

Inspection of a school judged good for overall effectiveness before September 2024: Tyndale Community School

William Morris Close, Cowley Marsh, Oxford, Oxfordshire OX4 2JX

Inspection dates:

7 and 8 May 2025

Outcome

Tyndale Community School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Matthew Watt. This school is part of Oxford Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Anne Dellar, and overseen by a board of trustees, chaired by Kathy Winrow.

What is it like to attend this school?

The school has a distinct and positive culture. Pupils keenly attend each day and appreciate the way staff treat them with kindness. Staff expect pupils to rise to the schools' high standards and have high expectations for every pupil's achievement. Pupils frequently meet these expectations, and many learn positively across the curriculum.

Behaviour across the school is strong. Pupils of all ages enjoy each other's company; they eat together and play together. Pupils consider respect to be the most important of the school's values. They are proud of the school's diverse community and how it celebrates both their similarities and differences. This strong ethos helps pupils to understand the importance of behaving well because of its positive impact on themselves and others.

New joiners are quickly accepted and involved in the life of the school. Older pupils take pride in helping younger children settle in. Families are very positive about the school and appreciate the central place it holds in the local community. Pupils feel well cared for and recognise that staff only want the very best for them. Pupils know who to talk to should they have concerns and are confident that the school would always take their worries seriously.

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

The school has high ambitions for all pupils. The very diverse nature of the school's community is embraced and celebrated. Many pupils join the school from overseas, and

some join after a period of fragmented education. The school warmly welcomes each and every one. Thoughtfully developed induction processes ensure that new pupils, and their families, are supported to thrive at school.

The curriculum is well developed. The knowledge that pupils need is precisely defined. The school's curriculum links academic subjects and wider personal development learning. As a result, pupils are used to linking knowledge from different topics. They discuss and evaluate ideas and clearly enjoy the breadth of their learning.

In response to low national mathematics test results in 2024, the school strengthened the way that teachers check what pupils do and do not know. They use the information well to address gaps in pupils' knowledge. The school also identified where pupils need extra support and where staff need additional training to ensure that all pupils develop their mathematical fluency. However, leaders recognise the importance of continuing this work to reduce the variability in some pupil's mathematical knowledge.

Reading is a priority in the school. Carefully selected texts and activities help pupils develop their ideas and techniques. Pupils in the early stages of learning to read are supported through regular checking to identify where extra help is needed. Impactful intervention helps pupils to catch up. Teachers and teaching assistants have a detailed understanding of the school's chosen phonics programme. However, at times, there has been a small amount of inconsistency in the teaching of the phonics programme. This means a small number of pupils have not learned to read as quickly as the school intends. The school recognises this and is continuing to support all staff to teach phonics as well as possible.

Pupils' wider development helps to embed the school's strong culture. Pupils have a deep understanding of the importance of democracy and equality. They are taught to keep themselves safe and healthy. Pupils' talents and interests are developed through frequent activities and trips and both day and residential experiences.

Children in early years thrive in a vibrant and engaging environment. Early reading and number activities are threaded through the children's day. Activities help to develop their physical strength and dexterity. Children share and help each other as well as talking to adults about their learning and ideas, which helps them to be well prepared for Year 1.

Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. The school makes sure that their needs are well understood, and appropriate adaptations are in place. Pupils with SEND learn and participate with other pupils, meaning that they feel included and valued and achieve well.

Pupils' behaviour in lessons is calm. They are polite and keen to engage with adults. The school's behaviour management is compassionate but maintains very high expectations. Should any pupil's behaviour not meet these expectations, they are kindly, but resolutely, helped to do better.

Staff are glad to work at the school and to be part of the school's vibrant and welcoming atmosphere. Staff appreciate the way that the school helps to develop their teaching skills and experience. Trustees and governors share the school leaders' determination to provide excellent education for all.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, there is some inconsistency in how well the mathematics and phonics curriculums are implemented. As a result, the progression through the reading and mathematics curriculums that a small number of pupils make is slower than it could be. The school should continue their work to ensure all staff have the knowledge and expertise they need to help all pupils learn well in these subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2015.

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	139777
Local authority	Oxfordshire
Inspection number	10341745
Type of school	Primary
School category	Free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
CEO of the trust	Anne Dellar
Headteacher	Matthew Watt
Website	www.tyndalecommunityschool.co.uk
Date of previous inspection	6 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Oxford Diocesan Schools Trust.
- The school does not use any alternative provision.
- The school has a designated Christian religious character. It received its last section 48 inspection in September 2022.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- 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.

- The inspector held meetings with the headteacher, special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspector met with representatives of the board of trustees, including the chair and trust CEO.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the staff and pupil surveys as well as speaking to staff and pupils throughout the inspection.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

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