

Inspection of The Tynings School

Eastleigh Close, Staple Hill, South Gloucestershire BS16 4SG

Inspection dates: 27 and 28 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders' high expectations for pupils' academic and personal development underpin the school's curriculum. Through plans and the life of the school, leaders promote inclusion and respect for diversity. They have successfully prioritised pupils catching up on missed learning caused by the pandemic.

Parents are happy they chose this school. A typical comment that captures many is, 'The school has an incredibly warm and welcoming atmosphere.' Parents value the wide range of after-school activities which extend their children's interests. Pupils are proud of the school's sporting successes. Year 6 has recently returned from a successful residential visit.

Good behaviour is a consistent feature of lessons. Pupils take a pride in their work. Pupils say that the vast majority of pupils follow the school's expectations of kindness and respect. They are confident bullying is rare. However, the behaviour of a few older pupils can sometimes spoil lunchtimes for others. Leaders are tackling this.

Staff in the busy Reception classes get to know the children well. They encourage children to be independent and curious.

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

Leaders have revised the curriculum this year to further strengthen pupils' academic achievement. They equally intend to deepen pupils' understanding of the world they are growing into. Teachers and pupils are enthusiastic about the new curriculum model. Leaders know they have still to check if all parts of the curriculum are equally effective.

Children in the Reception classes and pupils across the school learn particularly well in art and physical education. Pupils' knowledge builds carefully step by step. In art, for example, pupils' sketchbooks show how knowledge of drawing, painting and artists develops across the school. By Year 6, pupils draw with confidence. There is a clear progression of knowledge in physical education. Children in the Reception classes show balance and control in their movements. Year 2 pupils can handle a racquet accurately to successfully strike a ball.

Pupils, including those with special educational needs and/or disabilities (SEND), are successful in these subjects. Teachers focus on the important knowledge which will help pupils to learn more. In a few subjects, including in the curriculum for the early years, the core knowledge is not yet planned specifically enough. Teachers then are not able to check that pupils have remembered all that they need to know. Vulnerable learners in particular sometimes struggle to retain new learning.

Pupils learn to read well and develop a love of reading. There is a real buzz in reading lessons. Pupils learn to read with expression and to understand the meaning

of what they read. Teachers recommend worthwhile books to pupils and parents. Families come into school to read with their children. Pupils love the prizes they have for reading widely.

Teachers make sure pupils know what they should about reading. Children in the Reception classes learn and practise reading with phonics. Across the school, teachers and skilled teaching assistants continue to develop pupils' phonics skills. This helps pupils with SEND and other vulnerable learners catch up.

The teaching of mathematics is also well understood by teachers. Teachers check that pupils understand new learning. In the Reception classes and key stage 1, teachers prioritise an understanding of number. This provides a firm foundation for pupils' future learning.

Leaders involve the school in the community. Pupils have 'adopted' and support the local park. Teachers display pupils' work in the library and nearby shops. Pupils are learning to be good citizens. They understand the school's values and how these relate to British values. Pupils learn about the importance of good and safe relationships. Children in the Reception classes learn how to 'build and fix' relationships in their 'We are builders' theme. Through the curriculum, teachers extend pupils' understanding of different cultures. For example, pupils carried out their own 'St Paul's Carnival'.

This is an inclusive school. The well-respected inclusion team is vigilant in ensuring the well-being of pupils with SEND. Leaders have prioritised pupils' mental health. Good pastoral care helps particularly those pupils who need support with their behaviour.

The staff team share a strong sense of purpose. They feel well supported by leaders professionally and personally. Governors make a significant contribution to the leadership of the school. They challenge leaders and challenge themselves to improve what the school offers to the community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. They make safeguarding checks on all adults who have access to pupils. Governors keep a robust oversight of safeguarding. Staff have up-to-date training, are vigilant and record any concerns promptly.

The inclusion team and family support worker provide direct help for families. Leaders work closely with a range of external agencies. They are confident to report concerns when needed.

Pupils have age-appropriate guidance on using the internet. They learn how to keep themselves safe when out and about in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Essential knowledge has not been identified clearly enough in a few subjects. Teachers are then not sure about what to prioritise. On occasions, plans are overloaded or activities do not promote secure learning. Leaders should ensure that all aspects of the curriculum, including for the early years, enable pupils to learn what they should.
- In some subjects, assessment is not yet fully linked to what pupils are expected to know. Teachers cannot then identify when pupils, particularly those who are vulnerable, have not understood or retained expected knowledge. Leaders should ensure that assessment builds a picture of what pupils know and what they need to learn next.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109034
Local authority	South Gloucestershire
Inspection number	10227356
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair of governing body	Bethan Monis
Headteacher	Lois Haydon
Website	www.thetynings.co.uk
Date of previous inspection	11 and 12 July 2018, under section 5 of the Education Act 2005

Information about this school

- Although pupil numbers on roll are lower than at the time of the previous inspection, pupils are still taught in single-aged classes. There are two classes for each year group.
- The school operates a breakfast club and an after-school club for pupils who attend the school.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders and subject leaders. An inspector met with the special educational needs coordinator and with leaders for the early years.

- The lead inspector met with a group of governors, including the chair and vice-chair of the governing body. She also met with representatives of the local authority. One meeting was face to face and one was online.
- Inspectors carried out deep dives into these subjects: reading, mathematics, science, geography and physical education. Inspectors also took account of pupils' learning in a range of other subjects.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector observed an adult reading with a group of Year 1 pupils.
- Inspectors reviewed a range of documentation, including the school's self-evaluation and the school development plan.
- Inspectors gathered the views of pupils about school life through discussion groups, including a meeting with the school council. They also spoke to and observed pupils across the lunchtime period.
- Inspectors discussed with leaders and staff how the school keeps pupils safe. They reviewed the school's records of recruitment checks.
- Inspectors considered 100 responses to the online questionnaire, Ofsted Parent View, including free-text comments. They took account of the views of staff through meetings with teachers and the staff survey.

Inspection team

Wendy Marriott, lead inspector	Ofsted Inspector
Emma Jelley	Ofsted Inspector
Hilary Goddard	Ofsted Inspector

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