

The Tynings School

Inspection report

Unique Reference Number	109034
Local Authority	South Gloucestershire
Inspection number	337203
Inspection dates	20–21 October 2009
Reporting inspector	John Eadie

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Mrs Nicola Holmes and Mr Matt Green
Headteacher	Mr Ashley Yates
Date of previous school inspection	2 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with the co-chairs of governors, staff, pupils and parents. They observed the school's work, and looked at the school improvement plan, data showing pupils' progress, policies and procedures, in particular those related to safeguarding and health and safety. Questionnaires were returned by 54 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress that pupils are making in Years 1 and 2 and, particularly, whether girls are doing as well as boys
- whether standards of writing are improving and approaching the standards reached in reading
- whether progress is even throughout Years 3 to 6
- the effectiveness of assessment in helping pupils improve their work.

Information about the school

A very large majority of pupils at this average sized school are White British and almost all speak English as their home language. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has recently had its accreditation for the 'Schools for Health' award renewed. The headteacher and deputy headteacher have been in post since September 2009. The headteacher was previously deputy headteacher and acting headteacher from September 2008 to August 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The Tynings is a good school. It has a number of key strengths, several of which are concerned with pupils' personal development. For instance, their behaviour is outstanding. They show high levels of care and concern, helping and supporting each other very sensitively in class and around school. This is largely because of the excellent care and support they are shown by all adults. Pastoral care systems are extremely effective in ensuring that all can share in the good educational diet that the school has to offer. As a pupil typically said, 'You can rely on the teachers in a sticky situation, whether work or friendship'.

Pupils make a considerable contribution to the school and wider community, with groups such as the 'NOSH' team who take an active role in promoting health issues, the 'BUGS' group who encourage the use of bicycles, and the 'enviro-kids' doing really good work. Pupils are proud of their work on environmental issues, saying such things as, 'This is a very eco-friendly school.' Pupils are developing a clear set of personal values and were instrumental in formulating the school's mission statement. They have a very good insight into similarities and differences between their own and others' cultures, and pupils' spiritual, moral, social and cultural development is outstanding.

Pupils reach standards that are above average by the time they leave. They make good progress through the school due to good teaching. Data show that this progress is consistent through the school and that pupils in all year groups are on track to achieve challenging targets. Although boys did better than girls in the national assessments in Year 2 in 2008, there is no evidence to show that this is continuing and girls are generally doing as well as boys in all classes. The school has made a good start at addressing standards of writing and these improved significantly in the national tests for Year 6 in 2009. However, they are still some way behind those in reading, particularly in Years 1 and 2. Pupils' writing is often insufficiently lively as they do not read widely or base their writing on first-hand experiences.

Pupils are learning well in lessons, often because they find those lessons interesting and engaging and say such things as, 'Learning is fun at my school.' Levels of concentration are high and pupils generally work keenly. A good start has been made in using assessment to support pupils' learning. For instance, it is being used well to identify any pupils in danger of falling behind and put in place initiatives to help them catch up. These initiatives are then evaluated carefully to see if they are effective. Teachers have begun to make clear to pupils how they can improve their work and what they need to learn next. However, this is not consistent. In some classes, pupils know their learning targets and refer to them regularly, but they are not sufficiently involved in the process of checking their own progress.

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The new leadership team is settling in well, helped by the continuity of the headteacher knowing the school well. Very clear and appropriate plans for improvement have been made. These are based on a comprehensive analysis of performance data and rigorous monitoring of provision, which enable senior managers to know the school's strengths and weaknesses. Self-evaluation is good and enables the school to plan effectively for improvements. A good example of the effectiveness of this is the improvement in writing standards at the top of the school in 2009. Trends in the national tests have been upward in recent years and the provisional results for 2009 are the highest that the school has attained and almost all pupils reached the challenging targets set for them. Professional development for staff is a considerable strength of the school. All this indicates that the school is well placed to continue on the upward path.

What does the school need to do to improve further?

- Involve pupils more fully in understanding the progress they are making by:
 - ensuring that they know what skills and knowledge they have gained
 - setting them clear next steps in their learning
 - enabling them to monitor their progress in relation to these next steps
 - ensuring parents understand more clearly the progress their children are making.
- Raise standards in writing, particularly in Years 1 and 2, by:
 - widening the scope of pupils' reading
 - broadening the range of their first-hand experiences to inspire their writing.

Outcomes for individuals and groups of pupils**2**

Pupils are keenly engaged in their learning. For instance, in a Year 3 science lesson, they were fully involved in experimenting to see whether the size of the 'crater' (in the sand tray) depended on the height from which their 'meteorite' (marble) was dropped. In a Year 4 mathematics lesson, humour was used well to challenge and engage the pupils, who enjoyed the variety planned into the lesson and worked very keenly. Children in Reception were captivated by a 'sing-up' activity at the start of their session, in which they were enthusiastically involved. Pupils in Year 6 are engaged in a project covering many subjects and they worked extremely enthusiastically and successfully when writing the conclusions to their stories about a witch.

Children start at the school with levels of skills and knowledge significantly below those expected. They make good progress in the Reception class but are still at below average levels by the end of this year. Good progress continues through Years 1 and 2 and, by the end of Year 2, standards are broadly average. By the time they leave, pupils reach well above average standards in English, mathematics and science and have made good progress through Years 3 to 6. Pupils who have special educational needs and/or disabilities make the same progress as their classmates as they are set clear targets for

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their learning and are supported well. The more able pupils also make the same progress, as they are often given levels of challenge appropriate to their abilities.

Pupils spoken to, and those who completed questionnaires, were confident that they are safe in school. They and their parents are also impressed with how they are helped to lead healthy lifestyles. The school is very successful in local sporting competitions and a good number of pupils take part in activities in school. This is supported well by a team of 'Huffers and Puffers', who are pupils trained to lead activities for younger pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school is working hard to raise standards of teaching still further. Teaching is uniformly good and teachers show good skills, particularly in the way that they use questioning to enhance understanding. They also use paired and group discussions well to enable pupils to consolidate their learning. Just occasionally, teachers talk for too long and give too much guidance. This delays pupils getting on with their tasks and does not allow for sufficient independence in learning.

The school has adapted its curriculum well, involving pupils and parents in the process.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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It is still being refined and it is too soon to note any marked improvements in learning. The curriculum is broad and pupils have a wide range of experiences. For instance, they were involved in a major production of 'Carmina Burana' in a concert hall in Bristol and pupils have given presentations in French to university lecturers and headteachers. Procedures and policies concerned with the pastoral care for pupils are extremely thorough. These are at the heart of the school's ethos and are translated into an exceptionally caring and compassionate approach. All pupils are supported exceptionally well and their individual needs and circumstances are very well known by all adults. The good links with parents and other agencies ensure that this support is extended to families. As one parent typically said, 'The whole family felt welcomed when our child started school.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

An ethos of shared accountability has resulted in a joint commitment to improvement, involving both staff and governors. Although a number of governors are new to their role, they know the school well and support and challenge well.

There are a number of effective partnerships that enhance the pupils' learning. For example, the local cluster of primary schools has set up a programme of events for gifted and talented pupils from the various schools to offer additional challenge for these pupils. Expertise in science from a local secondary school is used well to enhance provision in this subject. Partnerships with parents are also strong and a significant number come into school regularly to help in classrooms.

At the time of the inspection, the headteacher and governors met all statutory requirements regarding safeguarding. Training for all staff is regular and checks on staff are rigorous. All other health and safety checks are comprehensive, though not all these records are kept centrally. Outside agencies are used well, when necessary, to advise and support.

Equality of opportunity is very much at the heart of the school's ethos and it says much that the school is a harmonious and happy place for all pupils, no matter what their background. The performance of all groups, however small, is monitored carefully. Cultures represented in the school and wider community are celebrated and pupils are developing a good knowledge of diversity. This demonstrates the success of the school in promoting community cohesion. A key element of this is the 'our city, our country'

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project week.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress during their time in the Reception class. Despite this, standards by the time they start in Year 1 are below average, particularly in their social and emotional development and in their early writing skills. They make good progress because a good range of purposeful activities is organised for them and because adults have good knowledge of how young children learn. For instance, during activities that children choose for themselves, adults were using questioning well to encourage children to respond in full sentences. As a result, the children were extending their vocabulary well.

Children play well independently and are interested and motivated. They feel safe and are already building an understanding of healthy lifestyles. There is good quality planning and good teamwork among the adults, who are deployed well to promote the children's learning. Assessments based on close observation are used well to meet children's needs and set their next steps in learning, though these are not always readily accessible to all adults. There are good induction procedures so that children feel comfortable and secure when they start school and good relationships are built with parents even before their children start school. Although the leader is new in post, her predecessor is still on the staff and she has been instrumental in ensuring the change of leadership is smooth. There is a common sense of purpose between adults. Although leaders have good knowledge of strengths and areas for improvement, formal systems of self-evaluation are at an early stage of development.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are very positive about the school. The school carries out an annual survey of parents' views and acts on any areas of concern expressed by parents. The success of this can be seen in the increasingly positive results from these surveys. No significant concerns were expressed on the questionnaire completed as part of the inspection.

Many parents made very positive comments such as, 'Staff are very caring, approachable and friendly.' and 'My children are happy to go to school every day, they feel valued, safe and welcome.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Tynings School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	70	14	26	2	4	0	0
The school keeps my child safe	36	67	18	33	0	0	0	0
The school informs me about my child's progress	25	46	24	44	4	7	0	0
My child is making enough progress at this school	19	35	30	56	4	7	0	0
The teaching is good at this school	25	46	27	50	2	4	0	0
The school helps me to support my child's learning	25	46	23	43	5	9	0	0
The school helps my child to have a healthy lifestyle	36	67	17	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	43	24	44	1	2	1	2
The school meets my child's particular needs	24	44	26	48	3	6	0	0
The school deals effectively with unacceptable behaviour	19	32	27	50	5	9	0	0
The school takes account of my suggestions and concerns	21	39	29	54	1	2	0	0
The school is led and managed effectively	33	61	20	37	1	2	0	0
Overall, I am happy with my child's experience at this school	32	59	20	37	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils

Inspection of The Tynings School, Staple Hill, Bristol, BS16 4SG

Thank you so much for welcoming us so warmly to your school recently. We really enjoyed our time with you and hearing how proud you are of your school and how much you enjoy it. We thought that you behave exceptionally well. You do a great deal to help the school run smoothly and have also worked very hard to make improvements in your local community. You care for each other extremely well and this is largely because all the adults in school look after you exceptionally well. You think deeply about your place in the world and how you can care for it. For instance, we were very impressed with your work on environmental issues and you told us how proud you are that your school is eco-friendly.

You are making good progress and reach standards that are much higher than those found in most primary schools by the time you leave. This is because you are being taught well. We were impressed with how hard you work and how keen you are in lessons. You told us that you enjoy your lessons and we are not surprised as your teachers have planned many interesting things for you to learn. Your headteacher, teachers and governors have good plans to make your school even better.

There are two things that we have asked your school to improve.

- A number of you, on your questionnaires, told us that you do not really know how well you are doing. We agree and think that your teachers could do more to tell you what you have already learnt and what you need to learn next. We also think that this would help you to be able to check how well you are doing and share this with your parents.
- Your writing is not as good as your reading and we think you need to read more widely and use experiences that you have had to help you to write in a more interesting and lively style.

Thank you once again and I am sure that you will help by continuing to work hard.

Best wishes

Yours faithfully

John D Eadie

Lead inspector

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