

Inspection of Twyning School

Twyning Green, Twyning, Tewkesbury, Gloucestershire GL20 6DF

Inspection dates: 10 and 11 April 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils thrive at Twynning School. Children get off to a strong start in the early years and the school takes great care to ensure that pupils are nurtured and academically challenged as they move through the key stages. Pupils achieve very well in most areas and they are prepared well for secondary school.

The curriculum in the core subjects is ambitious and carefully sequenced. Pupils enjoy their lessons and take great pride in their work. Pupils' attitudes towards their learning are exceptionally positive. The school's expectations of pupils are high, and strong routines support exemplary behaviour. Pupils, including the youngest children in Reception, are polite and welcoming.

The school's 'golden threads' are understood by both staff and pupils. These underpin the curriculum and the school's wider offer, so all children can 'achieve, create and enjoy'. Pupils' character development is central to the school's ethos. There is a vast range of extra-curricular activities available. Nearly all pupils take part in these. Pupils take a lead role in creating a highly inclusive school community in which kindness and respect are part of daily life.

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

The school has designed all areas of the curriculum precisely. Significant thought has been given to identifying the most important knowledge pupils will learn. The curriculum has been carefully adapted for mixed-age classes. The school's published outcomes are strong in nearly all areas and, where they are weaker, the school has taken effective action to ensure standards continue to improve. This is evident in pupils' writing in English, for example.

In the core subjects, such as reading, writing and mathematics, teachers regularly check pupils' knowledge and understanding. They adapt learning as needed. This ensures pupils learn the curriculum as intended. Children in Reception learn within a stimulating environment. They develop their knowledge and skills securely across key areas of learning.

Pupils enjoy their learning in the wider curriculum, but some curriculum activities do not always ensure pupils are learning effectively. In addition, the expectations of pupils' writing in these subjects are not as high as they are in English. As a result, their retention of knowledge is less secure and the quality of their work is not as strong as it is in the core subjects.

There is a sharp focus on learning to read and the enjoyment of books. Children learn to read as soon as they start in Reception. The school's phonics programme is delivered effectively by well-trained staff and supports the development of writing skills. Staff read to all pupils every day and the school ensures that everyone reads independently, too. In the early years, children relish 'storytime'. They listen attentively and talk enthusiastically about the stories they know inside-out.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified by experienced and knowledgeable staff. The school actively seeks support from external agencies, when needed, and works effectively with parents to ensure pupils are well-supported in school. Parents value this highly. As a result, pupils with SEND make good progress from their starting points.

Pupils remember important information about how to keep themselves safe, including online. The school ensures that all pupils understand the importance of physical health through a range of experiences that include sports competitions and festivals. Pupils value the opportunity to represent their school. In addition, pupil well-being is prioritised. Pupils value 'Me Time'. They complete gratitude journals and have time to reflect and relax.

Many pupils take on positions of responsibility. The student council helps shape life at the school and class representatives are a positive example of democracy at work. Older pupils are excellent role models. A successful buddy system helps children in Reception, including those with SEND, settle into school and form strong relationships. Children in the early years learn to take turns, to share and work as a team. As a result, the school is a harmonious and happy place where everyone is included and difference is celebrated. Bullying is not a problem at this school. It is calm and orderly, with a strong sense of moral purpose.

Leaders, including governors, lead the school with passion and perseverance. They ensure that staff are well-trained. Governors effectively challenge and support the school. As a result, staff are highly motivated and united in their determination to do the very best for children in their school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of some areas of the wider curriculum is not consistently effective. Some activities do not align with the intended learning. The expectations and quality of pupils' writing in these subjects are variable. As a result, pupils learn less effectively in these areas. The school must ensure that learning activities, including writing opportunities, enable all pupils to learn what is intended and to write well in all subjects.

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	115547
Local authority	Gloucestershire
Inspection number	10307245
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Jamie Bartlam
Headteacher	Lucy Gladstone
Website	www.twyningschool.co.uk
Date(s) of previous inspection	17 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average primary school with some mixed-age classes.
- The school does not use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at pupils' writing and work in the wider curriculum.

- Inspectors analysed responses to Ofsted’s online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted’s online survey.
- Inspectors spoke with groups of pupils during lessons and social times.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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.
- An inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- Inspectors met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with members of local governing body and the school’s improvement partner from the local authority.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Nicky McMahon

His Majesty's Inspector

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