

Westglade Primary School

Inspection report

Unique reference number	131006
Local authority	Nottingham
Inspection number	381292
Inspection dates	28–29 February 2012
Lead inspector	Tim Bristow HMI

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	200
Appropriate authority	The governing body
Chair	Ann Priestley
Headteacher	Jayne Parker
Date of previous school inspection	15 February 2011
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Age group	3–11
Inspection date(s)	28–29 February 2012
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Introduction

Inspection team

Tim Bristow

Her Majesty's Inspector

Alan Chaffey

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers and visited 21 lessons. They held meetings with members of the governing body, the headteacher, staff and five groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at: the school development plan, governing body meeting minutes, assessment information, lesson plans, school safety procedures and responses to questionnaires from 94 parents and carers.

Information about the school

The school is smaller than the average-sized primary school. The proportions of pupils who speak English as an additional language are below average. The proportion of disabled pupils and those who have special educational needs is above average. Currently there are no pupils with a statement of educational needs. The proportion of pupils known to be eligible for free school meals is above average.

When the school was inspected in February 2011, it was given a notice to improve. The school meets current government floor standards. Pupils are able to attend a breakfast club that is managed by the governing body. There is a children's centre on the site that is managed separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Outcomes in the Early Years Foundation Stage continue to be good as a result of good provision and effective leadership. The school is not good because too much of the teaching remains satisfactory for all pupils to achieve well.
- The progress made by all groups of pupils has accelerated over the last year, resulting in the gap between pupils' attainment in reading, writing and mathematics and national expectations reducing rapidly. In mathematics, pupils now make progress throughout the school that is consistently better than expected and attainment is average. Achievement is restricted to satisfactory because the progress pupils make in reading and writing is less consistent and attainment is lower than in mathematics. Fewer pupils than expected attain the higher levels of attainment.
- The proportion of good teaching has increased considerably over the last year. However, teaching is satisfactory overall because in a small minority of lessons, particularly in English and science, work is not tailored to meet pupils' needs precisely enough. Pupils have less opportunity than they could to develop practical skills in some subjects of the curriculum.
- Pupils are generally well behaved and polite. They behave safely, such as when they are on the internet. Their behaviour is not yet good overall because in some lessons where the teaching is satisfactory, a few do not work as hard as they could. Attendance has improved and is now average.
- A rigorous programme to improve the quality of teaching led by the headteacher, ably supported by other leaders, has been successful in raising the proportion of good teaching and learning. Procedures to manage school performance such as the regular pupil progress meetings effectively hold teachers to account for the progress of pupils.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- For achievement to be good, ensure that by 2013 attainment in reading and writing is average or above by:
 - enabling more-able pupils to make consistently better progress than expected
 - improving teaching so that teachers use their knowledge of all pupils more effectively to prepare work that is well tailored to meet their needs
 - motivating better the few pupils who do not work as hard as they could in lessons
 - making more effective use of the high-performing teachers to share best practice.

- Provide more opportunities in the curriculum for pupils to develop practical skills in subjects such as science, art and design, design and technology, geography and history.

Main report

Achievement of pupils

In 2011, the attainment of pupils by the end of Year 6 in English and mathematics was broadly average for the first time since the school opened. Nearly all the parents and carers that responded to the questionnaire agreed that their children are making good progress. Inspectors found that in mathematics, attainment throughout the school is now in line with national expectations as a result of progress for nearly all pupils that is consistently better than expected nationally. Good and outstanding teaching in some years, such as Years 5 and 6 is resulting in rapid progress in English, and attainment in reading and writing is broadly in line with expectations in these years. However, this is not the case across the whole school. For example, the attainment in reading at Key Stage 1 of pupils that are in Year 2 remains low and is approximately one term behind their peers nationally.

In the past, some boys, particularly disabled pupils and those who have special educational needs have made slower progress than others. Progress has accelerated rapidly as a result of improved provision and these pupils now make progress that is either in line, or exceeds that of other pupils in school. The progress of the few pupils who speak English as an additional language and those known to be eligible for free school meals in English and mathematics is in line with others in the school. Pupils that are identified as gifted, talented or able make the expected progress, but this is not yet sufficiently rapid for enough of them to attain the higher Level 5 in English and mathematics by the end of Year 6.

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The majority of children enter the Early Years Foundation Stage with skill development in all areas that is lower than is typical for their age. They then make better than expected progress in nearly all areas and the large majority enter Year 1 with skill development that is typical for their age. In writing a minority enter Year 1 with attainment that is lower than in other areas.

In nearly all mathematics lessons, pupils make good progress because their work is well tailored and thoughtfully designed to engage and challenge them. For example, in a Year 5 mathematics lesson where the quality of learning was outstanding, a group of pupils were working very well together to find out how many children in school use the local library. They had independently devised their own questions, hypothesis, and methods of evidence collection, analysis and presentation. They then shared very articulately their findings with the other pupils in class. In English lessons, the quality of learning is more variable because sometimes a few pupils find the work prepared for them too hard or too easy.

Quality of teaching

Nearly all the parents and carers report that their children are taught well. Inspectors found that teaching has improved considerably over the year and that in most mathematics lessons it is good. In English lessons, a larger proportion of teaching is satisfactory. In these satisfactory lessons teachers demonstrate that they are better equipped than they were to group pupils by ability and plan work that ensures that they make at least the expected progress. However, particularly in writing lessons, when teachers are explaining the activities to pupils, they do not make their expectations of what different groups will achieve explicit enough. When preparing the lessons they do not use their knowledge of some pupils effectively enough to plan work that is pitched at the correct level for them. Where teaching is good, particularly in Years 1, 5 and 6, expectations for all groups are explicit and the work planned is challenging and motivating. For example, in a Year 6 lesson, pupils were writing to a fast food company to recommend that they made their products healthier. The teacher linked the challenging learning intentions of the lesson with pupils' own individual targets expertly so that they understood clearly what it was they had to achieve. More-able pupils report that they receive harder work than others, but in some lessons it is insufficiently challenging.

The planned curriculum for English and mathematics has improved considerably over the last year underpinning the improvements to teaching. The effective support of well-trained teaching assistants and a range of carefully planned extra activities has ensured that disabled pupils and those who have special educational needs generally make the expected or better progress in lessons.

A consistently effective feature of teaching is the quality of marking in English and mathematics books. Teachers systematically link pupils' personal targets to the advice and guidance they offer. This has ensured that most pupils have a good understanding of how well they are doing and the steps they need to take to

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improve their work.

Teachers promote spiritual, moral, social and cultural education to a satisfactory level in lessons. For example, in a Year 1 writing lesson where the teaching was good, pupils were comparing life in Kenya with that in Top Valley. As one pupil reported, 'I would not come to school with my bag on my head and I have never seen an elephant in Top Valley'.

Behaviour and safety of pupils

Inspectors support the view of all the parents and carers that their children are safe in school. School records show that the high exclusion rate in the past has reduced considerably because behaviour and bullying is now managed effectively. One parent expressed this good management in the following way, 'My child has had a few problems with bullying and it was dealt with. My child has since been very happy and I am grateful to the school for how they handled the problem'. School records show, and pupils report that recently there have been very few incidences of bullying. Pupils report that it is usually name calling and that when it occurs teachers deal with it swiftly and effectively.

Pupils' spiritual, moral, social and cultural development is addressed effectively through such themes as the emphasis in assemblies on respect for others. In lessons where teaching is good, social and moral development is well promoted. In these lessons nearly all pupils have a good attitude to their learning and take a responsibility for, and pride in their work. Around the school pupils act responsibly carrying out different jobs. For example, at break time, older pupils were conscientiously reminding younger pupils about how to behave well.

A range of measures has been successfully employed to improve attendance and punctuality. For example, the breakfast club successfully ensures that pupils benefit from a good start to the day.

Leadership and management

The procedures to drive forward improvements to teaching and achievement are much more effective than at the time of the last inspection. For example, the headteacher and governing body have successfully established the 'Westglade Way', a non-negotiable agreement about the features of good teaching that are to be included in all lessons. The headteacher and other leaders regularly check that teachers have implemented this agreement in their lessons and this has resulted in the much greater proportion of good teaching. All teachers are striving to reach this standard, but some have had insufficient opportunity to work alongside colleagues so that they can benefit from their expertise. The rapid improvement in achievement, teaching and attendance driven by school leaders shows that while leadership and management is satisfactory overall, the school demonstrates a much better capacity for sustained improvement than at the time of the last inspection.

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One reason why the attendance has risen has been the very effective steps taken by the headteacher and governing body to better engage parents in the work of the school. The governance of the school has strengthened considerably over the last year. One commendable feature of governance and leadership is the equality of opportunity they offer to all pupils. The school regularly admits a few pupils with a range of complex needs and some whose circumstances may make them vulnerable. The good quality of provision and leadership for disabled pupils and those who have special educational needs has ensured that these pupils settle well into school and make at least the expected progress. School leaders also harness the expertise of other agencies to support these pupils, such as those offered by the children's centre. This has helped to ensure that safeguarding arrangements of all pupils are secure. Discrimination is tackled effectively. Pupils spoken to demonstrate respect for each other's differences and records show that since the last inspection there have been no racist incidents.

The curriculum has a satisfactory impact on pupils' spiritual, moral, social and cultural development. The school regularly takes the opportunity to broaden pupils' cultural understanding. For example, in assemblies during the inspection pupils were celebrating World Book Day. There are now a wide range of visits, visitors and extra-curricular activities that enhance pupils' enjoyment of learning. Effective links have been established for pupils to practise their literacy and numeracy skills in other subjects, but occasionally this is at the expense of other practical subject-specific skills that pupils need to develop.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 March 2012

Dear Children

Inspection of Westglade Primary School, Nottingham NG5 9BG

My colleague and I were very pleased to see the important improvements to your education that the headteacher, teachers and other adults have made. The school is now providing a satisfactory standard of education and no longer requires a notice to improve.

Thank you for the welcome you gave us, we found your views and opinions to be very helpful when carrying out the inspection. You can be proud of the improvements to your attendance. Nearly all of you are polite, friendly and enthusiastic about school. You get a good start to your education in the Nursery and Reception classes. In the rest of the school most of you are working harder and doing much better in English and mathematics lessons. Most of the older pupils are very good at taking the responsibility to make their work better. We agree that you are able to take part in a wide range of interesting and exciting activities, but we think that you could have more opportunity to do practical work, for example, more science experiments and art work.

We have asked the school to make the following improvements.

- Raise the standard of your reading and writing.
- Give you more opportunities to take part in practical activities.

You can all help by continuing to come every day. The few of you who sometimes do not work as hard as others should try really hard to concentrate in lessons.

Yours sincerely

Tim Bristow
Her Majesty's Inspector

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