

The Tynings School

Eastleigh Close, Staple Hill, South Gloucestershire BS16 4SG

Inspection dates

11–12 July 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching is not consistently good across the school. Recent improvements have yet to be consolidated across year groups.
- Teaching, over time, has not supported pupils to make good progress, particularly in writing and mathematics. As a result, by the end of Year 6, fewer pupils reach the expected standards for their age than pupils nationally.
- The school's planned curriculum does not enable pupils to develop the skills they learn in English and mathematics in other subject areas, such as science or geography. Teachers' expectations of pupils' work across the curriculum are too low.
- The curriculum organisation does not allow pupils to consolidate or build upon their previous learning of a topic. This is particularly so in science.
- Boys do not make good progress across the school, particularly in writing. Boys' handwriting and presentation are often poor.
- Middle leaders in English and mathematics have not ensured that improvements in teaching, learning and assessment have been successful across the school.

The school has the following strengths

- Leaders, including governors, accurately understand the school's effectiveness. Although it is not yet consistently good, leaders' and governors' actions are steadily improving the quality of teaching.
- The most able pupils are being provided with greater challenge, particularly in reading and writing.
- Children make a good start to their education in the early years.
- Pupils behave well at school. They have a clear understanding of the school's expectations of their behaviour. Pupils are polite to each other and to staff.
- Pupils' attendance is good. The attendance of disadvantaged pupils is close to that of other pupils in the school and is continuing to improve.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good by:
 - ensuring that teachers plan learning that is closely matched to the needs of pupils, particularly in mathematics and for boys in writing
 - making sure that teaching across the curriculum enables pupils to develop their English and mathematics knowledge, skills and understanding.
- Improve the impact of leadership and management on the standards pupils achieve and the progress they make by:
 - ensuring that middle leaders contribute effectively to improving the quality of teaching in their subject areas
 - making sure that the curriculum enables pupils to build knowledge and skills systematically in subjects such as science.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders appointed since the previous inspection have guided the school skilfully through a period of intense challenge over the last two years. Leaders, and in particular the school's acting headteacher at the time, have been successful in securing the confidence of the school community by demonstrating their openness, honesty and integrity.
- Leaders, including governors, have taken action to improve the quality of teaching, increasingly holding teachers to account for the progress pupils make in their classes. However, teaching is not yet consistently good across the school. As a result, the standards that pupils reach by the end of Year 6 are not yet good.
- The current curriculum does not give pupils opportunities to build on the skills, knowledge and understanding that they are increasingly gaining in English and mathematics. A review of the curriculum has been undertaken and, as a result, a 'Year of Adventure' is planned to develop the curriculum further from September. The training that leaders have provided to staff has generated enthusiasm among staff for these developments.
- Middle leaders of English and mathematics have a secure knowledge of the quality of teaching in their subjects. However, they have not been successful in ensuring that new approaches are consistently and effectively implemented by teachers. As a result, pupils have not made the progress that they should, particularly in mathematics. A restructuring of leadership is leading to the development of English and mathematics leadership teams and phase leaders for each key stage.
- The new headteacher has high aspirations for pupils and staff. She has ensured that governors, staff, parents and carers share a common vision for the future of the school. The headteacher, the deputy headteacher and governors know clearly what the school needs to do to improve. Their plans are detailed and timely. Governors monitor these carefully to check the impact of their actions. This work is supporting the school's continued improvement.
- The physical education and sport premium has been well spent, in particular to increase the participation in physical activity of pupils who previously did not take part in sporting activities. This has been achieved through offering a different range of clubs, such as lacrosse and badminton.
- Leaders ensure that the additional funding for disadvantaged pupils is used effectively. Leaders monitor the progress of disadvantaged pupils carefully. Interventions and support are adjusted in response to their effectiveness. As a result, the differences in progress between disadvantaged pupils and other pupils nationally are diminishing.
- The early years is well led. Leaders ensure that practice is improving. For example, there are improved transition arrangements for children as they move into Year 1.
- Many pupils who have special educational needs (SEN) and/or disabilities make good progress because teachers and teaching assistants match their teaching to these pupils' needs well. However, leaders of special educational needs do not yet make enough use of the school's new assessment programmes to determine accurately the

progress these pupils make over time.

- The local authority has provided effective support for leaders. However, sometimes, the support provided for English and mathematics has caused leaders to form an over-optimistic view of their effectiveness in their subjects. More recent local authority reviews, in conjunction with the new headteacher, confirm an accurate reflection of the school's effectiveness.
- Pupils' social, moral, spiritual and cultural development is encouraged successfully by a range of visitors to the school and by close links to the local community, such as with the local church. Teaching and learning support the development of British values so that pupils are well prepared to live in modern Britain.

Governance of the school

- Governors are knowledgeable about the school. They have provided valuable support for leaders over the last two years. They challenge leaders robustly. For example, they check regularly pupils' progress in mathematics and the progress of disadvantaged pupils.
- Together with senior leaders, governors are focused on improving the quality of teaching and pupils' progress. Their evaluation of the school's strengths and areas for development is accurate. They contribute to and carefully monitor the school's action plans on a regular basis. They are actively involved in setting performance targets for the headteacher, closely linked to the school's improvement priorities.
- Governors visit the school regularly. They analyse the views of pupils, parents and staff expressed through surveys. This helps them to validate the information they receive from leaders.
- Governors evaluate their own practice and suggest improvements. For example, they are adding further to the induction that new governors receive. They make sure that their training, such as that on the 'Prevent' duty, is up to date. They understand their responsibility to protect pupils from radicalisation and extremism.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding procedures and practices are thorough. Pupils say that they feel safe at school. Their parents strongly agree. Pupils are sure who to turn to if they have a worry or concern. Pupils told inspectors that adults listen to them. Displays and posters around the school make it clear to pupils, and adults, who they can approach. These messages are reinforced regularly at a whole-school level, for example in assemblies.
- Leaders make sure that training in safeguarding is regular and up to date. This training extends to all adults working on the school site and to governors. Leaders check to see that adults understand the training that they receive. As a result, staff know what to do if they have a worry about a pupil's welfare or if they have a concern about an adult's conduct.
- Governors play a key role in monitoring the effectiveness of safeguarding. The safeguarding lead governor brings his professional experience to his role and challenges leaders regularly and robustly on the progress of the annual audit and

action plan.

- The procedures for the safe recruitment of staff are appropriate. New staff receive a thorough induction process in which safeguarding plays a key part. However, at the time of the inspection, inspectors noticed inconsistencies in the recording of some information. Leaders immediately took steps to correct this, demonstrating that they take prompt action if matters are brought to their attention.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good across the school. The good practice observed, particularly in the early years and in Years 5 and 6, has yet to be consolidated across other year groups.
- Over time, teaching has not enabled pupils to make good progress, particularly in writing and mathematics. At times, this is because the planned sequences of learning do not enable pupils to make the progress of which they are capable. As a result, pupils, particularly the most able, have made slower progress than they should. Recent changes to the programmes of study and the increased expectations of leaders are ensuring that the progress of current pupils, including the most able pupils, is improving.
- Teaching has not developed boys' writing sufficiently. Boys' handwriting and presentation are often poor. This begins in the Reception class, where fewer activities are available to physically support boys in their early writing skills.
- Teachers' chosen selection of books that will interest boys is having a positive effect on the range and quality of boys' writing. However, pupils sometimes become frustrated when they want, and are ready, to write but are unable to capture their ideas in writing as they have to wait for their peers and teachers. This slows the development of their skills and stamina when writing.
- Leaders' actions to change the approach to the teaching of mathematics, for example to increase pupils' fluency in calculation and their ability to reason, have been too slow. Although there are improvements in current pupils' progress, particularly in Years 4 and 5, these are not yet reflected in results at the end of Year 6.
- Reading is well taught. High-quality books help improve pupils' reading skills and enjoyment of texts. Pupils confidently use their phonics knowledge to work out unfamiliar words. A team of reading assistants helps ensure that pupils, particularly those vulnerable to underachievement, read regularly to an adult in school.
- Teaching across the curriculum does not encourage pupils to build on the new skills they are learning in English and mathematics effectively. For example, there are few activities where pupils can develop their skills and understanding further in other subjects. In science, learning jumps from one topic to another with little cohesion or clear planning of progression of skills.
- Teachers' planning in English and mathematics has improved as a result of the training they have received. They provide work which is more closely matched to pupils' abilities. However, in other subjects, teachers' planning does not take sufficient account of pupils' different starting points and their previous learning.
- Teaching assistants provide valuable support for pupils. They achieve an effective

balance between supporting pupils and encouraging them to use the skills they are learning independently.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured learners. Pupils of all ages were keen to explain their learning to inspectors. They want to do well and almost all are keen to improve their work. Pupils explained clearly the role of the school's values, such as resilience, in helping them learn more effectively.
- Pupils feel strongly that their voices and opinions are heard at school. They are confident that adults will listen to them. For example, pupils told inspectors how changes were made to lunchtime routines in response to their feedback to school leaders.
- Leaders consider carefully the well-being needs of different groups of pupils. Leaders work closely with a range of external agencies to support pupils' personal and emotional needs well. Parents appreciate the support that they and their children receive from the school, in particular from the family welfare officer.
- Very few pupils express concerns about bullying. Pupils are clear about what to do if they have a concern and they are confident that staff will deal with bullying effectively if it does happen.
- Provision for pupils' social, moral, spiritual and cultural development is good. Through a wide range of activities, pupils learn to become active members of their community. Pupils are accepting of the views and needs of others. There are few racist or homophobic comments.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to visitors and respectful of adults and each other. The school is calm and orderly. For example, pupils walk down corridors calmly and come into school and settle to their learning quickly in the morning. Pupils understand and appreciate the new behaviour ladder. They say it motivates them to behave better because they can move up the ladder when they improve their behaviour.
- In lessons, pupils demonstrate positive attitudes to their learning and want to do better. They work well together, for example in pairs, small groups and as whole classes.
- At breaktimes and lunchtimes, pupils support each other and clearly enjoy the range of activities available in the large outdoor spaces.
- Leaders carefully record and monitor behaviour. An electronic recording system is used by all staff. This helps leaders to gather information on pupils' behaviour. However, it is not yet used effectively to identify trends in behaviour incidents over time.
- Leaders make their high expectations known to staff and pupils. The school follows up

any incidents of poor behaviour with pupils and parents. As a result of strategies the school has put in place, pupils who were previously excluded or at risk of exclusion have substantially improved their behaviour. A small minority of pupils with challenging behaviour in one year group are being managed well.

- Pupils' enjoyment of school is reflected in their good attendance. The rate of attendance is consistently above the national average. The attendance of disadvantaged pupils is rising. Leaders identify quickly those pupils who are vulnerable to poor attendance. Leaders' swift intervention ensures that these pupils' attendance improves and results in fewer pupils being persistently absent.

Outcomes for pupils

Requires improvement

- In 2016 and 2017, too few pupils reached the expected standard for their age in reading, writing and mathematics. Few pupils reached a higher than expected standard. Indicative results for 2018, and pupils' work, show that standards in reading and writing have risen considerably this year, but they are still below national averages.
- Standards in mathematics do not show a similar improvement. The proportion of pupils reaching the expected standard for their age has dropped since 2016. In addition, not enough pupils in key stage 2 make good progress in mathematics from their starting points by the end of Year 6.
- The most able pupils are being challenged more effectively and so their progress is increasing, particularly in Years 5 and 6. Scrutiny of their work shows that these pupils make good progress from their starting points, particularly in reading and writing.
- Fewer boys than girls reach the expected standards for their age at Year 2 and Year 6, particularly in writing.
- The progress of disadvantaged pupils currently in the school is improving. Teachers provide extra help for these pupils and so disadvantaged pupils in key stage 1 now have a secure foundation of skills that they can build on in key stage 2.
- Many pupils who have SEN and/or disabilities make good progress. Teaching assistants provide skilful support to these pupils, including those with hearing, visual and physical needs. Some pupils who have SEN and/or disabilities make strong progress because teaching and the curriculum are well adapted to their needs. However, the progress of a few pupils is less carefully tracked and, as a result, their provision is not as closely matched to their needs.
- At the end of Year 2, the proportion of pupils reaching the expected standard has increased since 2016 and is at or above national averages in reading, writing and mathematics. The proportions of pupils reaching a greater depth of understanding are increasing and are above national averages in reading, writing and mathematics.
- The teaching of phonics is improving. The proportion of pupils reaching the expected standard in the Year 1 phonics screening check is rising and is now in line with Year 1 pupils nationally.
- Pupils receive a good start to their education in the early years. The proportion reaching a good level of development at the end of their Reception Year is consistently above the national average and continues to rise.

Early years provision

Good

- Children enter the early years with skills and attributes broadly typical for their age. By the time they leave their Reception Year, the proportion of children reaching a good level of development is consistently above the national average.
- Teaching in the early years is effective. Teachers plan and provide an interesting curriculum. They make effective use of inside and outside spaces to develop children's skills. Additional adults help children's learning well, particularly in their support for children who have additional learning needs.
- Leaders have ensured that the teaching of phonics has improved. Children use their phonics knowledge to develop their early reading and writing skills well. However, boys' early handwriting skills are not good enough, which means that they need to catch up in Year 1.
- Children have positive attitudes to learning and eagerly share their learning with visitors and each other. Their behaviour in and around the indoor and outdoor classrooms is calm and confident. They know classroom routines and school expectations of behaviour well.
- Safeguarding in the early years is effective. Staff know their roles and responsibilities and report concerns swiftly. Safeguarding training is up to date. Parents appreciate the support given by the school to help their children feel safe and develop well. They feel staff listen to and respond to any concerns they have.
- The school's procedures make sure that children's transition into the early years is effective and valued by parents. For example, during the inspection, new children joining the Reception class in September were enjoying lunchtime in the school hall with their parents. Parents commented that their children are already part of the school.
- Parents contribute to the assessment of their children's learning through meetings with staff and through requests for specific information from teachers. Parents are confident that their children thrive in the early years.

School details

Unique reference number	109034
Local authority	South Gloucestershire
Inspection number	10048056

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Sarah Warren
Headteacher	Lois Haydon
Telephone number	01454 866525
Website	www.thetynings.co.uk
Email address	thetynings@sgmail.org.uk
Date of previous inspection	30 April–1 May 2015

Information about this school

- The Tynings Primary School is slightly larger than most primary schools.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is much lower than the national average.
- The proportion of pupils eligible for the additional pupil premium funding is just below the national average.
- The proportion of pupils at the school who have SEN and/or disabilities is just above average.
- The school is above the government's current floor standards for schools.
- A serious incident that occurred at the school since the last inspection has been investigated by the appropriate authorities and is now closed. Ofsted does not have the power to investigate incidents of this kind. The school's provision for the welfare of pupils and the effectiveness of its work to keep pupils safe has been inspected against the regulations currently in place.

Information about this inspection

- Inspectors visited classes across the school, many together with the headteacher or deputy headteacher. Inspectors talked to pupils about their learning and looked at their work with them in a range of subjects.
- The inspection team observed and talked with pupils during breaktimes and lunchtimes and as they moved around the school. They met formally with a group of pupils to gather their views and listened to pupils read.
- Meetings were held with school leaders, governors and a local authority representative. An inspector met with a group of staff to gather their views and considered the 33 responses to the staff online survey. Inspectors looked at the school's documents and procedures, including information about current pupils' progress and records of the monitoring of teaching and learning.
- Inspectors examined the school's policies and procedures concerning safeguarding, including a check of the school's single central record and systems concerning the recruitment of staff. Inspectors met with leaders, including governors, responsible for safeguarding and spoke with staff and pupils about their understanding of how to keep pupils safe.
- Inspectors took into account the 124 responses to Ofsted's online survey, Parent View, and a letter from a parent. The inspection team spoke with parents at the start and end of the day and in the lunch hall on a lunch 'taster session' with their children.

Inspection team

Sarah O'Donnell, lead inspector	Ofsted Inspector
Liz Jenkins	Ofsted Inspector
Steph Matthews	Ofsted Inspector

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