



# Glynwood Community Primary School

## Inspection Report

**Unique Reference Number** 108372  
**Local Authority** Gateshead  
**Inspection number** 288082  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Keith Oglesby

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

<b>Type of school</b>	Primary	<b>School address</b>	Glynwood Gardens
<b>School category</b>	Community		Gateshead, Tyne and Wear
<b>Age range of pupils</b>	3–11		NE9 5SY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 433 4117
<b>Number on roll (school)</b>	291	<b>Fax number</b>	0191 433 4121
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rev Brian Howell
		<b>Headteacher</b>	Mrs Debra Ryan
<b>Date of previous school inspection</b>	1 April 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 22–23 November 2006	<b>Inspection number</b> 288082
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a large primary school which includes a Nursery and a mainstream support base for 12 pupils with moderate learning difficulties. The proportion of pupils identified with learning difficulties and disabilities in the main school is above average. The great majority of pupils are of White British origin. Eleven pupils are learning English as their second language, but only three are at an early stage. The number entitled to free school meals is above average. The school has won several awards, including Activemark, Basic Skills, Healthy schools and Investors in People.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. The headteacher provides outstanding leadership and has succeeded in creating high morale and an excellent team spirit. Academic standards and progress, the curriculum, levels of attendance and the quality of teaching have all improved since the previous inspection. The school provides good value for money and its capacity to continue to improve is good.

The school enjoys a good reputation in its community and parents are extremely supportive. One wrote, 'My child loves school, loves her teachers and loves learning.' Pupils achieve well, often from a low starting point, because the teaching is almost always good and sometimes outstanding. They enjoy school, work hard and appreciate what adults do for them. Consequently, pupils behave well and make good progress in lessons. Teachers make lessons interesting, with chances for everyone to succeed. They ensure that pupils feel safe and valued and provide calm environment which enables them to work well. Pupils learn how to get along with others in and how to keep safe and healthy. There is a strong tradition in the school of participation and success in sport.

Standards by the end of Year 6 are in line with national averages in mathematics and science and are above average in English. Test results in the past have been below those seen in other schools but the most recent results show a significant rise to being satisfactory overall. There has been an improvement in the achievement of the more able pupils in the last year and they are now doing well. Provision in the Foundation Stage is outstanding. Children are happy, motivated, and make the most of the exciting activities on offer. They make excellent progress in all the areas of learning. The teaching team provide high quality care, while giving lots of scope for children to explore and work independently.

Leadership is innovative and management is very effective. The school clearly understands its strengths and areas to develop. Its judgement of its effectiveness is rather cautious because it is waiting for its better results to be fully reflected in the national test results.

### What the school should do to improve further

- Raise standards further in mathematics and science.

## Achievement and standards

### Grade: 2

Pupils are achieving well. Standards in Year 6 are average in mathematics and science, and above average in English. Children start school with a wide range of experiences, but overall their skills, in most cohorts, are lower than those found nationally. They have an excellent start in the Nursery and Reception classes. Many reach the expected levels by the end of the Reception year. Pupils continue to make good progress throughout the school. Standards are rising because teaching is consistently good and

the school keeps a close eye on every pupil's progress. Pupils in Year 2 are working at the expected level. In Year 6 the school has recently raised its targets for English and mathematics. It is now predicting above average results in both subjects. These targets are challenging, but achievable.

Some of the results in recent national tests have not reflected the good progress seen during the inspection. This is because previous cohorts have not had the full benefit of improvements introduced by the present leadership team. In particular, teachers are now identifying and stretching the more able pupils well. In the most recent tests there was a good improvement in the numbers reaching the expected level, in all subjects. In English and mathematics the proportion was above the national average.

Pupils with learning difficulties and disabilities make good progress due to the effective help and good quality of care. Those learning English as an additional language are also doing well. In some years, the older girls have not achieved as well as the boys. However the inspection team found no differences in either the progress or enthusiasm of boys and girls.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They love coming to school and enjoy learning. As a result, attendance has improved and is currently slightly above average. Behaviour is nearly always good and pupils show respect for adults and each other. They know how to maintain a healthy lifestyle and the school promotes this through provision of healthy food, some of which they grow themselves. There are lots of opportunities for physical exercise. The school has had many sporting successes and awards. These have helped to raise pupils' self-esteem. They feel safe in school and know there is always someone that they can turn to for help or advice.

Contributions to the community are made in several ways, for example, through charity fundraising, environmental work, and visits to elderly people. Pupils also enjoy their own business enterprises and charity work, such as making and selling cards and biscuits. Provision for spiritual, moral, social and cultural education is good. They grow into thoughtful young people, sensitive to those who have different needs or backgrounds. They enjoy being trusted and take responsibilities, such as the 'buddy' system, seriously. The effective School Council has helped to make improvements, for example in providing extra playground equipment. Pupils are well prepared for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Most of the lessons seen during the inspection were good and some were outstanding. Pupils like their teachers, so they work hard and

behave well to please them. Lessons are well prepared, with a variety of activities which stimulate and challenge at the right level. Teachers explain things well, making good use of technology and visual resources to clarify things. Most lessons are brisk and purposeful. Consequently, pupils are alert and want to be involved. Just occasionally learning slows, for example when explanations go on a bit too long, so attention wanders.

Teachers make good use of targets. Pupils enjoy having these and think they help them to improve. They also appreciate the personal feedback, both during lessons and through good marking, on how well they are doing and what to do next. Assessment systems are good, so teachers know exactly what the pupils know and understand. They use this information well in their lesson planning and target setting. Pupil's understanding is often enhanced when teachers get them to sort out their ideas through discussions, in pairs or in groups. The good team of teaching assistants makes a valuable contribution to learning. Pupils appreciate this help, and relationships are good in all classes.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and offers pupils a broad range of interesting and worthwhile activities. The curriculum is carefully planned to meet individual abilities, needs and interests. In the Nursery and Reception classes a lively and exciting curriculum successfully meets the needs of the younger children. In Key Stages 1 and 2, the curriculum meets requirements. The provision for information and communication technology is better than at last inspection and is now satisfactory. As a result, standards are beginning to rise. Leaders constantly look for ways to improve learning. For example all classes have introduced more spoken English and drama, as well as better links between reading and writing. This is helping to raise standards. Similar promising adjustments are now being tried in mathematics, based on a thorough analysis of how well pupils are learning. These are too recent to judge the impact on standards. Across the school, the provision for pupils with learning and behavioural difficulties is good for all including those in the attached support unit.

Pupils benefit from a good range of extra activities. French lessons are popular and a wide range of visits, visitors and events extend learning. There are many well-attended clubs. These include several sports, as well as more unusual opportunities such as a social skills club and the challenge club for gifted and talented pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are all good. Child protection and health and safety procedures are in place. Good relationships and attention to detail make this a good place to grow and learn. Several parents commented on the school's vigilance in dealing with problems quickly. There are good links with other agencies, for example in supporting pupils with emotional or behavioural difficulties. The school ensures that all adults working with pupils are right and proper people. Pupils know how well they

are doing and what to do to move on. This is because the good systems for assessment, marking and target setting are consistent. Pupils are involved in these and say that it helps them to improve. They especially like the way that their achievements are recognised and rewarded. At present these procedures are more effective in English and mathematics than some other areas.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. As a result of the outstanding leadership of the headteacher, a strong sense of shared purpose and educational direction among staff has improved the school since the last inspection. Governors said, 'She took the pulse of the school accurately and has worked wonders since then, taking people with her with common sense and experience.' School leaders and governors have an accurate picture of standards and how well pupils are learning. The whole team works together to improve, as in the successful drive to raise standards in English. Subject leaders are working effectively to improve learning in their area. Leadership in the Foundation Stage is excellent. Governors are involved and supportive, despite some difficulties in finding volunteers. The school is trusted and supported by pupils and almost all the parents. One reason is the quality of care shown for every child. The headteacher has set the standard here. Pupils' self-esteem, well-being and personal development are central to the school's work. Other priorities have never been allowed to get in the way. Pupils in Year 6 summed it up, 'They listen to us here.'

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Glynwood Community Primary School

Glynwood Gardens

Gateshead

Tyne and Wear

NE9 5SY

26 November 2006

Dear Pupils

Thank you for helping us last week when we visited your school. We enjoyed talking to you and watching you at work. It was soon obvious that you enjoy school and appreciate how hard the adults work for you. Some of you said you were proud of your school, you should be!

We admired lots of things in school, but they won't all fit into this short letter. Some of our strongest memories are:

- seeing you listening carefully, working hard, trying to do your best and enjoying lessons
- the way you behave well, get along well together and help each other
- the way teachers work so hard to make lessons interesting and help you understand
- how well you used your targets to help you improve (Perhaps the big prize helps as well)
- the nice things many of your parents wrote about the school, especially knowing that you were so well looked after.

We usually leave some suggestions for things that could be even better. In this case it's what Mrs Ryan and the teachers were planning anyway. You've had a good go at improving your reading, writing and speaking. From the work we saw, it is working. Don't stop yet. However, we think numeracy, and then science, should have a turn now. You are learning well in these subjects so there is a lot to build on.

Best wishes for the future!

Keith Oglesby, Jackie Sparkes and Geoff Watson

(Your inspectors)