

William Tyndale Primary School

Upper Street, Islington, London, N1 2GG

Inspection dates

20–21 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- All pupils' progress in English and mathematics is outstanding including that of those with English as an additional language and those from minority ethnic backgrounds. Progress in reading is very strong. Standards at the end of Year 2 and Year 6 are well above the national average.
- Much of the teaching is outstanding and it is never less than good. Lessons are well planned and delivered and pupils' work is very carefully assessed. Pupils understand their current progress and how to improve.
- Behaviour is outstanding. Pupils always come to lessons ready to learn. They enjoy the learning challenges provided and work together well. Relationships are excellent and they feel very safe and looked after at school.
- The school provides very high-quality support for disabled pupils, those with special educational needs and the pupils entitled to free school meals. This allows them to make excellent progress.
- Opportunities for social, moral, spiritual and cultural development are excellent. Pupils are able to fully explore cultural and spiritual themes through their learning. They display excellent social skills and have a very clear understanding of right and wrong.
- The breakfast club helps to ensure that the pupils' day starts well and a variety of after-school clubs gives them a good opportunity to extend their learning.
- The leadership of the school is outstanding. The headteacher, senior staff and other leaders are very effective in making sure teaching and all pupils' progress is outstanding. Middle leaders are well supported in carrying out their responsibilities.
- The governing body is very effective in supporting and making checks on the school's work. Governors know the school well and use a very effective range of skills to make sure the progress of pupils is of a very high quality.

Information about this inspection

- Inspectors observed 25 lessons, one of which was a joint observation with the headteacher. They also observed two registration periods, one assembly, the start of school, break and lunchtimes, the breakfast club and a range of after-school clubs.
- Meetings were held with pupils, parents and carers, staff, representatives of the governing body and the academy's School Improvement Partner.
- Inspectors listened to pupils read.
- Inspectors took into account the 82 responses to the online questionnaire (Parent View), the views of parents and carers informally at the start of the school day and 31 staff questionnaires.

Inspection team

Michael Merva, Lead inspector

Additional inspector

Karen Giles

Additional inspector

Neil Gillespie

Additional inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- William TynedalPrimary School became an academy school on 1 October 2011. When its predecessor school, William Tynedal Primary School, was last inspected by Ofsted, it was judged to be good.
- Pupils come from a range of ethnic groups, the largest being White British and pupils from Other White backgrounds.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- An above average proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through pupil premium, which is additional funding provided by the government for looked after children, pupils eligible for free school meals and children of service families, is above average. There are no looked after children or children of service families in the school.
- The school meets the government’s current floor targets, which are the minimum expectations for pupils’ attainment and progress.
- The school provides a breakfast club every morning and a range of clubs after school.

What does the school need to do to improve further?

- Further increase the proportion of outstanding lessons by:
 - making sure that all pupils receive the highest level of challenge in lessons in line with the best practice in the school
 - checking on pupils' learning when doing paired work to ensure all pupils are making outstanding progress.

Inspection judgements

The achievement of pupils

is outstanding

- Outstanding progress in English and mathematics is made by all pupils over time by the end of Year 6. This includes pupils who speak English as an additional language and those from all different ethnic groups. Standards in English and mathematics are well above the national average.
- Attainment in reading at the end of Year 2 and Year 6 is well above average. A variety of very effective approaches, including the strong use of letters and sounds, are employed across the full age range to fully develop pupils' reading skills. Pupils enjoy reading and like to be able to choose from a range of challenging books.
- The funding provided by the pupil premium for pupils entitled to free school meals is very well used to support learning. A comprehensive set of support strategies permits these pupils to make outstanding progress when measured against their peers and all pupils nationally. Pupils entitled to free school meals achieve standards at the end of Year 6 in both English and mathematics which are well above the national average. Their attainment is in line with their peers.
- Disabled pupils with and those with special educational needs make outstanding progress. Their needs are carefully identified and monitored and very effective support is employed to make certain they advance their learning. Additional extra-curricular support is very effective and much valued by pupils and parents and carers.
- Children in the Early Years Foundation Stage make outstanding progress. Entering the nursery with the expected age-related skills, very effective teaching, high-quality resources and excellent relationships enable all children to make rapid and sustained progress to reach above average standards by the time they enter Year 1.
- As well as making rapid and sustained progress in English and mathematics, pupils achieve well in a range of additional activities, for example, in debating where pupils were very successful in an external competition.

The quality of teaching

is outstanding

- Much of the teaching over time is outstanding and never less than good. This allows all individual pupils and all groups of pupils to make outstanding progress.
- Teachers use highly creative and varied strategies, including intervention and small-group work, which result in exceptional learning. In a joint Year 5 and Year 6 science lesson in a project on discovery and intervention, pupils were able to engage in a wide range of activities including role play, using information and communication technology (ICT) and practical work with microscopes to deepen their knowledge and understanding.
- Teaching assistants are well deployed in a range of roles to provide high-quality support to enhance learning. They perform a variety of tasks including whole-class work and very effective individual support. In a literacy support session, the additional adult very skilfully motivated a pupil with special educational needs to work more confidently with their writing; using a range of methods and resources including a clapping game, word lists and counters, the pupil was able to make very good progress.
- Time is well used in lessons to ensure very effective learning occurs. Learning activities are well planned to achieve full participation and learning is usually very carefully monitored during lessons. In a Year 4 music lesson, activities were very precisely structured to produce full pupil engagement and challenging learning. Pupils made exceptional progress as a result.
- Pupils enjoy their learning because tasks are well designed to produce both challenge and a sense of curiosity. Pupils are given the opportunity to learn from each other, well supported by strong relationships. In a Year 3 mathematics lesson, teamwork in solving mathematical puzzles,

including one about keeping penguins from falling off an ice block, resulted in great enjoyment and excellent progress. However, in some good rather than outstanding lessons, teachers do not check carefully enough when pupils are engaged in paired work to ensure all are making outstanding progress.

- Teachers carefully assess and review pupils' learning. This enables pupils to identify their current progress and how to improve. This is comprehensively done using a varied assortment of methods including negotiation, discussion and celebration to make sure pupils are aware of how well they are doing. In a Year 1 joint numeracy and literacy lesson, pupils were able to discuss their targets in teams and then have them carefully moderated by the teacher. Successful reaching of their targets was celebrated and pupils were then able to help determine their new ones. This resulted in complete pupil involvement and understanding of their outstanding progress.

The behaviour and safety of pupils are outstanding

- Pupils consistently display exemplary attitudes to learning. They always come to lessons ready to learn and clearly enjoy their lessons. They eagerly engage in challenging tasks. In a Year 1 and Year 2 science lesson, pupils persevered extremely well when working on increasingly more challenging tasks involving the making of a helicopter.
- Questionnaires and discussions indicate that parents and carers are extremely positive about behaviour and the safety of their children. This view is also held by staff. One parent or carer said that the school was 'above and beyond my expectations'; another said, 'I wouldn't change a thing.'
- Pupils' behaviour around the school is outstanding. They always move around the school in a very calm and orderly manner. High-quality supervision and a safe environment make sure that pupils are protected and well behaved during play and lunchtimes. Peer mentors allow pupils to take charge of their own behaviour. Younger pupils commented that they feel safe because children are 'really calm and really nice'. They know where to get help and support. One pupil said they feel very safe because there are 'loads of adults around'.
- Pupils have a distinct understanding of bullying and its various forms including cyber, religious and racist bullying. They believe bullying does not exist in their school. When asked if it was an issue in the school, one pupil responded, 'No, far from it.' The school employs a wide collection of strategies to help pupils identify and deal with any bullying should it occur. These include Citizenship Week, personal, social and health education, assemblies, posters and Thought for the Week.
- The school manages behaviour very well. Clear expectations of behaviour are evident in the Golden Rules statement. The behaviour policy emphasises positive behaviour which also includes staff and other stakeholders. Good behaviour is celebrated in assemblies and certificates. Behaviour is carefully monitored through behaviour logs.
- Attendance is above average and improving. It is very carefully monitored and has improved significantly since the school's last inspection. Good attendance is celebrated and potentially poor attenders are quickly identified and monitored. Punctuality has also significantly improved and is well supported by the breakfast club.

The leadership and management are outstanding

- The school is very well led and managed. The headteacher and senior leaders ensure that very high standards are achieved and pupils' potential is fully developed. Other school leaders with particular responsibilities are supported well and are fully accountable for their areas. Teaching and curriculum innovations are strengths of the school and ample training opportunities are available.

- Self-assessment is accurate and rigorous. The quality of teaching is managed very well. Comprehensive systems involving all leaders are in place to ensure there is high quality of teaching currently and over time. There are robust links between these systems, performance management and pay progression with suitable training opportunities to improve further any weaker features.
 - The curriculum is broad and balanced and meets statutory requirements. It is very imaginatively designed, delivered and reviewed to ensure pupils' full engagement and enjoyment. Latin for example, is taught to improve grammar and writing, and debating is used to improve speaking skills. There is a strong focus on promoting literacy across all subjects and making sure that basic skills are fully consolidated before moving on to more difficult work. Themes and project work, such as invention and discovery weeks, very successfully combine work in science and English. External providers such as a specialist mathematics team are very successfully used to deepen pupils' learning.
 - The school provides many opportunities to enrich pupils' learning. Sports and music clubs are well attended. Visitors such as a specialist mathematics puzzle group enable pupils to access learning in very imaginatively and fun ways. Visits such as a Year 6 visit to the Jewish Museum help to widen pupils' spiritual and cultural understanding. Trips to the Tower of London and the Imperial War Museum allow pupils a greater understanding of Britain's past.
 - The leadership of the Early Years Foundation Stage is outstanding. It is based on a very accurate understanding and monitoring of children's needs. This results in well-planned strategies, including the involvement of parents and carers, which support strong teaching and progress.
 - The school has implemented a variety of approaches to secure the engagement of parents and carers. Those unable to attend consultation evenings are offered alternatives such as individual interviews. Parents and carers are invited to events where pupils' targets and current achievement are carefully explained. The school provides workshops for parents and carers in reading to support their children's learning. Induction sessions are arranged to support new parents and carers and help their children settle into school.
 - Safeguarding procedures meet statutory requirements. Procedures are carefully monitored by senior leaders and governors.
 - The school's policies are comprehensive and ensure pupils' safety, learning and good behaviour very well. They are consistently reviewed and updated and their effectiveness is measured.
 - Spiritual, social, moral and cultural education is a major strength of the school. Pupils are provided with a wide range of activities, trips and opportunities to develop their awareness of themselves, their community and other cultures. It is promoted extremely well in the curriculum. Peer mentors and residential trips enhance relationships and pupils' sense of responsibility.
 - The school is very focused on the development of the whole child and the high achievement of all pupils. Equality of opportunity and giving all pupils the skills to be successful in life are very prominent features of the school's work.
 - **The governance of the school:**
 - Governors have a very clear and accurate understanding of the school. They provide a wide range of skills and experience, including significant financial expertise. They monitor and review its work consistently. They receive regular reports on the pupils' achievement and the quality of teaching. Governors appraise the quality of teaching and staff targets to determine a secure relationship between performance and pay. The school's finances are efficiently used to ensure that they have a positive impact on pupils' learning. Governors completely understand and scrutinise strategies such as the individual support and extra learning opportunities provided by the additional pupil premium funding for pupils eligible to receive it. They ensure that it is used well to enable these pupils to make good and sustained progress. The governing body makes sure that the school meets its statutory responsibilities for safeguarding and that effective procedures and policies for risk assessments are in place. Governors have undertaken a wide range of training, including for child protection and that related to the Early Years Foundation Stage, to allow them to be more effective in their role.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	2062643
Local authority	Islington
Inspection number	403707

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

Type of school	Primary
School category	Academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair	Becky Crichton-Miller
Headteacher	Tanya Watson
Date of previous school inspection	NA
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