

Westglade Primary School

Inspection report

Unique Reference Number	131006
Local Authority	City of Nottingham
Inspection number	319542
Inspection dates	10–11 June 2008
Reporting inspector	Dorothy Bathgate 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 on roll	
School	210
Appropriate authority	The governing body
Chair	Mrs Ann Priestley
Headteacher	Mrs Jayne Parker
Date of previous school inspection	Not previously inspected
School address	Syke Road Top Valley Nottingham NG5 9BG
Telephone number	0115 9157515
Fax number	0115 9157517

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector

Description of the school

Westglade Primary School is an average size school that opened in September 2007. It was created from the amalgamation of two former infant and junior schools. A small number of pupils from another local primary, which closed at the same time, also joined the school. Many of the staff from the former infant and junior schools transferred to Westglade. The majority of pupils are from White British backgrounds, with just under one fifth of the pupils from minority ethnic backgrounds. The proportion of pupils entitled to receive a free school meal is more than double the national average, as is the proportion of pupils with learning difficulties and/or disabilities. Pupils enter the school with knowledge, skills and understanding that are well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Westglade Primary School is a good school that is developing rapidly. Pupils achieve well in a calm and supportive environment. Questionnaires show that parents are delighted by what the school provides and that they have been pleased with the amalgamation. Parents appreciate the hard work and commitment of staff in helping all pupils to settle quickly and feel secure in their new environment. This is supported by the findings of the inspection. The school provides good value for money. Excellent links exist with other partners, such as the local secondary schools, which helps to promote community cohesion and supports the pupils well.

Good leadership and management lie at the heart of what has been achieved in a short space of time. The headteacher is an inspirational leader whose skills and vision have been instrumental in bringing together pupils, staff and parents from three schools under one roof.

The Foundation Stage provides children with a good start to their education. However, when they move to Year 1, some pupils are still working towards the goals expected of five-year-olds. Pupils make good progress as they move through Key Stages 1 and 2 and reach broadly average standards at the end of Year 6. However, standards of writing in English are below average.

Pupils' personal development is good. A key strength of the school is the exceptional level of care, support and guidance that each pupil receives. This is particularly beneficial to pupils with learning difficulties and/or disabilities and other vulnerable pupils. Consequently, all pupils develop confidence and experience success as learners. Teaching is good overall and all groups of pupils make good progress in their social and academic development. The school provides an appropriate range of learning opportunities in lessons and out of school. Pupils enjoy school and demonstrate positive attitudes to work and play. Highly effective support from the education welfare officer has resulted in significant improvement in attendance recently, bringing it into line with the national average. Pupils behave well in lessons and around the school and have a good understanding of how to stay safe. The school has rigorous procedures for safeguarding pupils and has very good links with external support agencies.

The head teacher, senior management team and governors demonstrate that they have an accurate picture of the school's effectiveness and are clearly focused on enabling pupils to achieve their best. This is shown through the challenging targets that have been set for both staff and children. Subject leaders share the headteacher's vision for the future development of the school and understand their new roles and responsibilities well. However, they are not yet fully involved in systematically monitoring provision and standards. The governing body is well led, working actively alongside staff and meets its statutory duties effectively.

The remarkable progress that the school has made since its opening, the challenging targets that have been set, and the strong, visionary leadership, show that the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The effectiveness of the Foundation Stage is good because the staff have created an effective learning culture where the children make good progress. The welcoming and purposeful atmosphere gives children a secure and happy start to school and this helps them to achieve well. They settle quickly into routines and make particularly good progress both in their personal development and in communication, language and literacy. The environment is bright, colourful

and well designed to enable children to participate in all six areas of learning. The development of a good quality curriculum provides all children with a range of rich learning experiences. The outdoor facilities are used effectively to provide a safe area in which children can play and learn. The planning provides an appropriate balance between adult-directed and child-led activities. The Foundation Stage co-ordinator provides good leadership and has a sound understanding of how young children learn. Consequently, learning is play based, purposeful and fun. Highly effective use of individual 'target trees' helps all staff to be clear about how well individual children are doing and when they should intervene to support their learning.

What the school should do to improve further

- Improve standards in writing by providing pupils with more opportunities to practise their writing skills across the curriculum
- Develop the role of subject leaders in monitoring and evaluating the school's provision and standards

Achievement and standards

Grade: 2

Pupils of all abilities achieve well because they have positive attitudes and the teaching is good. Lessons are interesting and this helps pupils to concentrate and reach their targets. They make good progress because work is very carefully matched to their individual needs. Good support is provided through highly effective teaching assistants who are developing a range of roles in the school. Although children's skills and knowledge are well below expected levels when they start school, they soon start to catch up, although some still enter Year 1 with lower-than-average skill levels. Standards in Year 2 are slightly lower than average, particularly in writing. Writing is also a weaker aspect of progress in Key Stage 2, particularly so when pupils have to write using their imagination. In other subjects, standards are average

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils' spiritual, moral, social and cultural development is satisfactory overall, though moral and social development are stronger than spiritual and cultural. Pupils enjoy coming to school and behaviour is good both inside and outside the classroom. Pupils report that incidents of poor behaviour in the playground are rare and they trust the staff to deal promptly with any problems that might occur. They show good concentration in lessons and participate keenly in most activities. Pupils have a very good understanding of healthy lifestyles and thoroughly enjoy participating in regular exercise through a wide variety of sport activities and initiatives such as 'City Footprints' and the daily 'activate'. They are developing a strong sense of what it means to be a good citizen. Pupils demonstrate this by contributing to the school community, for example, through the school council and the 'playground buddies', who help others in the playground. Their well-developed personal qualities make a good contribution to the way they are prepared for the next stage in their education and later life. Pupils are extremely polite and helpful and warmly welcome visitors to their new school with pride.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. The calm and supportive manner in which teachers manage the pupils and organise their tasks is a strong and consistent feature of teaching throughout the school. As a result of this important strength, pupils feel secure and work conscientiously. In the best lessons, teachers provide good cross-curricular links, ensure a brisk pace and extend pupils' understanding through lively, relevant activities. Teachers manage pupils very skilfully, challenging them to do their best, while also offering plenty of encouragement. Consequently, pupils are keen and positive learners who take pride in their achievement. Lessons are happy, enjoyable and purposeful events.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is rightly focused on ensuring pupils' basic skills are well developed. However, opportunities to develop writing skills, in subjects other than English, are limited. The school is aware of the need to develop a more creative, rich and challenging curriculum. It is already beginning to introduce some special events, such as 'aspirations week', to add interest, enjoyment and lasting memories. There is a notable strength in the teaching of Spanish to pupils in Years 5 and 6, which prepares them well for their transition into Year 7. Pupils benefit from the recent investment in new information and communication technology (ICT) resources. The staff have plans to use ICT more widely to develop links between subjects. Pupils enjoy a good range of activities in lunchtime and after school clubs.

Care, guidance and support

Grade: 2

The outstanding commitment to the care of each pupil creates a safe and vibrant ethos for learning where pupils know they are valued. This contributes strongly to pupils' progress, enjoyment and well-being. Pupils receive excellent support from the staff team and from other external professionals, through initiatives such as 'think children' and 'play therapy', as well as the daily nurture groups. These ensure that the needs of all pupils, particularly those with emotional difficulties, are fully met. Procedures for health and safety, risk assessments and child protection are robust. Induction procedures and arrangements for pupils moving into the school at different stages in the school year, are highly effective. There are excellent links with a number of secondary schools which help the pupils to make a smooth transition to Year 7.

Arrangements for tracking the progress of pupils have been established and are beginning to be used well to set achievable, challenging targets. Pupils are given good advice on the next steps in their learning through effective marking and feedback. Pupils with learning difficulties and/or disabilities are positively supported by the staff and other external agencies, enabling them to learn alongside their peers.

Leadership and management

Grade: 2

The headteacher has the enthusiastic support of a committed and hardworking staff team and together they are successfully moving this new school forward. The creation of one united staff has been one of the most significant successes of the school's leadership. Teamwork is good and the strengths and talents of individuals are valued and utilised effectively. Governors work together well and have a good understanding of the strengths and weaknesses of the school.

The passionate and motivational leadership from the headteacher is focused on raising standards. A sound school improvement plan has been devised and is being reviewed regularly, with swift action being taken to remedy any identified weaknesses. Newly appointed subject leaders are growing into their leadership roles and already have a good understanding of some of the strengths and areas for development in their subject areas. However, the leadership recognises the need to involve them more fully in a range of monitoring activities to give them a clearer picture of strengths and areas for development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 June 2008

Dear Children

Inspection of Westglade Primary School, Nottingham, NG5 9BG

It was lovely to visit your school recently and you all made me feel so welcome by your excellent manners and friendly conversation. Thank you very much. I really enjoyed talking to many of you during my visit. I was pleased to see that you behave well, and that you respect each other and all the adults who work with you in school. It is not difficult to see why you enjoy school and feel safe and happy there. All the staff care for you very well indeed and provide you with many interesting things to do.

I particularly enjoyed meeting some of the youngest pupils who were working very enthusiastically at adding and subtracting numbers by jumping up and down a very large number line! I was also very impressed with those of you from Year 5 who were learning animal names in Spanish and who told me about your Spanish pen pals. I was also particularly pleased to see Year 6 working well in numeracy and being challenged to use their numerator to divide decimals by 10.

You told me you enjoy coming to school and that you think Westglade is a good school. I agree with you. Most of you work hard in your lessons and your behaviour is good. Well done! Your headteacher and teachers work extremely hard to help you in every way they can, and you all work well together. You all feel very safe in school and trust your friends and all the staff. The staff take excellent care of you and you know you can talk to them if you feel worried about anything.

I was pleased to see all of you working hard in your lessons and this is helping you to reach the standards you should. However, many of you could reach higher standards in writing. I have asked your teachers to give you more exciting opportunities to write, in as many lessons as possible. Mrs. Parker and some of your teachers will be checking up that this is happening. They will also be finding out how they can help you in other subjects by visiting your lessons. You can help by telling them what you enjoy writing about, as well as what you think could make lessons even more interesting and enjoyable.

Thank you for a very enjoyable visit. Always remember to do your best!

With best wishes for the future,

Dorothy Bathgate HMI