

Glade Primary School

Atherton Road, Ilford IG5 0PF

Inspection dates 26–27 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, staff and governors have made sure pupils receive a good standard of education.
- Senior leaders and governors are aware of the school's strengths and areas for improvement. Their actions are ensuring better progress for Key Stage 1 pupils.
- Teaching is typically good. Teachers make learning interesting and challenging. This ensures pupils make good progress in most year groups.
- Most pupils meet or exceed national expectations by the time they leave school, including the disadvantaged and most-able pupils.
- Safeguarding is effective. Pupils say they feel safe and recognise that adults act quickly on any concerns they raise.
- Staff are proud to be part of the school community and show great commitment.
- Children make good progress during their time in the early years. Their development needs are met across all areas of learning.
- Behaviour is good and the school is calm and orderly. Pupils enjoy school and attend regularly.
- Pupils' personal development is promoted well through the school's SMART values (sensitive, motivated, attentive, respectful and truthful). Pupils are proud of these values and know they are important in all aspects of their life.
- The majority of parents are supportive of the school's work. They say their children are taught well, looked after well and that behaviour is good.
- Pupils' social, moral, spiritual and cultural development is a strength. It is enhanced through a good range of educational visits, workshops and assemblies.

It is not yet an outstanding school because

- Subject leaders are not fully involved in improving the quality of teaching in all year groups.
- Some disabled pupils and those who have special
- Some pupils in Year 1 do not make fast enough progress with their knowledge and skills in phonics (letters and the sounds that they make).
- Sometimes, pupils' presentation and handwriting

educational needs do not make enough progress. is not in line with the school's expectations.

Full report

What does the school need to do to improve further?

- Ensure subject leaders play a full part in improving teaching and pupils' achievement in all year groups, including for disabled pupils and those who have special educational needs.
- Improve the progress made by Year 1 pupils in developing their phonics knowledge and skills.
- Improve pupils' presentation and handwriting in workbooks, in line with the school's own expectations.

Inspection judgements

Effectiveness of leadership and management

is good

- The headteacher has successfully created a positive climate for learning across the school. She is ably supported by the deputy headteacher. Together, they have an accurate view of how well pupils are learning and which areas of teaching need to be improved.
- Senior leaders are ambitious for all pupils. They have set targets for each year group to meet or exceed expected standards in reading, writing and mathematics this year. They are also setting more challenging targets than previously, for attendance, achievement in the early years and the phonics screening check. Governors are clear about these targets and arrangements for monitoring progress.
- Arrangements for managing the performance of staff are effective. All teachers have areas to improve relating to pupils' achievement and their teaching practice. These are monitored by senior leaders each term. This approach has secured recent improvements to the quality of teaching at Key Stage 1. Staff, including learning support and trainee teachers, are positive about the training and development opportunities they receive.
- Leaders have made appropriate changes to the curriculum and related assessment arrangements. These reflect the new standards required in each year group. Although procedures are at an early stage, systems are being used effectively to monitor all pupils' progress. However, the role of middle leaders in this process is currently underdeveloped. They do not make regular checks on the academic progress of pupils at Key Stage 1 or disabled pupils and those who have special educational needs.
- Leaders use the pupil premium grant effectively. For example, additional lessons are provided before school or on Saturdays for eligible pupils. This is having a positive impact on their academic achievement. In the previous Year 6, for example, a very good proportion of disadvantaged pupils made good or better progress in reading, writing and mathematics.
- The range of subjects is broad and balanced. Learning is deepened and extended through a wide variety of projects and educational visits, including an annual residential trip for older pupils. Pupils have good opportunities to develop their investigative skills in science lessons, and the science fair is one of the annual highlights hosted by the school. Pupils also benefit from specialist teaching in music and physical education.
- Pupils' social, moral, spiritual and cultural development is promoted in all aspects of school life. Pupils regularly experience the work of artists, musicians and children's authors. For example, Year 4 pupils made some wonderful 'mad hats' for their tea party, inspired by the story of Alice in Wonderland by Lewis Carroll. Furthermore, the school choirs are highly active, performing regularly at school and local community events.
- The school's SMART values underpin daily life at the school. Pupils say these values are supportive in their work, play and friendships at school. This focus on pupils' personal development is preparing pupils well to become responsible citizens in modern Britain. They show respect for each other, the staff and the diverse community their school serves.
- Pupils are motivated to behave well through the house point system, regular attendance awards and opportunities provided by 'student leadership roles', including as school council representatives. Pupils also make a positive contribution to their wider community by raising money for charity.
- The use of the primary sports funding is effective. Pupils participate in a range of competitive events in the local area. They have swimming lessons and receive coaching from physical education specialists. A good range of physical activity is offered at lunch and after-school clubs, including karate, basketball and rounders. Pupils appreciate the physical education they receive. They know this contributes to the healthy lifestyle their school promotes.
- The majority of parents are happy with the way the school communicates information about their child's welfare and achievement. Each term there are parent consultation evenings. Furthermore, written reports are sent home twice a year. The school also provides workshops for families to support learning at home. A few parents suggested these could be scheduled at other times of the day to increase access for working parents.
- **The governance of the school**
 - The governing body are skilled and committed to continuous improvement at the school. They meet each term and smaller committees meet more regularly to monitor all aspects of the school's work. This enables governors to carry out their duties effectively. In doing so, they are able to support the headteacher in setting the strategic direction and checking progress is made towards meeting

priorities in the annual plan.

- Governors are effective in holding leaders to account. For example, they review the impact of the pupil premium grant on outcomes for disadvantaged pupils during regular meetings each term. They also make a good contribution to the management of the performance of staff. They are well aware of the strengths and areas for improvement in teaching and have correctly addressed poor performance in the past.
- The arrangements for safeguarding are effective. Systems are monitored carefully by the headteacher and the designated safeguarding governor keeps oversight of this area. Staff are clear about the school's procedures for keeping children safe. Regular training is organised so staff know how to spot any threats, including of developing extremist views or behaviour or dangers relating to radicalisation.

Quality of teaching, learning and assessment

is good

- Most pupils enjoy their learning and say that teachers help them to do their best in lessons. The quality of teaching is typically good. It secures good academic progress for pupils, who achieve well by the end of Year 6, including the most-able pupils and disadvantaged pupils.
- Teachers check the academic progress pupils make each term. They use this information to plan lessons and activities that interest and challenge the majority of pupils. The school staff are working hard to make sure these checks are accurate and in line with the new curriculum expectations. In so doing, they have begun to check their assessments with teachers from other schools. This is securing the accuracy of assessment in most year groups and subjects.
- The younger children receive daily teaching in phonics to support their progress in early reading. This has been prioritised as an area for improvement by leaders. Staff have received recent, relevant training to improve teaching practice. This is ensuring that current Year 1 pupils are making better progress than in the past. Senior leaders monitor progress to ensure it is maintained throughout the year; however, subject leaders are not monitoring pupils' progress regularly enough.
- As pupils move through the school, they become confident writers and mathematicians and fluent readers. By the time they go to secondary school, a large majority reach the expected level in each area. This is due to the good teaching and experiences they receive in these subjects. As an example, in a reading lesson, role play was skilfully used by a teacher to deepen pupils' understanding about characters' motives in *The Pied Piper of Hamelin*. Furthermore, pupils are enthusiastic about attending the headteacher's weekly book club and visits to the school library each week. These opportunities encourage pupils to read for pleasure at school and more widely, including at home.
- The work seen in books and on display shows pupils' ability to use their mathematics learning, grammar, punctuation and accurate spelling in other subjects. However, the presentation and handwriting by some pupils is not always in line with the school's expectation for their age.
- Most teachers mark their pupils' work regularly. However, sometimes marking is not in line with the school policy. Where it is working well, more rapid pupil progress can be seen due to the effective comments teachers make. In these cases, teachers provide clear examples to pupils about how to further improve their work, and the pupils respond. This approach was seen to be more effective in pupils' English books and is not yet widespread.
- The quality of provision for pupils who are disabled or who have special educational needs is variable. In some classes, these pupils mainly receive support from the learning support assistant. Academic progress is stronger when the teachers spend time with these pupils too.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This is because leaders have successfully created an atmosphere underpinned by the school's SMART values. Staff and pupils see these as a priority and work together to achieve them in all aspects of school life. Due to this, relationships are positive and respectful throughout the school.
- The school's work to safeguard pupils is effective. Staff follow appropriate policies and procedures and are aware of their responsibilities. Due to this, pupils say they feel safe at school.
- Pupils demonstrate that they have an understanding of how to keep themselves safe. Regular assemblies

remind pupils about staying safe, including when using the internet. Pupils recognise the good care they receive at playtimes because first aid and medical provision is effective.

- Pupils' attendance is broadly average. Leaders are working effectively with families and other agencies to improve attendance for a few pupils. Due to this, the school is on track to meet their more ambitious target this year. Governors also monitor attendance carefully.
- Pupils report that bullying at the school is very rare. A decrease in recent years is reflected in the school records. Pupils confirm that on the very rare occasion it occurs, staff are quick to take action. Parents who spoke to inspectors at the start of the school day confirm that the school deals effectively with any issues.

Behaviour

- The behaviour of pupils is good. In nearly all lessons, most pupils try their best and show positive attitudes to learning. Sometimes, just a few pupils become distracted in lessons. This can hinder their progress and standards of handwriting and presentation.
- Pupils say the behaviour of others in most lessons is good. They are aware that sometimes a few pupils find it hard to maintain concentration. They recognise there is an adult in school to talk to if this or something else is bothering them.
- Pupils are motivated by the clear system of sanctions and rewards, including the school's house point system. This is used fairly by staff and is effective in celebrating good behaviour across the school, including in assembly, displays and special events.
- The school keeps detailed records about any poor behaviour. Senior leaders take swift and appropriate action to address incidents, including through the use of fixed-term exclusions. The need for this approach is reducing due to effective work with other agencies.
- The school provides a good range of opportunities for pupils to develop their own leadership skills. For example, pupils can become science leaders, ambassadors, school council representatives and sport leaders. Pupils are also encouraged to make suggestions about school improvements by posting their ideas in a dedicated box. Recent suggestions that have been adopted include pupils organising events to raise money for charity, selecting playground equipment and more dressing up days at school.

Outcomes for pupils

are good

- At Key Stage 2, pupils make good progress from their different starting points in reading, writing and mathematics. They also make good progress in other subjects, including art, music and physical education.
- As a result, by the end of Year 6, attainment is in line with the national average for writing and above average in reading and mathematics, including for disadvantaged pupils. Furthermore, the proportion of the most-able pupils reaching the higher levels in 2015 was above the national average in all three subjects. Pupils are prepared well for entry into secondary school.
- In 2015, attainment at the end of Key Stage 1 was slightly lower than average. However, current pupils' workbooks show better progress than in the previous year. This is also supported by the school's own performance information, which indicates a higher proportion of Year 2 pupils are likely to achieve expected standards this year.
- The proportion of pupils achieving the expected level in the Year 1 phonics screening check in 2015 was below average. Leaders have correctly identified this as a major priority. Current school assessment information demonstrates that a higher proportion are likely to attain the expected scores in 2016.
- The school's assessment information for Years 3, 4 and 5 shows pupils make good progress in all subjects, including the most-able pupils, who are regularly challenged. Pupils who need extra help to catch up are doing so, and any gaps between disadvantaged pupils and their peers are closing rapidly or have closed. Pupils who speak English as an additional language also make good progress. However, some disabled pupils and those who have special educational needs are not making as much progress as their classmates.
- Children make good progress in the early years from their different starting points. The school's own assessment information and children's personal learning journals indicate the the proportion expected to reach a good level of development will rise in 2016.

Early years provision

is good

- Leadership in the early years is effective. It ensures good provision and continuous improvement. Recent developments mean the children benefit from a range of exciting opportunities across all areas of learning outdoors too.
- In 2015, the proportion of children who achieved a good level of development when they left the Reception Year took a slight dip. Leaders have ensured that checks on children's skills and abilities on entry to the early years are even more accurate this year. Teachers use this information to make sure activities are closely linked to children's individual learning needs. The school's current information for 2016 indicates that a higher proportion of children are on track to achieve a good level of development.
- The majority of children start school with skills and knowledge below those typical for their age in most areas of learning. They make good progress due to the effective teaching they receive. Daily phonics teaching in the Nursery enables the youngest children to make good gains in their early writing and they practise forming letters and mastering their grip of writing tools.
- Teaching in the early years is characterised by the effective use of questions to deepen and extend children's learning. In one activity, the adult used questions skilfully to promote teamwork as the children designed and made their tent structure to play in.
- Teachers plan activities that stimulate and motivate the children. For example, the reading areas are stocked with a good range of children's literature. They are currently set up as a 'Bat Cave' and 'Planet Reading' to captivate the children's own interests.
- The school establishes effective partnerships through home visits and close links with pre-school settings before the children start school. This ensures children settle quickly and make a good start to their learning when they first join.
- Staff ensure the learning environment is safe and secure for the children. Relationships are nurturing and supportive. This encourages the children to behave well and play alongside each other harmoniously.

School details

Unique reference number	102806
Local authority	Redbridge
Inspection number	10003570

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	496
Appropriate authority	The governing body
Chair	Paul Mathias
Headteacher	Angela Walsh
Telephone number	0208 708 0200
Website	www.glade.redbridge.sch.uk
Email address	admin@glade.redbridge.sch.uk
Date of previous inspection	18–19 July 2011

Information about this school

- The Glade is a larger than average primary school. The school has expanded since the previous inspection and there are now three classes in Year 3 and two in other year groups.
- There are 52 places in the school's Nursery and all the children attend on a part-time basis.
- Nearly a quarter of pupils are eligible for the pupil premium, which is below the national average. The pupil premium is additional government funding the school receives to provide additional support for pupils who are looked after by the local authority or those known to be eligible for free school meals.
- The proportion of pupils from a range of minority ethnic groups is high compared to the national average. The main groups are from an Asian heritage. Over half the pupils speak English as an additional language; this is well above average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's floor standards, which set out the minimum expectation for pupil's attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited 24 lessons and were accompanied by school leaders to jointly observe four lessons.
- Inspectors observed pupils during play and lunchtimes, at breakfast club and during assembly.
- Inspectors listened to pupils read in Year 2. They also held conversations with pupils from Years 3 to 6, to gain their views about their school.
- Meetings were held with the headteacher, deputy headteacher and other leaders with responsibilities, including staff responsible for safeguarding.
- Inspectors took account of the 43 responses to Parent View, the online questionnaire for parents. They also spoke to parents at the start of the school day.
- Inspectors took account of the 29 responses to the staff questionnaire and 30 responses to the pupil questionnaire.
- A meeting was held with two governors, including the Chair.
- Inspectors reviewed a range of the school's own documents including the action plan, summary of self-evaluation, checks on pupils' progress, teaching quality and staff performance.
- A meeting was held with a representative from the local authority.
- A range of pupils' work was considered, and included exercise books, classroom displays and the profiles for children in the early years provision.

Inspection team

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