

Glade Primary School

Inspection report

Unique Reference Number	102806
Local Authority	Redbridge
Inspection number	363666
Inspection dates	18–19 July 2011
Reporting inspector	Martin Beale

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	472
Appropriate authority	The governing body
Chair	Paul Mathias
Headteacher	Angela Walsh
Date of previous school inspection	13 September 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons, observing 14 teachers. They held meetings with staff, groups of pupils and members of the governing body. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed responses to questionnaires from 133 parents and carers, 93 pupils and 40 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent has the recent review led to a more creative curriculum that supports the cross-curricular development of key skills?
- How effectively do teachers meet the needs of all pupils in their classes?
- How effective has the work been to improve the impact of middle leaders, particularly in monitoring provision and performance in their areas?

Information about the school

Pupil numbers have risen since the last inspection in this well above average sized school. Most pupils are from a wide range of minority ethnic backgrounds, with the largest group being of families of Asian heritages. More than half of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average and rising. Fewer pupils than is seen nationally are identified with special educational needs and/or disabilities. Their needs are mostly associated with learning difficulties related to literacy. Considerably more pupils than in most schools join or leave other than at the usual times. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes, with shared outdoor provision. These classes are part of an almost-completed building programme. The headteacher was appointed in September 2010 having previously been the deputy headteacher. The school has recently received the information and communication technology (ICT) Mark and Basic Skills awards.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Glade Primary School provides a good standard of education. It has consolidated its position at the last inspection and tackled successfully areas for improvement identified at the time. The disruption of building work this year has not slowed its development or deflected the new headteacher from seeking further improvement. Parents and carers are very pleased with the school and all that it does for their children. The pupils' great enjoyment of school is reflected in above average attendance levels and in the sense of purpose and harmony that permeates the school.

- Pupils make good progress and achieve well from their starting points and from whatever time they enter the school. Pupils' attainment by the end of Year 6 is above average and rising.
- Progress is more rapid in English than in mathematics and attainment is higher by the end of Year 6 because the recent focus on improving writing has paid dividends. The school has rightly identified mathematics as the next priority and is looking particularly at improving the accuracy of written methods of calculation and ensuring greater and more consistent challenge for the more able.
- Within a pattern of good teaching, some lessons have outstanding features that interest the pupils and drive learning forward rapidly through activities carefully pitched to meet their needs. However, questioning is not always used skilfully enough to challenge thinking, especially for the more able.
- The comprehensive curriculum review has led to improvements in the pupils' acquisition and application of basic skills and has enhanced boys' enthusiasm for writing. Topic themes form meaningful links between subjects and events, such as Arts Week, making learning more interesting and relevant.
- Through exceptionally well-targeted care, guidance and support the school provides a very welcoming environment for the pupils. By knowing pupils as individuals and the circumstances of their families, the school pinpoints support to meet their needs. This has been instrumental in improving attendance and reducing the incidence of persistent absence.
- Pupils' progress is carefully checked through rigorous assessment procedures. Marking is thorough, but individual targets are not always made explicit and too little guidance is provided on the steps needed for them to be achieved.
- The school's close and productive links with parents and carers are highly effective in engaging them in their children's learning and providing them with information about their progress.

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- The 'footprint' topic in Year 4 is a prime example of the pupils' concern for the environment. Pupils are curious about the world around them. The use of the school grounds and woodland area extends their understanding of the natural world and stimulates their learning in many areas.
- Pupils have an excellent understanding of how to stay safe and identify and deal with any risks they might face. They are confident that any problems they raise will be dealt with constructively. They take responsibility for their own safety and encourage each other to act with care.

The new headteacher, deputy headteacher and senior leaders are keeping staff focused on driving forward further improvement. They are supported well by increasingly effective middle leaders and a supportive, yet challenging, governing body. Thorough monitoring and accurate self-evaluation provide a firm basis from which leaders plan for the future. As a result of strong improvements in the quality of provision, in particular the successful changes made to the curriculum, school leaders have ensured that the pupils' attainment remains above average. This, coupled with effective self-evaluation, provides the school with good capacity for further improvement.

What does the school need to do to improve further?

- Improve progress in mathematics by:
 - implementing strategies to increase the accuracy of written methods of calculation
 - ensuring that more-able pupils are consistently challenged.
- Accelerate learning and bring teaching up to the quality of the best by:
 - establishing criteria for the features of good and outstanding learning and the teaching skills for these to be achieved
 - extending teachers' questioning skills and maximising opportunities for pupils to participate in lessons
 - providing more effective feedback through marking on the steps pupils need to take to meet their targets.

Outcomes for individuals and groups of pupils**2**

When learning is most effective, pupils are attentive, show interest in what they are doing and work at a good pace. They take pride in their work, respond well to their teachers and become immersed in practical activities. Pupils write in a wide range of interesting and engaging contexts, often closely linked to their topics or the book they are reading. This has enhanced boys' enthusiasm for writing and has raised the quality of their work. In the few lessons that are less effective, teachers do not fully engage pupils' interest, with the result that their concentration waivers and pupils become restless.

Pupils did not sit Year 6 national tests in 2010, but unvalidated results for this year indicate that the rising pattern has continued, particularly in terms of the proportion of pupils now exceeding the level expected in English. There is no significant variation in the achievement of pupils from different ethnic groups. This includes those of Asian heritages. Through carefully targeted support from skilled and trained staff, pupils with special

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educational needs and/or disabilities make good progress and generally meet their individual targets. The language development of pupils, particularly newcomers to the school, is given careful attention. Once their English language skills become more secure, their progress accelerates and these pupils are amongst the highest attaining pupils in the school by the end of Year 6.

Pupils are proud of their school and held in high regard within the local community. They are thoughtful, considerate and get on well together. Pupils have a considerable voice in school life and take seriously positions of responsibility, such as representing their classes on the school council. They are keen to help newcomers settle into school and help to resolve any playground conflicts that arise. African drumming workshops and the close links with schools in China and Thailand give pupils a greater understanding of the lives of others. Opportunities for creative expression through drama, art and music contribute much to the pupils' cultural development. Pupils are very aware of the benefits of healthy eating and regular exercise, and greatly enjoy taking part in sporting activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Through the teachers' skilled management of behaviour, classrooms are calm and purposeful environments that promote effective learning. Pupils are confident and keen to answer questions because their contributions are clearly valued by their teachers. The most effective teaching seen was lively, involved clear explanations, and grabbed the

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pupils' interest by engaging all groups in a wide range of well-chosen activities. Pupils benefit greatly from sharing their ideas in discussion with each other, but at times opportunities are missed to work with their 'talk partners' more often.

The reviewed curriculum is a major factor in the pupils' enjoyment of school and learning. The focus by teachers on developing basic skills is enhanced through carefully planned topics and supports the development of writing, enquiry skills and the use of information and communication technology. Programmes are adjusted carefully to meet the learning and language needs of the pupils and extended for those with particular talents. Many of the extra sporting and performing arts activities are made possible through the expertise of specialist coaches and close links with local schools. The woodland area acts as a valuable resource, not just for Glade pupils but for pupils in other schools.

The pupils have great confidence in staff to advise and support them. Highly effective arrangements help pupils to settle into school at whatever stage they join and then move on confidently to secondary school. These have a considerable bearing on their confidence and ability to form constructive relationships. The school's exemplary work with families and a wide range of local support agencies aids the pupils' learning, well-being and development, particularly for those whose circumstances may make them vulnerable. This includes the well-run before- and after-school clubs that are greatly appreciated by the families accessing them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has quickly established her aims for the school based on a commitment, shared by staff, to break down any language or learning barriers pupils might face. Middle leaders have become much more effective in fulfilling their roles, and are taking a stronger lead in monitoring performance and supporting their colleagues. Action to overcome weaknesses has led to improved teaching and learning, although the school has not fully established clear criteria to identify the features of good and better learning and the action teachers can take for these to be achieved.

Promoting equality of opportunity and tackling discrimination are at the core of the school's values. Targets for pupils are challenging and progress towards them carefully charted so that any underachievement can be spotted early and action taken. However, less rigour has been placed on evaluating the performance of different ethnic groups to identify if any gaps are emerging.

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The well led governing body has a good oversight of the school and has reduced the burden on the headteacher of managing the building development. It challenges the school to do better and is closely involved in self-evaluation and forward planning. The governing body also ensures that procedures for safeguarding the pupils are robust, and their impact is frequently monitored, reviewed and updated. A notable feature is the way safety issues are dealt with through the curriculum so that pupils can be aware of how to deal with potential risks.

The school makes a strong contribution to promoting greater community cohesion. It reaches out to communities locally and internationally, but has less impact nationally. The school has a very positive relationship with parents and carers. Their views about the school are sought and action taken, where possible, and courses are provided for those seeking to improve their English language skills. The school has productive partnerships with other agencies to extend pupils' learning experiences. Specialist expertise and guidance are sought when needed to support pupils with special educational needs and/or disabilities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Teachers and support staff have risen well to the challenge of moving into new surroundings during the last year. The new Nursery and Reception facilities provide a stimulating environment into which the youngest children settle quickly. They feel safe and secure as a result of the attention paid to their well-being and the close partnership with home. They make good progress in all aspects of their development from skills on entry below those expected for their age and at times with limited English.

The team works well to provide a wide range of interesting and vibrant activities that engage the children for considerable periods of time. Language and social development

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underpin the work of teachers and support staff who are skilled at when to intervene in the children's work to move their learning forward. The close links established between areas of learning enable children to become independent and take the initiative in developing their own activities. They behave well and enjoy working together with their friends. Learning flows unimpeded between indoors and the stimulating outdoor classroom.

Effective leadership and management have improved the quality of the setting and the skills of the adults who work there. For example, training on the better use of assessment data means there is a more secure picture, not just of each child's progress but also the effectiveness of the stage. This information is used to plan activities pitched carefully to the next steps needed in each child's learning. While there are secure arrangements to help the children to settle in on arrival and to face the transfer into Year 1 with confidence, transition between the Nursery and Reception is not as strong. The two age groups are a developing unit sharing the outdoor classroom.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A slightly smaller proportion of parents and carers responded to the questionnaire than in most primary schools. The level of satisfaction is higher than seen nationally in response to all of the questions. Inspection evidence endorses their very positive views, particularly that their children are helped to adopt a safe and healthy lifestyle and that the school is well led and managed. Inspectors investigated the concerns of a few parents and carers about whether their children are making sufficient progress. However, having observed lessons and looked at assessment data, they concluded that pupils are making good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glade Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	53	59	44	3	2	0	0
The school keeps my child safe	70	53	61	46	2	2	0	0
My school informs me about my child's progress	69	52	58	44	4	3	1	1
My child is making enough progress at this school	52	39	66	50	12	9	1	1
The teaching is good at this school	59	44	64	48	8	6	1	1
The school helps me to support my child's learning	60	45	63	47	7	5	2	2
The school helps my child to have a healthy lifestyle	61	46	64	48	6	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	44	56	42	5	4	2	2
The school meets my child's particular needs	48	36	71	53	8	6	1	1
The school deals effectively with unacceptable behaviour	53	40	63	47	7	5	1	1
The school takes account of my suggestions and concerns	47	35	70	53	9	7	3	2
The school is led and managed effectively	47	35	78	59	2	2	3	2
Overall, I am happy with my child's experience at this school	58	44	65	49	7	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



20 July 2011

Dear Pupils

Inspection of Glade Primary School, Ilford IG5 0PF

Thank you for the warm welcome you gave the inspection team when we visited your school recently, and for telling us your views. We know that you enjoy attending school and saw that you work hard. Inspectors were particularly impressed by your confident answers to their questions. These are the best things we found about your school.

- Glade Primary School is a good school because the headteacher, staff and governing body do their utmost to help you all to succeed.
- The youngest children have a good start to their school life in the Nursery and newly built Reception classes.
- Your attainment is above average and you make good progress, particularly in English.
- Your positive attitudes to learning and above average attendance levels contribute significantly to your good progress.
- The curriculum provides many enjoyable experiences for you, with sport and music being highlights of school life.
- The school works well in partnership with others to support your learning and has formed strong links with your parents and carers
- Teaching is good and improving, even though marking is not yet used consistently to help you to understand what you need to do to improve.
- You develop an excellent understanding of how to keep yourselves safe.

We have asked the school to increase the progress you make in mathematics. We have also asked the school to improve learning by ensuring that teachers use questions to make you think more deeply and provide clearer guidance for you through their marking. You can play your part in helping the school to get even better by continuing to work hard and improving your attendance even further. Well done for showing such pride in your school and in your achievements.

Yours sincerely

Martin Beale

Lead inspector

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