

West Green Primary School

West Green Drive, Crawley, West Sussex , RH11 7EL

Inspection dates 16–17 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not consistently good. Teachers do not often enough set work that is at the right level of difficulty for pupils.
- Furthermore their learning is, at times, capped when they get insufficient opportunities to check how well they have done compared with what they set out to achieve.
- The quality of dialogue between adults and pupils does not, especially in the Early Years Foundation Stage outdoor area, sufficiently challenge pupils.
- Not all leaders and managers have a sufficient knowledge of standards in their subject areas. When checking on the quality of learning there is an insufficient focus on how well pupils are making progress, especially comparing different pupil groups.
- Communication with parents and carers, especially regarding last-minute changes to routines, requires improvement.
- When governors visit there is insufficient detailed written analysis of what has been observed to be shared with the rest of the governing body.

The school has the following strengths:

- The headteacher has a very clear vision for the development of the school. It has been well shared and the school survey of adults show their positive views of this vision and leadership. Teaching and pupils' progress are improving with more good teaching being observed.
- Leadership responsibilities have been well distributed. More subject coordinators are becoming involved in checking on the work in their area of responsibility.
- The behaviour of pupils is good. The school's work for the safety of pupils is good. Pupils spoken to say they feel safe and that they enjoy school.
- The curriculum has been reviewed and results in pupils having good opportunities to reinforce their basic skills.
- Very positive relationships exist in lessons with pupils who, as a result, are prepared to engage with their learning.

Information about this inspection

- The inspectors observed learning and teaching in 11 lessons, including visits to phonics (linking sounds and letters) sessions and guided reading sessions.
- In addition, five visits were made to sessions which are designed to provide additional support for pupils.
- A sample of pupils from Years 2 and 3 were heard reading.
- The inspectors observed the school’s work and looked at information about pupils’ progress and attainment, governing body documentation, the school’s development plan, subject action plans, and policies and procedures. Those relating to health and safety and safeguarding of pupils were also scrutinised.
- The 29 parental responses to Ofsted’s online Parent View survey, along with one letter from a parent or carer, were also considered. The school’s most recent and more extensive parent, pupil and staff surveys were also considered.
- Discussions were held with senior and other leaders, teachers, three governors, pupils, parents and carers, and two representatives from the local authority.

Inspection team

Michael Pye, Lead inspector

Additional Inspector

Julie Sackett

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, looked after children and pupils from service families, is below average. There are no looked after children on the school's register.
- Currently the proportion of disabled pupils and those who have special educational needs supported through school action is above average. An above average proportion of pupils are supported at school action plus or with a statement of special educational needs. The main needs of these pupils relate to moderate learning difficulties and speech, language and communication needs.
- Pupils come from predominantly White British backgrounds. The next largest group are those pupils with Pakistani heritage.
- There have been some changes in staff and governor turnover in recent times although the situation is now stable. The current headteacher has been appointed since the previous inspection.
- Inspectors were aware during this inspection that serious allegations of a child protection nature had been investigated by the appropriate authorities and not upheld. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting and appropriate agencies in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Accelerate the progress and raise the attainment of pupils through ensuring that teachers:
 - plan work that is at the right level of difficulty to make pupils of different abilities think hard
 - encourage children to develop their self-evaluation skills through comparing their work to the aims they were set for their work
 - maximise the opportunities for learning in the outdoor area of the Early Years Foundation Stage
 - during conversations with pupils, consistently challenge them to think hard.
- Maximise the impact of leaders and managers, including governors, through:
 - ensuring that all subject leaders have a clear understanding of standards in their areas of responsibility
 - them having a clear focus on pupils' progress and that of the various pupil groups during their checking of the school's work
 - ensuring that governors write and feedback to their colleagues more detailed analysis of their observations resulting from their visits
 - improving communication with parents and carers.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Attainment at the end of Year 6 in 2013 was broadly average, with mathematics being the strongest subject. From pupils' starting points this reflects average progress over time. Pupils make good progress over Key Stage 2, but elsewhere it is patchy and, given their starting points pupils' progress requires further improvement to be good.
- Pupils' progress is improving: pupil performance data and work scrutinised shows better progress as a consequence of better teaching, although more good teaching is required to secure consistently good progress.
- Children's entry levels into Reception vary year on year. The current cohort entered with average levels of skills and knowledge. Their progress requires improvement, especially with regard to providing more challenge for children in the external area.
- The results of the phonics screening check for pupils in Year 1 were well below average in 2012 but improved in 2013, although they were still below average. Current pupils are on track to further improve this year.
- The attainment of pupils in reading was below average in 2013 at the end of Year 2. Pupils have regular opportunities to read, and say that they enjoy reading. Pupils sound out letters accurately and most show determination when tackling the more difficult words. Low-attaining pupils find some difficulty when blending the sounds and do not learn as fast as they should.
- Pupils in Year 6 from a Pakistani heritage did not meet the national average in writing in 2013, but exceeded expectations in reading and mathematics.
- In Year 6, nine out of 10 pupils are making better than expected progress in reading and eight out of 10 in mathematics. Writing is the weaker subject, where there is a need to promote the use of richer language, especially for high attainers.
- Disabled pupils and those with special educational needs make progress in line with their peers. There is evidence of the good impact on progress of support sessions such as in reading recovery.
- As a consequence of the school's focus there is now no apparent gender difference regarding attainment and progress in reading and mathematics; there is still more to do to continue to close the gap between boys and girls in writing.
- In 2013 those pupils known to be eligible for the pupil premium did better than their peers, especially in mathematics and writing.
- High attainers make good progress overall with gifted and talented pupils doing better than their peers in all core subjects.
- Most parents and carers completing the school's parent survey believe their children make good progress.

The quality of teaching

requires improvement

- There are shortcomings in the quality of teaching which slow pupils' progress. While pupils know their levels of work and benefit from clear targets for improvement, their learning is limited when teachers do not give sufficient guidance about how they can evaluate their own success.
- Pupils make better progress when presented with tasks that challenge them to do their best. In some lessons teachers do not plan sufficiently well for this. This was seen in a lesson for younger pupils based around guided reading. Higher-ability pupils were asked to sound out using blocks of letters, which did not challenge them and meant their learning was slowed.
- In conversations with pupils during lessons their learning is sometimes limited because adults do not take sufficient opportunity to further challenge the pupils. In the Early Years Foundation Stage this was seen in the external area where adults missed the opportunity to encourage the high-ability pupils to think more deeply.

- As a consequence of some constructive feedback from the headteacher and other senior leaders, the quality of teaching is improving. Teachers have secure subject knowledge and this enables them to conduct some well-focused questioning. This was seen in a mathematics lesson for older pupils where the teacher adeptly built on the pupils' answers about the number five.
- Pupils' learning benefits from some good opportunities to review their work and make suggestions for improvement. For example, in an English lesson where pupils reviewed their work with a talk partner, but this is not consistent.
- Teaching assistants sometimes give good support in lessons. This was particularly seen in an intervention group where varied, practical resources held the interest of pupils. However, this is not seen in all lessons.
- Good marking promotes the confidence of pupils and also gives clear guidance about how they can improve their work. Teachers give pupils time to respond to the marking.
- Pupils extend well their understanding of different cultures through studying countries such as India as part of the new curriculum.

The behaviour and safety of pupils

are good

- Where teaching is most effective pupils are well behaved because expectations are high. Where less effective, occasionally pupils disengage, particularly when the work set is not matched well enough to pupils' interests and prior knowledge, so their progress slows.
- Pupils display good attitudes to their work, with recent improvements in the curriculum increasing their enjoyment of learning.
- They are keen to learn and enjoy the challenges presented to them. They demonstrate a quiet determination to keep on task and progress their learning.
- The majority take pride in their work.
- They have a clear understanding of what is meant by bullying and say that this is rare in school. The pupils know who to go to for help and guidance; they say any incidents are quickly dealt with by the school.
- Pupils also have a secure understanding of the dangers surrounding the internet and the misuse of mobile phones.
- A small minority of parents and carers felt that their children are not happy at school. The inspection team spoke to at least 60 pupils – over a quarter of the school. They said they were happy at the school, felt safe, that behaviour is good and that adults in school look after them well.
- Pupils have a sensible view of how they can help keep themselves safe. They have a secure understanding of health and safety issues in areas such as physical education.
- They show their social and moral development through demonstrating high levels of respect in lessons. They listen carefully to the views of their peers and put hands up to answer questions.
- Pupils are prompt to lessons. Attendance is average. The school procedures to support attendance are secure.
- Their good social development is seen when their good behaviour continues in different social settings, such as the playground and in assemblies.

The leadership and management

require improvement

- There is strong focused leadership by the headteacher based around improving the quality of teaching and pupil progress.
- Whilst there has been a good move towards distributing management responsibilities including for subjects, not all leaders have a sufficiently clear understanding about the standards in their subject area to help them target where improvements are required.
- Similarly the school uses a wide range of strategies (including work scrutiny, observations and progress data) to provide it with a '360 degree' view of the quality of teaching. However, the

pro-forma used to record the findings of their checks does not always focus the observer on the progress of the different pupil groups within the school.

- A few parents and carers believe that communication with them could be improved. The school produces a newsletter and has an easily accessible website. However, parents and carers spoken to believe that short-notice changes are not always conveyed to them as efficiently as possible.
- The checking of the school's work leads to accurate self-evaluation and the identification of very appropriate priorities for development. At a whole-school level this has resulted in a focus on improving teaching, while in English the focus is on 'Planning for Writing' and in mathematics, more number work.
- Staff development enables staff to focus well on their practice and the targets for staff include an appropriate link to pupils' progress levels. Continuing professional development is well linked to these targets, with staff having received training in phonics and guided reading. However, leaders' observations of teaching do not check carefully enough the impact made on learning.
- Staff are fully aware of the link between teaching quality and the possibility of promotion.
- The school website contains details of how the funding is spent for those pupils believed to be eligible for the pupil premium. The fact that these pupils often do better than their peers demonstrates the positive impact of such expenditure.
- The curriculum is developing further links between subjects. Certainly pupils get very good opportunities to practise their writing in themed work such as that about the Arctic and Antarctica.
- Pupils have two physical education sessions each week. Additional government funding has enabled the school to introduce a fitness programme for Year 6 pupils and more specialist coaching. The effect of such provision has been a heightening of the awareness about health aspects among staff and pupils. Football is now played by girls. Both boys and girls are successful in the town and county competitions.
- Appropriate arrangements are in place in the areas of safeguarding and the school has recently reviewed its processes regarding this area and child protection, and this has resulted in a heightening of awareness among adults of these areas of their work.
- As one parent or carer said, 'The school is fantastic. My children love coming to school. Partnerships with other agencies are good. The pupils benefit from the links that exist with local sports clubs, specialists such as speech and language therapists and the local cluster of schools.'
- The local authority has provided very appropriate support for the headteacher and school. A review of governance in June 2013 led to the local authority successfully strengthening the role of governors.

■ The governance of the school:

- Governors are re-establishing their cycle of how they check the work of the school. When visiting the school their knowledge about its work is insufficiently analysed and the findings passed onto their colleagues.
- There is an increasing number of questions being asked which help fulfil the governors' role of being a 'critical friend' and holding the school to account, including questions about the validity of teaching judgements, and identifying any 'barriers to learning' faced by the pupils.
- Governors know the pupils who are eligible for the pupil premium and have a secure knowledge of the effect of the school's expenditure in this area.
- They are fully behind the school's drive for improvement. Performance management targets are being well used to help focus the school on where and when it can improve.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125826
Local authority	West Sussex
Inspection number	440373

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Susan Blore (Acting)
Headteacher	Suzie Jeffries
Date of previous school inspection	15 September 2011
Telephone number	01293 526679
Fax number	01293 538336
Email address	admin@westgreen.w-sussex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

