

Glynwood Community Primary School

Inspection report

Unique Reference Number	108372
Local Authority	Gateshead
Inspection number	337061
Inspection dates	19–20 May 2010
Reporting inspector	Linda Buller

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Rev Brian Howell
Headteacher	Mrs Debra Ryan
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 14 lessons, observing 12 members of the teaching staff. Discussions were held with the Vice-Chair of the Governing Body, staff, groups of pupils and a number of other school partners from other agencies. Inspectors observed the school's work and looked at a wide range of documentation including the school's plans for improvement, safeguarding documentation, data relating to pupils' attainment and progress, 59 questionnaires completed by parents and carers, 141 questionnaires received from pupils and 19 received from staff.

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

- whether pupils with a statement of special educational needs do as well as they can
- the impact of good provision on pupils' progress, particularly for those in Key Stage 1 and for writing across the school
- whether the actions taken by leaders and managers to drive improvement, particularly in writing, have been successful in improving outcomes for pupils.

Information about the school

This larger than average primary school caters for pupils from predominantly White British backgrounds with a small proportion of pupils from minority ethnic backgrounds. A much greater proportion of pupils than in other schools nationally have been identified as having special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is well above average. The school currently houses a support base for pupils from across the local authority with moderate learning difficulties. There are currently eight pupils in receipt of this targeted support, all with a statement of special educational needs. Since the last inspection the standard intake number of the school has been reduced from 48 to 30. The school has gained a number of awards including Healthy Schools status and Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Glynwood is a good school. Pupils, including those with a statement of special educational needs, achieve well because they are all given an equal chance to take part in the broad range of activities that enrich the wide and inclusive curriculum. Curricular provision for pupils' personal, social and health education is a strength of the school. Meticulous planning and effective partnerships with parents, carers and other professionals contribute well to pupils' safety and their outstanding understanding of how to follow a healthy lifestyle. Pupils are courteous, friendly and relate very well to adults and to their peers. They come to school eager to learn and play their part in the life of the school and community well.

Pupils' attainment is average by the end of Year 6. Effective changes to the curriculum in Key Stage 1 and close attention paid to developing pupils' writing skills across the school have improved progress in English. This is particularly noticeable in the improvement in the number of pupils in the current Years 2 and 6 who are now working at the level above that expected for their age. Teaching is good across the school enabling all pupils to make good progress and achieve well. Teachers have good subject knowledge. The very best teaching wholly engages pupils through imaginative and varied learning activities. In the main, assessment is used well to plan lessons. It is particularly effective in ensuring that those who need additional help with their learning, including those in the support base, have all the help they need to make the same progress as their peers. Occasionally, emphasis on providing this support means that other pupils in the class do not have the intervention needed to check how well they are doing or to provide additional explanation or challenge. Consequently, their pace of learning slows and progress for these pupils, during independent or group tasks, is satisfactory rather than good.

The headteacher provides good direction. With staff and governors she has created a very stimulating environment where pupils thoroughly enjoying learning. Accurate self-evaluation has resulted in a shared drive for improvement. The role of subject leaders has been strengthened and they have a clear view of the quality of provision throughout the school. This has led to positive action to bring about improvement, particularly in pupils' writing skills, and demonstrates a good capacity to improve further. However, the school's improvement planning does not clearly link actions to the expected improvement in the outcomes for pupils. As a result, the monitoring of middle leaders is not yet sharply enough focused on the progress being made by pupils in each class.

What does the school need to do to improve further?

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- Improve elements of teaching by ensuring that in all lessons:
 - regular assessments are made of pupils' work
 - opportunities are taken to provide additional explanation or add further challenge.
- Drive improvement and raise standards further by:
 - clearly linking actions for improvement to success criteria relating to the expected improvement in outcomes for pupils
 - sharply focusing the monitoring of middle leaders on the progress being made by pupils in each class
 - using the information gained from the monitoring by middle leaders to provide teachers with pertinent points for development, linked specifically to the impact on pupils' learning.

Outcomes for individuals and groups of pupils**2**

Pupils make good progress and by the end of Year 6 attain average standards in English, mathematics and science. Pupils say they love school. Younger pupils bubble with enthusiasm as they describe their pleasure in writing, with one pupil exclaiming, 'I write and write until I run out of paper.' In a Year 6 mathematics lesson, the higher attaining pupils relished the opportunity to use their knowledge to identify equivalent fractions. Their faces shone with pride, when, after much thought, they arrived at the correct answer. These positive attitudes and pupils' good behaviour make a significant contribution to their good achievement. Pupils talk very knowledgably about eating healthily and the importance of exercise. With a maturity which belies their age they reflect on the responsibility they have to ensure the well-being and safety of themselves and others. Members of the school council, eco council and anti-bullying council play an important role in school life and other pupils value their contribution. Pupils are well prepared for the future and their economic well-being. Their personal and social skills are well developed and they are making good progress in applying literacy and numeracy skills. Attendance is average and improving.

These are the grades for pupils' outcomes

¹ 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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Please turn to the glossary for a description of the grades and inspection terms

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

How effective is the provision?

Teachers create classrooms which are attractive and stimulating with learning prompts and good-quality displays of pupils' work. In the main, lessons proceed at a good pace. Teachers' demonstrations, explanations and instructions are effective and informative for pupils. This enables pupils to get on with their work and develop well as independent learners. In a few lessons, however, teachers do not intervene quickly enough either to ensure that all pupils are on task or to provide additional challenge for those who have completed their work.

All pupils, whatever their ability, benefit from a curriculum which has breadth and variety. It promotes good academic progress and contributes extremely well to pupils' personal outcomes. Reviews of the curriculum for pupils in Key Stage 1 and for the teaching of writing across the school have increased pupils' involvement in their learning and resulted in rising standards at the end of both key stages.

Care, guidance and support are at the heart of the school's provision. The school is particularly successful, together with other agencies, in supporting pupils and their families who need extra help. Good teamwork between teachers and their assistants ensures that those who experience difficulty with their learning are provided with activities and targeted support which is matched well to their needs. As a result, they make consistently good progress.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Leaders and managers at all levels are committed to the school's improvement and this is reflected in governors' close involvement in many school activities and the willingness of staff to revise and improve their practice. They have focused on providing a safe haven for pupils, where everyone can reach their personal and learning potential. Equality is promoted successfully and staff strive to ensure that all groups do as well as they can. This is demonstrated clearly in the number of pupils who by the end of Year 6 reach the levels expected for their age despite, for some, significant barriers to learning and very low starting points. However, the existing school improvement plan does not provide the clear focus needed to ensure that middle managers rigorously monitor the impact of provision on the termly progress of individual pupils.

Safeguarding documentation is up to date, regularly reviewed and rigorously applied across all areas of the school's work. Strong links with parents and carers are maintained through effective communication and their views are fully reflected in the procedures in place to keep pupils safe. The school has evaluated its religious, ethnic and socio-economic context thoroughly, and the contribution it makes to community cohesion is good. The strong sense of community within the school generates an atmosphere of mutual respect. Pupils have a good awareness of sustainability issues and of life in other countries of the world. There are good links with the local community and pupils have a developing understanding of the diverse, multicultural society found within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start in the Early Years Foundation Stage the majority have skills and abilities below the levels typical for their age. A wide range of stimulating activities and effective interventions by adults lead to children making good progress. Good opportunities arise for children to develop independence as well as learning to share and cooperate with each other; their behaviour is consistently good. Enrichment activities, such as a visit to a local farm, provide an effective focus for children's learning. Children show curiosity and enthusiasm as they quickly become engrossed in feeding the animals, creating pictures or reading books. Effective planning ensures that learning in the classroom is linked to that experienced outdoors to reinforce children's understanding. However, for some areas of learning, teachers' planning centres around that which is relevant to the age of children in the Early Years Foundation Stage, rather than on the next small steps in learning which individual children are ready to take. Leadership and management are good, based on a shared sense of purpose and good teamwork. Children feel safe, secure and well cared for because of the good attention given to care and welfare. Regular communication with parents and carers through informative and attractive learning journey diaries helps parents and carers to be fully involved in their children's early education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A relatively small proportion of parents and carers returned the inspection questionnaire. Those who did so expressed mainly positive views of the school. All parents and carers agreed that the school keeps their children safe, that their children were helped to lead a healthy lifestyle and that the school is successful in meeting their children's needs. Inspection evidence fully supports these positive views. A very small number of parents and carers expressed the view that the school could do more to keep them informed

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about their children's learning and progress. Inspection evidence indicates that communication between the school and parents and carers is regular and detailed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glynwood Community 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	59	23	39	1	2	0	0
The school keeps my child safe	43	73	16	27	0	0	0	0
The school informs me about my child's progress	32	54	23	39	2	3	0	0
My child is making enough progress at this school	32	54	24	41	2	3	0	0
The teaching is good at this school	37	63	19	32	0	0	0	0
The school helps me to support my child's learning	34	58	19	32	4	7	0	0
The school helps my child to have a healthy lifestyle	30	51	27	46	0	0	0	0
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)	31	53	24	41	1	2	0	0
The school meets my child's particular needs	34	58	23	39	0	0	0	0
The school deals effectively with unacceptable behaviour	27	46	26	44	3	5	0	0
The school takes account of my suggestions and concerns	29	49	25	42	2	3	0	0
The school is led and managed effectively	35	59	21	36	1	2	0	0
Overall, I am happy with my child's experience at this school	41	69	15	25	1	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 May 2010

Dear Pupils

Inspection of Glynwood Community Primary School, Gateshead, NE9 5SY

Thank you for making us so welcome when we came to inspect your school. Many of you and your parents and carers told us that Glynwood is a good school. You are right. It is a school where your teachers help you to make good progress from the start of Nursery to the end of Year 6. You told us that you enjoy school and it was clear to see why. You are looked after very well, with all adults very careful to make sure you stay safe and happy and grow up to be responsible citizens. We were very impressed by how much you know about how to live healthily and how keen you are to look after one another.

Even in a good school like yours, there are things which can be improved. Although you are very good at continuing to work hard when your teachers are busy helping other pupils in your class, we have asked that they keep a careful check on your work. By doing this they will be able to give you additional work if you need it or answer questions to help you work even faster. We have also asked those who lead and manage your school to be very clear about how the things which they are planning to change and improve are helping you to make progress. You can help with this by continuing to express your views about your learning either through your school council or when asked to do so by your teachers.

Thank you again for being so helpful to us during our visit, with very best wishes for the future.

Yours sincerely

Linda Buller

Lead Inspector

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