

Inspection of Tyndale Primary School

Tyndale Avenue, Yate, South Gloucestershire BS37 5EX

Inspection dates: 19 and 20 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

The headteacher of this school is Katie Parkhouse. This school is part of the Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

Tyndale Primary is a school where everyone is welcome as part of the 'Tyndale Family'. Relationships between staff and pupils are strong. These are rooted in the school's ethos, based on values that include respect and ambition.

Staff have high expectations for all pupils. Pupils understand these and know why it is important to do their best. They enjoy sharing their learning with others and are curious about the world around them. Pupils are proud of the rewards they receive for making good choices about their work or behaviour.

Pupils are inquisitive and engaging. They know the school rules and behave well. Beyond the classroom, pupils socialise happily. They feel safe and know that a trusted adult will help them if they have any worries.

Pupils are proud of the responsibilities they hold. These include being eco-warriors and sports ambassadors. Pupils develop confidence and independence through such leadership positions. The school supports pupils to become active citizens in their community. For example, pupils participate in local journalism.

Pupils take part in a range of enrichment activities. These are carefully planned to support and build on areas of the curriculum. For example, pupils enjoyed their visit to an ancient fortress to further their knowledge in history.

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

The school, with support from the trust, has reviewed and developed the curriculum so that it is relevant and ambitious. It focuses on the important knowledge that pupils need to learn over time. Pupils revisit learning regularly and link this knowledge to new ideas and concepts. However, in some foundation subjects, the way the curriculum is taught is not best suited to exactly what it is that pupils need to learn. Where this is the case, pupils' understanding is not fully developed.

In many subjects, teachers check what pupils know and remember. Pupils who have fallen behind are supported to catch up and keep up. However, in some subjects, teachers' use of assessment is not fully developed. This means they do not always form an accurate picture of how successfully pupils learn the curriculum.

Children in Reception class make a strong start. The curriculum supports children to develop their understanding in all areas of learning. Staff provide rich opportunities for children to learn both inside the classroom and outside.

There is a sharp focus on reading. Although improvements to the reading curriculum have not yet had an impact on published outcomes in phonics, they are having an impact on how well current pupils learn to read. Children in the early years learn to read as soon as they start school and enjoy sharing books with staff. They learn letters and their corresponding sounds successfully. The books children read are well

matched to the letters and sounds they know. This helps them to extend their vocabulary and develop their pronunciation. Beyond phonics, pupils continue to develop their knowledge and skills through a carefully planned reading curriculum. Those pupils who need extra help with their reading get appropriate support. This means that they gain the knowledge and skills they need to become confident, fluent readers. Pupils develop a love of reading and enjoy a range of fiction and non-fiction books. Pupils relish the opportunity to share book recommendations with others.

Pupils with special educational needs and/or disabilities are well supported. Staff know pupils' needs well and carefully consider the support they require. The school works in partnership with parents and external agencies to secure this support. Staff adapt the curriculum to meet pupils' needs effectively.

There is a carefully planned curriculum to support pupils' broader development. Pupils are interested to learn about other cultures and faiths. For example, they visit places of worship, such as a mosque and Buddhist temple. Pupils demonstrate respect for other religions and cultures.

Pupils talk confidently about British values, such as democracy. For example, they make links between the democratic process and voting for school council ambassadors. Pupils have a strong sense of justice. They understand that discrimination is wrong and that everyone should be treated equally.

Pupils know how to look after their physical and mental health. They appreciate periods of reflection within the school day. They say these help them to relax and 'reset'. Pupils enjoy taking part in 'run a mile' and participate in sporting activities. They understand the need to eat well and keep active.

The school and the trust are committed to the mission to give 'every child the best chance of success.' All leaders and those responsible for governance assure themselves that the education that the school provides has a positive impact on all its pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school's approach to assessment is not fully developed. This means teachers do not always form an accurate picture of how successfully pupils have learned the curriculum. The school and the trust need to ensure that the use of assessment identifies exactly what pupils know and remember.

- In some foundation subjects, the way the curriculum is taught is not best suited to what it is that pupils need to learn. As a result, pupils' understanding is not fully developed. The school and the trust need to ensure that teaching supports pupils to learn important knowledge securely.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146956
Local authority	South Gloucestershire
Inspection number	10288235
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
Headteacher	Katie Parkhouse
Website	www.tyndaleprimaryschool.com
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Greenshaw Learning Trust in 2019.
- The school uses one alternative provider.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior officers and executive leaders from the multi-academy trust, including the chief executive officer and the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and history. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with senior staff about the curriculum and with pupils about their learning in other subjects.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Matthew Fletcher

His Majesty's Inspector

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