

Glynwood Community Primary School

Glynwood Gardens, Gateshead, Tyne and Wear, NE9 5SY

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- From their individual starting points, pupils make outstanding progress across the school and now leave with attainment above that expected for their age.
- The higher than average proportion of pupils eligible for pupil premium progress extremely well and outperform this group nationally.
- Disabled pupils and those who have special educational needs also make very good progress in line with other pupils.
- Behaviour and safety are outstanding. Pupils are friendly and extremely polite. They are taught from Nursery to behave well and respect others.
- From responses to surveys and through discussions, parents think very highly of the school. This view is reflected in discussions held with pupils.
- Teaching is consistently good with much that is outstanding. Pupils are fully engaged in their learning because of the wide range of experiences that they are introduced to through an exciting curriculum.
- Pupils' attitudes towards school work are exemplary. Teachers have high expectations and pupils rise to the challenges set for them.
- Pupils are set work at the correct levels and are challenged to succeed.
- Mostly lessons proceed at a brisk pace. Occasionally, teachers spend too long at the start of lessons explaining things which can limit the time pupils have to show what they can do and stops them being more actively involved in learning for themselves.
- Teaching assistants are highly trained and work exceedingly well in lessons to support children of different abilities. They play an important role in ensuring that pupils eligible for the pupil premium and those with disabilities or special educational needs progress in line with other students.
- Leadership and governance are outstanding because of the strong and highly effective commitment to continually drive improvement.
- Responsibilities are very skilfully delegated so that all teachers have a role to play in the development of the school.

Information about this inspection

- Inspectors observed 12 lessons, of which two were joint observations with senior and middle leaders. In addition, the inspection team made a number of other short visits to lessons and listened to pupils' read.
- Meetings were held with the headteacher, pupils, members of the governing body, staff and a representative from the local authority.
- Inspectors took account of the 27 responses to the on-line questionnaire Parent View.
- Inspectors also took account of a discussion with parents during the school day.
- Inspectors noted the responses of 10 staff questionnaires.
- They observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and information relating to safeguarding.
- Inspectors observed pupils during morning playtime and lunchtime.

Inspection team

Kate Pringle, Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Derek Sleightholme

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals, children from service families and those children that are looked after, is above average.
- The large majority of pupils are White British.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported through school action is above average. Their needs mainly relate to speech, language and communication difficulties.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Mobility of pupils in and out of the school at other than usual times is average.
- Since the last inspection the support base for pupils with moderate learning difficulties funded by the local authority has closed.
- An early morning breakfast club run by the school is available for pupils to attend.
- The school holds awards for: Gateshead Healthy Schools, Gateshead Disability Awareness and the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching further by:
 - reducing the time teachers take to introduce lessons so that pupils have more time to show what they can do
 - providing more varied opportunities for pupils to be actively engaged during teachers' introductions to lessons.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Early Years Foundation Stage with skills that are generally below those expected for their age. They make rapid progress because of the highly effective teaching that they receive.
- This rapid and secure progress continues in Key Stage 1 and accelerates at an even faster pace in Key Stage 2. By the time pupils leave Year 6 attainment is above average. The progress made from the end of Year 2 in reading, writing and mathematics is exceptional.
- All groups, including pupils with disabilities and those with special educational needs, make similar outstanding progress because the school understands exactly what pupils need in way of support to enable them to succeed.
- Pupils known to be eligible for pupil premium funding also make outstanding progress in line with others in the school and outperform similar pupils nationally. The quality of support for these pupils has so successfully narrowed the gap between them and other pupils in the school that attainment in reading and mathematics is now above other pupils nationally. In writing it is in line with the national average and rising year-on-year. The use of a single programme to support pupils' understanding of letters and sounds, and reading and understanding text has been very successful. In the 2012 screening test for Year 1, pupils scored well above other pupils nationally. Older pupils' reading is confident and articulate. They read widely in school and take pleasure in reading at home.
- Discussions with parents and responses to the questionnaire indicate that they believe their children are happy and make good progress. Pupils say that they enjoy their lessons and the challenges teachers pose for them.

The quality of teaching is outstanding

- Teaching is consistently good over time with much that is outstanding. School tracking data and work in pupil's books confirm this.
- Because of excellent working relationships with their teachers, pupils have excellent attitudes towards their school work. Pupils are happy. They take pride in their work and keep trying even when they find work difficult.
- Pupils say that they enjoy their lessons and they are encouraged to try and find answers for themselves. In the best lessons, pupils work with the teacher and other pupils to consider different learning opportunities as they talk through different ways of working. Sometimes however, teachers spend too much time on explanations and do not involve pupils actively enough in their own learning when pupils are ready and eager to get on with learning for themselves. In the earliest years, children are encouraged to follow and investigate their individual interests. In the Reception class, for example, one child investigating the effect of magnets was able to talk knowledgeably about what happened when magnets were attracted to other metals. Older pupils are challenged to use what they already know effectively in lessons and teachers expect high standards. These, together with pupils' total absorption in their work, are the keys to their high achievement.
- The teaching of mathematics is strong because of teachers' good subject knowledge and good understanding of what pupils need to learn next. Work is carefully planned to match the range of needs in classes. For example, Year 6 pupils made excellent progress in a lesson about converting fractions to decimals. High quality explanations and demonstrations actively included every pupil and were followed by a range of challenging tasks that enabled each pupil to investigate at their own level.
- Skills in literacy are very well promoted through a structured approach to reading and writing. From the Early Years Foundation Stage children develop a real excitement for words and a love of books. Pupils access learning at levels appropriate to their needs and teachers use their

individual expertise to excite pupils in learning new sounds and skills. There are good opportunities for pupils from Year 1 to mark and check their own work and this enables them to understand how well they are doing and where they could do better. Older pupils take great care with their writing and by the end of Year 6 there are some highly creative authors.

- Pupils have specific, easy to understand targets and have a good understanding of what they need to do to make progress. Feedback from teachers is by discussion and through a consistently applied mark scheme. Achievements are clearly linked to individual targets and there is good advice on how to improve further.
- The work of teaching assistants is excellent. Working with groups of differing abilities, their close partnership with teachers and their understanding of pupils' learning needs ensure that they support and encourage pupils using skilful questioning. Feedback to teachers about pupils' achievements then informs pupils' next steps in learning.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to work are exemplary. They are confident in their abilities and unafraid to ask if they are unsure. They work exceptionally hard and really enjoy learning. Pupils are well prepared to meet the challenges of their next stage in education.
- Pupils are exceptionally kind and considerate towards each other, staff and visitors. The outstanding programme of personal and social development, which begins as soon they start school, has a profoundly positive effect upon their behaviour and their appreciation of right and wrong.
- Pupils feel exceptionally safe in school. They understand how to keep themselves safe, including the use of the internet, and recognise different types of bullying. They are adamant that there is no bullying within the school and say that they care for each other. The vast majority of responses from Parent View and discussions with parents support this view.
- Pupils take on a range of responsibilities such as by becoming members of the school council and buddies. The pupil voice is strong. Recently, the school council took part in the selection of new teachers. Governors took account of the pupils' views and reported that pupils were wholly in agreement with the governors' selection as to who should progress to the second day of interview.
- Attendance is average over time. The recent appointment of an attendance officer has impacted positively to substantially lower the proportion of persistent absentees. The school is actively working with parents and pupils to support regular attendance and reduce unauthorised holidays.

The leadership and management are outstanding

- The vision and the ambition of the headteacher have ensured that the school has improved significantly since the last inspection. She is well supported by the deputy headteacher and other key leaders to improve the quality of teaching, curriculum and achievement of pupils. All staff work closely together and feel that they have a voice in the work of the school. Successful teamwork underpins the present and future success of school improvement.
- The work of the school is regularly and accurately monitored. Leaders and managers are very clear about what the school does well and where it could do even better. Actions to tackle weaker areas are clearly planned and effective.
- The performance of staff is key to improvements in standards. Targets for teachers and assistants are closely linked to pupils' progress and self-improvement. Records clearly indicate an effective link between performance management and salary progression.
- Senior leaders have an excellent knowledge of the teaching abilities of individual staff. Teachers are held to account to secure at least consistently good progress for all pupils and underachievement is quickly picked up and addressed through additional support.

- Pupils with disabilities or with special educational needs progress as well as others, so much so that a good proportion leave the special needs register before Key Stage 2 tests.
- Pupil premium funding is used to very good effect through a range of focused support, resources and additional learning experiences. As a result, these pupils progress exceptionally well in line with, and sometimes above, other pupils in the school.
- The outstanding achievement of all pupils demonstrates the school's highly effective promotion of equal opportunities and tackling any discrimination.
- Pupils engage in a variety of experiences which stimulate their curiosity and enable them to develop a wide range of skills. They have good opportunities to use literacy, numeracy and information and communication technology skills across a range of subjects. Pupils' excellent spiritual, moral, social and spiritual development is closely linked to their personal and social programme through a rich range of activities within and beyond the school day. The curriculum is further enhanced by opportunities for residential opportunities for older pupils.
- The school enjoys close and productive links with the local authority which supports this school well, including joint lesson observations.
- The school's arrangements for safeguarding of pupils meet statutory requirements.
- **The governance of the school:**
 - Governors are passionate about their school seeing it as a family working together. They evaluate information on pupils' progress effectively and are aware of the school's strengths and where it could do even better. Through regular visits to classrooms and discussions with senior leaders and advisers from the local authority, governors know the quality of teaching in the school and how senior leaders lead development to support staff to continually improve their performance. Governors take appropriate action when they perceive issues that could threaten the safety of children or staff. Finances are well managed including performance related pay and the positive impact of pupil premium funding on progress. Governors understand the success of how they have allocated funds because it impacts so positively upon pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108372
Local authority	Gateshead
Inspection number	411981

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	262
Appropriate authority	The governing body
Chair	Brian Howell
Headteacher	Debra Ryan
Date of previous school inspection	19 May 2010
Telephone number	0191 4334117
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