

# Glynne Primary School

## Inspection report

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<b>Unique Reference Number</b>	103832
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	336172
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Sue Aldridge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Wright
<b>Headteacher</b>	Mrs Sue Cameron
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Cot Lane Kingswinford West Midlands
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<b>Email address</b>	scameron@glynne.dudley.gov.uk

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 20 lessons and carried out two joint observations with the headteacher, one of which was a 'learning walk'. Inspectors held meetings with governors, staff, pupils, parents, the school improvement partner and representatives from external agencies who work in partnership with the school. They observed the school's work, and looked at data on pupils' attainment and records of progress, important policies, documents linked to the procedures for safeguarding pupils and teachers' planning. Questionnaires submitted by 117 parents were analysed, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's provision on outcomes for pupils with special educational needs and/or disabilities, and the most-able pupils including those who are gifted and talented
- how successful the collegiate approach has been in improving teaching and learning
- the quality and impact of the use of information and communication technology (ICT) across the curriculum.

## Information about the school

Glynne is a large primary school in a relatively affluent area. There are low proportions of pupils from minority ethnic groups; few speak English as an additional language and none is at an early stage of learning the language. The proportion with special educational needs and/or disabilities has risen since the last inspection, and although it remains average, the percentage with statements of special educational needs is above average. A new headteacher was appointed in January 2008. A before- and after-school club operates on the premises: it is run by a private provider and was inspected separately. The governors manage the 'wraparound care' provided in the Early Years Foundation Stage. The school's work has been recognised by a number of awards, including Investors in People, Healthy Schools, International Schools and the Inclusion Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The Glynne's overall effectiveness is satisfactory. Pupils thoroughly enjoy coming to school, and one summed up the views of the vast majority by saying, 'I look forward to coming to school every morning.' Parents are equally pleased with what the school provides for their children. The school has a reputation for welcoming pupils with special educational needs and/or disabilities and strives to include them. There is a very positive ethos that is immediately noticeable. Pupils are smartly turned out in their school uniforms and relationships throughout the school community are good.

The good curriculum and the good-quality care, guidance and support that pupils receive from staff and the many external agencies who work in partnership with the school have a strongly beneficial impact on their personal development, particularly those with special educational needs. Behaviour is good. Pupils know well how to lead a healthy lifestyle and they make healthy choices. They feel safe in school, and show a good awareness of how to keep themselves safe both at school and when out and about in the local community. They play a full part in influencing school life, and contribute to the local and international communities through established links with both. Their economic well-being is good because they develop their basic skills to a high standard, acquire team-working skills and get on well with others.

Pupils' achievement is satisfactory rather than good. They make satisfactory progress from their starting points, and this is so for girls and boys and all other groups of pupils. Satisfactory achievement is linked to some remaining weaknesses in teaching, particularly in the use of assessment. Teaching is satisfactory, although there is an increasing amount of good or better teaching. Staff have worked hard in groups of three to improve it, particularly assessment, and this is accurate and used effectively to plan most lessons. Most plans show clearly how teachers intend to meet the needs of pupils of all abilities, although there is not consistent practice in taking account of the personal targets that appear in the individual education plans of pupils with special educational needs. Good lesson planning is not always implemented effectively. Occasionally, teachers move on to more difficult tasks before all pupils are ready for this, or they continue with whole-class teaching when higher-attaining pupils are ready to get on independently with the more challenging tasks set for them. These features result in slower progress for some than for others.

Children in the Early Years Foundation Stage get a satisfactory start to their education. The children's welfare has a high priority and staff work closely with parents. Staff in this setting have implemented fully all of the changes introduced nationally since the last inspection. However, assessment on entry does not take place early enough in the children's first term, and although staff use a range of methods to assess children as

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they learn and develop, they do not use focussed assessments. Not all sessions are planned well enough, as some describe activities rather than what children are intended to learn. Plans do not consistently show more challenging tasks for more-able children. Children's progress is reviewed each term, instead of half-termly which is the practice across the rest of the school, so those that are not flourishing are not identified quickly enough.

The headteacher and governors provide good leadership. However, not all those with leadership roles have sufficient experience of driving improvement or self-evaluation, particularly in using data, although they are supportive, willing to improve and keen to develop their roles. As a result of their inexperience though, the school's capacity to improve is satisfactory rather than good, shown further by its satisfactory improvement since the last inspection.

### **What does the school need to do to improve further?**

- Raise the quality of teaching, learning and progress from satisfactory to good by:
  - ensuring that higher-attaining pupils are given ample time to work independently so that they complete the tasks set for them
  - in lesson planning, taking account of the personal targets from pupils' individual education plans, and ensuring that support staff and pupils work towards these as often as possible
  - making sure that misunderstandings are cleared up before moving on to more complex tasks.
- Improve the outcomes for children in the Early Years Foundation Stage by
  - ensuring that planning for every session shows clearly what children are intended to learn and reflects the needs of all abilities, particularly higher attainers
  - carrying out rigorous baseline assessments early in the autumn term and ensuring that the information from these and ongoing assessments, particularly focused assessments, are used to identify the next steps in learning
  - making effective use of all the available assessment information to track children's progress each half-term.
- Ensure that all staff with leadership roles are fully effective in monitoring and evaluating the work of the school and driving improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils' attainment is significantly high in English and mathematics at Key Stage 2 with an improving trend in those reaching Level 4 or above. In Key Stage 1, there has been

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an improvement in the percentage reaching the higher level, Level 3, in reading and mathematics. The attainment of pupils with special educational needs and/or disabilities is above that of their national counterparts.

Since the arrival of the headteacher, there have been a number of changes, the most influential one of which is the development of half-termly pupils' progress meetings. This practice has made staff more accountable for the progress that pupils in their class are making, and involves all teaching staff as well as the school's inclusion coordinator. Consequently, staff quickly identify those pupils that need additional support and intervention. The analysis of progress made in each year group last year shows that progress was uneven across the school and across subjects. Generally, very good progress in reading was balanced by satisfactory progress in writing. Inspectors found a similar picture in lessons. While there were lessons where the progress of all groups was good, there were too many where the progress of certain groups suffered from weaknesses in assessment for learning. For instance, in a handwriting lesson, all pupils did the same tasks, despite the fact that some were unable to form their letters correctly. Several continued to form letters incorrectly throughout the session. In other cases, higher-attaining pupils did not have time to tackle the challenging tasks set for them, because whole-class teaching went on for too long and did not add to their knowledge or understanding.

Focused observations of pupils with special educational needs showed that not all teachers take account of the personal targets identified for these pupils. Although these targets are worked on at other times, when pupils are supported individually or in small groups, this weakness represents a lost opportunity to maximise progress. In one instance, not all pupils had correctly grasped how to calculate the area of a rectangle, yet teaching moved on to calculating areas of compound shapes, and the progress of these pupils stalled. Although ICT resources have been improved and further improvements are planned, the impact on pupils' attainment and progress has not been analysed.

Pupils' spiritual, moral, social and cultural development is satisfactory. They are well behaved, polite and courteous. Their positive attitudes to learning are evident in lessons. Attendance is satisfactory and the vast majority are punctual to school and to lessons. Pupils grow in self-esteem and show great tolerance of differences, particularly of those with special educational needs. They willingly volunteer to help in class and take on responsibilities for tasks, such as helping in assembly or acting as 'buddies'. They are pleased to represent the school, such as singing in the choir in the local community, or as members of sports teams. Extra-curricular clubs are well attended. Pupil' cultural awareness is less well developed, as they have limited awareness of the beliefs and customs of the ethnically diverse community on their doorstep.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Although there are some weaknesses in assessment, and these are a barrier to pupils' progress, there are also many strengths of teaching. The greatest of these is the skilled management of pupils, which is enhanced by the good working relationships that they have with staff. Pupils say that they enjoy lessons, which are 'interesting'. This is achieved by frequently linking learning to life, thus giving pupils a real rationale for completing tasks, such as calculating the area of buildings in order to 'assist' a company known to the pupils. New technology is used effectively in teaching and learning. Older pupils know what their personal learning targets are and what levels they are working at in the important subjects. They say that they feel involved in their learning, as teaching generally makes good use of self and peer assessment.

The support provided for pupils with special educational needs and/or disabilities is effective in giving them confidence, and teachers are careful to include them in whole-class question and answer sessions. There is a suitable range of additional provision for these pupils, such as speech-therapy programmes for those with communication difficulties. Pupils with special educational needs have well-constructed additional plans to address their particular learning needs. However, targets are not worked on as often as they might be, and the recording of progress made against targets is inconsistent in its quality across the school.

The range of learning experiences meets pupils' needs well. Personal, social and health education is effective in developing pupils' awareness of all aspects of safety, including fire, road and e-safety, and an understanding of the importance of healthy living. There are good opportunities for pupils to learn to work in pairs, small groups and teams.

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Good enrichment is provided in the form of clubs, themed weeks and residential school journeys. Gifted and talented pupils enjoy the master classes provided through links with primary and secondary schools as well as the additional opportunities made possible through the use of ICT. Pupils learn about the lives of children in Gambia from links with a school there. The school has initiated links with primary schools locally, to enable pupils to learn more about cultural diversity in Dudley.

The very large majority of pupils feel that adults in school care for them well. The school provides a welcoming environment, and good transition arrangements help new pupils to settle quickly and make friends. Pupils are guided well about how to behave and respond positively to this. The school's merits and awards system is well known to pupils and valued.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has a clear idea of what needs to be done to accelerate pupils' progress and make Glynne a good school. Her evaluation of the school is accurate in most respects. However, others with leadership responsibilities evaluate aspects as good when they are satisfactory because they do not make effective use of the available data by analysing the information thoroughly enough and looking at trends in performance. This limits their ability to identify strengths and weaknesses and plan suitable areas for improvement. Equally, their monitoring is not always effective in establishing inconsistencies in practice that affect pupils' progress.

Governors are most supportive and play a full part in school evaluation through their improvement committee, which monitors the progress of the development plan. They visit the school to evaluate its work at first hand. As a result, they are well aware of the school's strengths and weaknesses. They are increasingly confident in asking questions, for instance about the cost effectiveness of planned improvements, as the headteacher presents information to them in an accessible way. They ensure that all statutory requirements are met, and arrangements for safeguarding pupils are good. These include robust procedures for appointing staff, who are well trained in child-protection matters. Strong partnerships exist with external agencies, who are effusive in their praise for the way that the school embraces suggestions for supporting vulnerable pupils. The school's commitment to inclusion does not extend to a full analysis of the progress made by all groups, such as those with different types of special educational



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need. Nonetheless, efforts to close the gap between boys' and girls' attainment continue and have met with some success. Racist incidents are correctly recorded and monitored and pupils are encouraged to respect differences. The school has carried out an evaluation of what it does to promote community cohesion and taken appropriate action, but this is at too early a stage to be evaluated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### Early Years Foundation Stage

Although there are some weaknesses in the provision for children in the Early Years Foundation Stage, which account for satisfactory outcomes, there are also some significant strengths. The setting provides good-quality care, enhanced by the 'wraparound care' provision, much appreciated by parents. Productive links with parents assist in the smooth transition of children into the setting, and children are nurtured by staff and happy at school. The environment is stimulating and well resourced, with a large outdoor area that is used effectively as a learning resource. As a result of these strengths, children make good progress in personal, social and emotional development. In other areas of learning, progress is satisfactory. A decline in outcomes over the last three years is not adequately explained by changes in the knowledge and skills of children on entry. Leadership and management are satisfactory rather than good because there is too little use made of the available data to evaluate the effectiveness of provision and plan to secure improvement.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Almost all parents are positive about what the school provides for their children. The only aspect that a significant number expressed any concerns about was the management of behaviour. Inspectors do not agree with these parents. They found that behaviour is well managed and good behaviour is encouraged, recognised and rewarded. There are a few pupils whose special educational needs make it difficult for them to behave well all the time. However, these pupils are well supported and improve their behaviour well. Other pupils show great tolerance and understanding of their difficulties.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glynne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	57	47	40	2	2	1	1
The school keeps my child safe	61	52	54	46	1	1	1	1
The school informs me about my child's progress	36	31	72	62	8	7	1	1
My child is making enough progress at this school	38	32	70	60	8	7	0	0
The teaching is good at this school	47	40	64	55	5	4	0	0
The school helps me to support my child's learning	35	30	72	62	7	6	1	1
The school helps my child to have a healthy lifestyle	35	30	77	66	4	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	22	80	68	5	4	0	0
The school meets my child's particular needs	41	35	64	55	7	6	1	1
The school deals effectively with unacceptable behaviour	23	20	66	56	17	15	4	3
The school takes account of my suggestions and concerns	22	19	74	63	11	9	2	2
The school is led and managed effectively	34	29	73	62	4	3	2	2
Overall, I am happy with my child's experience at this school	50	48	50	48	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 October 2009

Dear Pupils

Inspection of Glynne Primary School, Kingswinford, DY6 9TH

Thank you for welcoming us so warmly to your school, and for talking to us about how you find life there. We visited to see how well you are getting on and find out whether there are any areas that are in need of improvement.

We were pleased to hear that you enjoy school so much and that you reach high standards, especially in reading. Your behaviour is good, and a few of you who find it hard to behave well at first soon improve. We found you polite and well mannered. We were delighted that you feel safe in school and that you learn so much about how to keep yourselves safe at home and in the local community. The range of ways that you contribute to the school, the local community and further afield is also good. Because you reach high standards in your work, learn to get on well with others and work alone as well as in pairs and teams, you are well prepared for secondary education.

There are three areas that need to improve and staff have agreed to:

ensure that you make better progress than you do at present by improving some aspects of teaching

improve some of the things that are done in the Nursery and Reception classes

make sure that all staff who are responsible for certain aspects of the school's work play a full part in improving it.

You can help by making sure that you attend as many sessions as possible and keeping up the good work that you do in class.

We wish you every success in the future.

Yours faithfully

Mrs S Aldridge

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