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16 March 2011

Mr T O'Donoghue  
Headteacher  
West Green Primary School  
West Green Drive  
Crawley  
West Sussex  
RH11 7EL

Dear Mr O'Donoghue

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of West Green Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 15 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the pupils and staff, who were so welcoming.

Since the school was last inspected a new headteacher was appointed in January 2010. While the overall staffing has remained largely stable there has been considerable restructuring of roles in the school. Job descriptions have been redefined to allow a focus on supporting the children. This restructuring has been supported by the appointment of new staff. These appointments have included additional office staff as well as a learning mentor and other teaching assistants to provide particular support to pupils with barriers to learning.

As a result of the inspection on 25 March 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

My visits to a sample of lessons, together with an analysis of the school's information on pupils' current attainment and progress, indicate that achievement has improved. Standards reached by Year 6 pupils in 2010 improved and were above national averages in English and mathematics. In particular, there was a considerable increase in the number of more able pupils reaching the higher levels of attainment, with over half the pupils who reached the expected Level 4 going on to gain Level 5



in both subjects. Standards in Key Stage 1 declined to below average in 2009. The school took immediate action to address this issue. As a result, standards rose in 2010, although further improvement is still needed to build on the good start pupils get in the Early Years Foundation Stage.

As a result of improvements in the quality of teaching, particularly a strong focus on assessment, pupils' learning and progress are now good. For example, in 2010 most Year 6 pupils made at least the progress they should. Current Year 6 pupils are well on course to repeat this performance.

Teachers are using assessment information more effectively in science, and whole-class improvement targets contribute to raising standards. Teachers are planning more investigative approaches that the pupils enjoy. This is well supported by the school's strong focus on the natural world and environment that provides many hands-on opportunities for practical activities within the school grounds. The chickens, guinea pigs, bees and other animals are really valued by the pupils.

A calm and positive learning environment exists throughout the school. Behaviour both in lessons and around the school is good and pupils work and play well together. Pupils are keen to do well and are enthusiastic about their learning, especially where the tasks are interesting and engaging. More-able pupils benefit from a good range of extension and enrichment activities. There is a growing understanding amongst the staff of how their children learn best and teachers are flexible in looking for strategies to make this happen. Improvements in teaching are well supported by the assessment systems now in place. Outcomes are used effectively to maintain an overview of whole-school, class and individual performance. Pupils receive good feedback about the quality of their work but are sometimes less clear about the standard of their work and how it might be improved. Teachers are making much better use of the outcomes of assessment to adapt and plan future lessons as well as identifying pupils who need extra help. This is a particular benefit to pupils with special educational needs and/or disabilities, who receive provision that is supportive and appropriate to their needs and so they make good progress.

The staff and leadership team are united in their commitment to helping all the pupils in their care to achieve their best and this creates a very caring, supportive family atmosphere where all feel valued. Thorough self-evaluation draws on a wide range of information to give a clear picture of the performance of the school. This accurate appraisal of the school's effectiveness gives a clear view of what needs to be done to consolidate success and secure further improvements.

Local authority advisers have provided very good support for school improvement which has been carefully tailored to the school's needs. The school appreciates the challenge to improve provided by the local authority consultants.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christine Jones

**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in March 2009

- Make better use of assessment information in science to set improvement targets and to plan challenging activities, especially in investigation work.
- Build on and extend the procedures put in place to improve the progress of more able pupils.
- Give greater priority to addressing specific weaknesses in different year groups and ensure that subject leaders are fully involved in monitoring pupils' progress in all classes.