

Inspection of Glynwood Community Primary School

Glynwood Gardens, Gateshead, Tyne and Wear NE9 5SY

Inspection dates:	12 and 13 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013.

What is it like to attend this school?

Pupils are happy and enjoy learning at Glynwood Primary School. Pupils understand that the school's values help them to be resilient. Adults are consistent in the approach they take to support pupils to behave well. Pupils know that adults listen to and act on any worries that they may have. As a result, pupils feel safe at school.

The school is ambitious for all pupils to do well. Pupils benefit from a well-designed curriculum. The majority of pupils benefit from a good quality of education, although this is not reflected in provisional outcomes for key stage 2 in 2024. The school supports pupils, including those with special educational needs and/or disabilities (SEND), to make progress from their starting points.

The school plans opportunities for pupils' wider development well. Pupils, including the youngest, have opportunities to take on positions of responsibility and contribute to life at the school. For example, pupils can act as eco-warriors, playground leaders, reading

ambassadors and be part of the school council. The school offers a range of clubs to develop wider interests, including photography, theatre club, sports clubs and music tuition. Pupils make use of these opportunities. There are regular trips for each year group, including visits to museums, art galleries and residential trips.

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

The school has worked to develop an ambitious curriculum. In each subject, and in the early years, it has set out the knowledge that pupils need to build over time. For example, in art and design, younger pupils learn to select the correct tools they need to create different tones and textures. Older pupils demonstrate their artistic skills by creating accurate self-portraits. Links to a local art gallery enhance the art curriculum and pupils know that different local artists use different artistic techniques. Leaders recognise that the previous mathematics curriculum did not support pupils to achieve well enough. The revised mathematics curriculum is improving pupils' mathematical knowledge, but these changes are not reflected in outcomes in 2024. The initial impact of this can be seen in pupils' improved fluency skills and in the work they produce in their books. However, there is more work needed to see improvements in outcomes for mathematics.

There is an embedded systematic approach to the teaching of early reading. Children learn to read from the Reception Year. Children in Nursery learn songs and rhymes and develop their listening skills. Pupils who are at risk of falling behind with early reading are identified quickly. These pupils receive additional, targeted support from staff. Older pupils who continue to need support with their reading receive a range of support. As a result, most pupils become confident, fluent readers.

The school has ensured that all pupils, including those with SEND, access a broad and ambitious curriculum. Pupils with SEND are identified and supported to access the curriculum and extra-curricular opportunities. Staff are trained to support pupils with more complex needs. This helps to ensure that these pupils are supported to progress through the curriculum from their different starting points. The school is an inclusive place and pupils are very respectful and understanding of each other's needs.

Most pupils attend school regularly and on time. The school puts in place measures to track attendance and responds swiftly if pupils are not in school. Despite the school's approach to improving pupils' attendance, the persistent absence of some pupils remains high.

The school has designed a comprehensive personal, social and health education curriculum. Pupils know about tolerance and respect. The school is inclusive for all and pupils are very understanding of pupils' individual needs. Pupils learn about the importance of mental health. Pupils are taught about different faiths and religions. However, they cannot recall this knowledge readily. Pupils sometimes mix up religious knowledge and cannot discuss meaningful aspects of faith.

Staff feel well supported by leaders. They are proud to work at this school. Governors understand the school's strengths and areas for development. They have taken effective steps to support the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The mathematics curriculum has not been embedded and implemented sufficiently well. This means that pupils do not achieve as well as they could. The school should continue to enhance and further embed the revised mathematics curriculum to ensure that all pupils acquire the intended knowledge to be able to achieve well.
- The school has not fully addressed the significant absence of some pupils. This impacts on how well pupils learn and hinders their progress. The school should continue to review how it works with parents and other agencies to tackle pupils' poor attendance.
- The curriculum does not give pupils a sufficient understanding of different faiths and religions. This means that pupils do not have a depth of knowledge and understanding about faith and different religions. The school should ensure that pupils are taught to learn about and understand faiths and religions.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108372
Local authority	Gateshead
Inspection number	10340036
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair	Elliott Gibson
Headteacher	Vicky Nellis
Website	www.glynwoodprimary.org
Dates of previous inspection	11 and 12 June 2013

Information about this school

- The school has a breakfast club and an after-school club.
- The school uses no alternative provision.
- The school has a larger than average number of pupils with education, health and care plans.
- At the time of the inspection, the vice-chair of governors was in post as acting chair of governors.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, art, mathematics and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils’ work. The writing and history curriculums were also discussed as part of this inspection and pupils’ written work in these subjects was reviewed.
- The lead inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- Inspectors held discussions with the headteacher and other members of the leadership team.
- The lead inspector also met with members of the governing body and the local authority school improvement partner.
- Inspectors reviewed a range of documents, including records of governing body meetings, leaders’ evaluation of the school’s strengths and areas for improvement and documents relating to pupils’ behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors spoke with staff about their workload and well-being. Inspectors considered the views of staff shared through Ofsted’s online survey for staff.
- Inspectors also reviewed the responses that were received through the Ofsted online questionnaire, Ofsted Parent View, which included free-text comments. The inspectors considered the responses that were received through Ofsted’s staff questionnaire.

Inspection team

Jessica McKay, lead inspector	His Majesty’s Inspector
Neil Burn	Ofsted Inspector
Alison Aitchison	Senior His Majesty’s Inspector
Philippa Kermotschuk	His Majesty’s Inspector
Kathryn Macdonald	His Majesty’s Inspector

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