generally focus on their work without interruption. Where pupils do disrupt the learning of others, teachers intervene effectively. Leaders have also implemented a range of teaching and learning strategies that they expect all teachers to implement. These are having a positive impact.

Currently, the school is reliant on the support of a SLE consultant to provide leadership of special educational needs (SEN). The quality of teaching of pupils who have SEN and/or disabilities is improving because of this work. However, capacity is very limited, and the support cannot be maintained in the long term. The long-term leadership of SEN is a significant issue for school leaders.

Middle leaders are new in post. Consequently, they have yet to make the impact that senior leaders anticipate they will have in the future. They are working alongside SLE consultants to raise standards in English and mathematics. They have made a good start, but work is at an early stage. Senior leaders know that if the school is to continue its recovery, the development of the school's own middle leaders must be a priority. The capacity of middle leaders to lead improvements in teaching, learning and assessment will be a focus for the next monitoring visit.

Governors have acted to improve their effectiveness in the light of the inspection findings. A review of governance will take place shortly. However, the governing body has not waited and has already begun to revise its ways of working. There is an increased scrutiny of leaders' actions. Governors are beginning to challenge leaders regarding standards and changes to teaching and learning.

Leaders have begun to address the ineffective use of pupil premium funding identified in the January inspection. An external review has been booked in but has not yet taken place. In the interim, leaders have reviewed the effectiveness of previous spending plans and have refocused them to provide a greater degree of support for disadvantaged pupils. It is too early for governors to evaluate the improvements.

Leaders have revised the curriculum to increase the level of challenge for all pupils. In English, expectations of what pupils should be learning have been raised and are now approaching those in other schools. In mathematics, a new approach has focused on ensuring that all pupils have a deep understanding of key concepts. Together, these developments are beginning to have a positive impact. However, these changes have not yet had the time to embed fully across the school.

Leaders are also revising the curriculum for other subjects. The focus is now on enquiring about key events or ideas. The intention is that teachers and pupils set their sights higher and really think deeply about a topic. However, at the moment, this is not implemented effectively and expectations have not been raised.

Leaders continue to ensure that pupils are kept safe. The positive safeguarding culture noted in the inspection remains strong. Systems are secure.

Quality of teaching, learning and assessment

Leaders and teachers, working with an SLE consultant, have made significant improvements in the teaching, learning and assessment of English. The greatest impact is in key stage 2. In these year groups, pupils are just beginning to reach standards similar to pupils in other schools. This is because teachers are identifying the next steps for pupils to achieve and pupils are responding well and striving to reach their targets. These higher standards are not yet secure nor embedded, but they are a sign of significant improvement. Teachers are also working with pupils to fill the gaps in their learning caused by previously poor teaching. This is having some positive effect, but it will take time before the damage is completely rectified.

Improvements in key stage 1 English are slower to take hold. The brisk sense of challenge found in key stage 2 is less evident in key stage 1. This is compounded by some ineffective teaching of phonics. Consequently, pupils are not making the progress with their early reading that they should. The progress that pupils make in key stage 1 will be a focus for the next monitoring visit.

Leaders and a consultant SLE have revised the school's approach to teaching mathematics. The intention is to focus on ensuring that pupils fully understand key ideas and can use them fluently in a range of situations. This is having a positive impact, particularly in key stage 2. However, not all teachers are yet sufficiently skilled, or confident with mathematics, to get the most from this approach. As a result, in some cases, only the most able pupils are getting enough opportunities to reason or to solve problems. The quality of teaching, learning and assessment of mathematics will be a focus of the next monitoring visit.

The school's approach to early years has been revised. Teachers are raising their expectations of children and the early signs are that children are responding well. The progress that children make in the early years will be a focus of a later visit.

Personal development, behaviour and welfare

Pupils generally behave well when they are settled with their class teacher. Some pupils, particularly those who face challenges in their lives beyond school, struggle to concentrate, but these are handled well by teachers. Teachers are supported well by leaders when dealing with challenging behaviour. Pupils behave less well when there are regular changes of teacher or when the quality of teaching is weaker. At

these times, pupils tend to become disengaged and a minority disrupt the learning of others.

Pupils are taking much more care in the presentation of their work than was noted in the inspection. Across all parts of the school, teachers set good expectations for presentation and pupils respond well.

Leaders are aware that currently many pupils are very dependent on teachers and have passive attitudes to learning. The changes they are making to the curriculum reflect an attempt to address this. However, there is some way to go before pupils are active and confident learners.

Outcomes for pupils

Pupils' outcomes in the 2018 key stages 1 and 2 assessments were well below the targets set. In key stage 1, reading and writing scores were weaker than in 2017. No pupils achieved greater depth in any subject. In key stage 2, reading and writing improved significantly. Mathematics results were marginally better.

Pupils currently in key stage 2 are beginning to reach higher standards. This is particularly so in writing. Mathematics is also beginning to improve but the pace of improvement is slower, especially around pupils' ability to reason and solve problems.

Standards in key stage 1 remain poor. In 2018, the proportion achieving the expected standard in the phonics screening check fell from four out of five to barely more than half. The standard of pupils currently in school is not significantly better. Improving the standard of phonics, and hence early reading, must be a priority for leaders if the school is to continue its recovery.

External support

The local authority acted rapidly to secure the leadership of the school in the aftermath of the inspection. It worked with governors and other partners, such as the local teaching school, to find an interim executive headteacher. Together, the partners devised and implemented a robust plan and supported it by deploying SLEs. Without this level of coordinated support, the school would have found it very difficult to begin to improve.

However, the school remains very dependent on external support, both at a senior and middle leadership level. And that support is temporary. Without a longer-term plan for leadership, further school improvement is in danger of grinding to a halt.