

Inspection of Glynne Primary School

Cot Lane, Kingswinford, West Midlands DY6 9TH

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders are ambitious for all pupils at Glynne Primary School. They encourage pupils to 'believe in their abilities'. Pupils enjoy coming to school each day. They live the school values of 'respect, integrity, teamwork and enjoyment'. Pupils are happy and safe. Leaders make sure that they deal with any worries or concerns that pupils have swiftly and effectively.

Pupils behave exceptionally well in school. This is because leaders set high expectations for pupils' conduct. For example, pupils are involved in creating class charters that set out classroom rules and expectations. Classrooms are industrious places. Staff make sure that there are clear and consistent routines. Pupils are highly motivated and engrossed in their learning during lessons. They play together well at social times. They are polite, kind and respectful. Pupil 'well-being warriors' support those who may need to resolve a friendship issue. Leaders respond quickly to any incidents of poor behaviour or bullying so that it stops quickly.

Pupils enjoy a wide range of opportunities, such as trips to a nature reserve, museum and local canal. This helps pupils to deepen their learning. Clubs such as sports clubs, choir and art club help pupils to develop their talents and interests.

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

Leaders have designed an ambitious curriculum that is carefully sequenced with 'irresistible learning'. Pupil 'subject ambassadors' can contribute their views on the curriculum to help improve it further. Teachers have the subject knowledge and resources they need to teach the curriculum well. They present new learning in a way that engages pupils in their learning. Errors and misconceptions are tackled swiftly. Teachers make time for pupils to recall important learning so that they know and remember more. Teachers also make regular checks on pupils' learning in lessons and over time. However, variability in how well subject leaders undertake their role means that leaders do not always know how well pupils are learning the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are prioritised. Pupils in need of extra help are swiftly identified. Leaders work well with external agencies so that pupils in need of specialist help get this in a timely way. Pupils are well supported in classrooms to access learning. Pupils with SEND achieve well in school.

Children in early years get off to a great start and settle well into school life. Staff help children to make and keep friendships. They communicate well with parents and carers and consider individual needs. Staff support pupils to develop their independence. They help children to make choices about healthy snacks. Staff plan interesting activities that engage children well. This includes opportunities to read, write and learn about numbers.

Leaders prioritise early reading. Pupils enjoy visiting the school library and celebrating books and authors. They develop a love of reading. Children practise sounds when reading books that match the sounds they are learning. All staff are trained to teach phonics. However, there are some inconsistencies in how staff deliver the phonics curriculum. This means that some pupils do not develop a secure understanding of the sounds they are learning.

The personal development offer is exceptional. 'Stunning starts, marvellous middles and fantastic finishes' provide a memorable and enriching experience for all pupils. Pupils learn about safe and healthy relationships. Bullying and online safety workshops help pupils to make the right choices and consider the school's value of integrity. Pupils learn to take care of their physical and mental well-being. For example, mindfulness activities and yoga workshops help pupils to experience calm. Pupils learn about different religions, including Judaism and Buddhism. Through stories and role play, they explore celebrations such as Diwali and Hannukah. This helps them to recognise and respect difference.

Pupils learn to be active citizens in the community by supporting the local food bank. The work of the school council helps pupils to develop an understanding of democracy. Pupils know that they have a right to be heard. The 'pupil self-evaluation' captures the voice of pupils about strengths and areas for improvement in school. Pupils are exceptionally well prepared for life in modern Britain.

Leaders have identified the right priorities for the school. Governors work effectively to hold the headteacher to account for the school's performance. There is, however, variation in how some leaders check the impact of their work. This means that at times, leaders do not know how well pupils are learning the curriculum. Staff are very positive about the support they receive from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff know how to identify and act on a concern about a pupil's welfare. They respond appropriately to any concerns that staff raise. Leaders make sure that any pupil in need of help gets it. This includes support from external agencies for those pupils who need it.

Pupils learn how to keep safe when out and about and when online. For example, they learn about water safety, the dangers of knives and how to ride a bicycle safely.

Leaders ensure that the right vetting checks are undertaken on all staff prior to their working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how subject leaders check the impact of their work. This means, for example, that leaders do not know how well pupils are learning the curriculum in some subjects and so do not know what needs to improve. Leaders should ensure that subject leaders know how to evaluate their work effectively and make the necessary improvements so that all pupils consistently learn well.
- There is some variation in how staff deliver the phonics curriculum. This means that some pupils do not have a secure understanding of the sounds they are learning, and those who have fallen behind do not catch up quickly enough. Leaders should ensure that the phonics curriculum is implemented consistently so that all pupils have the foundations to be successful in school.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103832
Local authority	Dudley
Inspection number	10268852
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair of governing body	John Warrington
Headteacher	Tracey Powell
Website	www.glynne.dudley.sch.uk
Date of previous inspection	24 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school provides wraparound provision, including breakfast club, for the youngest pupils in school.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, computing, history, mathematics and physical education. For each deep dive, the 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 met with leaders of art, design technology, geography and music to make further checks on the curriculum.
- Inspectors observed pupils reading to a familiar adult. Inspectors reviewed reading resources.
- Inspectors reviewed a range of documentation on the school's website.
- Inspectors scrutinised the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteachers, the special educational needs coordinator, the designated safeguarding lead, the early years foundation stage leader, curriculum leaders, representatives of the local governing body and a representative from the local authority.
- Inspectors took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector
Jane Edgerton	Ofsted Inspector
Philip Hamilton	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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