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Mrs J Parker
Headteacher
Westglade Primary School
Syke Road
Top Valley
Nottingham
NG5 9BG

Dear Mrs Parker

Notice to improve: monitoring inspection of Westglade Primary School

Thank you for the help which you and your staff gave when I inspected your school on 28 September 2011 and for the information which you provided during the inspection. Please pass on my thanks to the pupils and staff with whom I met during the day.

Since the last inspection, there have been some significant changes to the teaching staff, as temporary contracts have expired and new teachers have been appointed to the school or returned from maternity leave.

As a result of the inspection on 15 February 2011, 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 is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Pupils' attainment in reading, writing and mathematics remain low throughout the school. However, pupils are making rapidly improving progress and closing the gap, because the quality of teaching is improving quickly. The latest results for Year 6 show that attainment is rising. The proportion of pupils attaining the expected Level 4 in English and mathematics and the higher Level 5 increased significantly from the previous year, as did the proportion of pupils making expected progress between Year 2 and Year 6. Progress in other year groups is good, particularly in writing. However, progress for the present Year 6 pupils is only satisfactory during the key stage as they have had to make up for previous underachievement.

Different groups of pupils, including boys, higher attaining pupils and pupils with additional needs, are making improved progress because teachers assess their learning more carefully and ensure that lessons are planned more accurately to meet their needs. The large majority of boys spoken to during the inspection said that they now enjoy writing. They were observed actively engaging in writing and making good progress. The school has extended the range of resources available in lessons to include a new set of netbook computers. These have been well received by pupils, particularly the boys. The school has also organised well attended sessions for parents and carers, focusing on 'Raising Boys' Achievement'. The school's systems to set personal targets for pupils are now well embedded. Pupils are usually aware of their targets, particularly in writing, and are able to explain clearly what they need to do to improve. Pupils frequently have opportunities to write extensively and do so through 'Learning Challenge' books. These books are used in different subjects across the curriculum. They have clarified teachers' expectations for pupils' writing and promoted improved quality and consistency.

Strong work with pupils, parents and carers, and effective partnership working with the local authority's education welfare officer, have resulted in significant improvement in pupils' attendance levels. Attendance over the last academic year rose from 92.8% to 93.7%, slightly below the critical 94% mark. Attendance so far in the current academic year has improved further to 95.3%. The proportion of pupils who are persistently absent from school has also fallen sharply. Improved attendance is contributing positively to pupils' improved achievement.

Consistently good teaching was observed during the inspection. The pace of lessons is good and pupils are now more actively engaged in learning and in practising their skills. This means that pupils spend very little time simply listening to information and, consequently, they make faster progress in lessons. The school's marking policy has been revised, and marking is of a consistently good quality in pupils' writing and mathematics books. Marking clearly outlines the next steps that pupils need to take to move forward in their learning. Pupils respond to the feedback positively and make improved progress as a result.

Senior leaders ensure that the monitoring and evaluation of the work of the school is comprehensive and accurate. This leads to well-focused action plans, with clear systems to evaluate the impact of the school's progress in addressing priorities. The governing body has become increasingly involved in monitoring and evaluating the work of the school.

The central record of suitability checks on staff was scrutinised and it fully meets current government requirements.

The statement of action produced by the local authority following the last inspection did not meet requirements. It has been amended appropriately and is now fit for purpose. It provides a clear road map towards improving the school's effectiveness. Appropriate support has been provided by the local authority, and consultants have played an important role in improving the quality of provision.

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

Jeremy Spencer
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2011

- Raise the levels of attendance to at least the national average by:
 - renewing the work with external agencies to find alternative approaches that will discourage parents and carers from taking their children out of school unnecessarily
 - developing further projects that will lead to most parents participating in their children’s work and realising the benefits of regular attendance.

- Raise attainment and improve the rate of pupils’ progress by:
 - enabling all pupils, particularly the higher attainers and those with additional needs, to make better progress, especially in writing
 - motivating pupils, especially the boys, to write with more enjoyment, by extending the range of resources for and use of information and communication technology.

- Improve the quality of teaching and learning by:
 - ensuring all staff make full use of the range of assessment information to provide appropriately challenging work for pupils of different abilities
 - extending the opportunities for pupils to practise their skills by limiting the amount of time they listen to information.

- Improve the quality of leadership and management by:
 - ensuring that the monitoring of the work of the school is accurate and rigorously evaluative in identifying areas for further improvement
 - providing more effective opportunities for senior staff, and where appropriate, governors to monitor initiatives to support progress.