

Westglade Primary School

Skye Road, Top Valley, Nottingham NG5 9BG

Inspection dates

14-15 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	Requires Improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has an exceptionally clear understanding of what the school needs to do in order to improve.
- She has good support from the committed team of staff and governors. Everyone works well together. The staff team has secured good improvement since the last inspection.
- Staff have high expectations of pupils. Teaching, learning and assessment are now good.
- Pupils' progress is good. Attainment in reading, writing and mathematics is much higher than at the time of the last inspection.
- Pupils, parents and staff say that behaviour has improved since the previous inspection. Pupils behave well in lessons and around the school.
- Attendance has improved because pupils enjoy school and parents are supportive of the school.
- Pupils enjoy the wide range of visits. They like the links with Nottingham University and the Nottingham Panthers ice hockey team.
- Systems to keep pupils safe are strong. Pupils say, 'we all know that if we have a problem, it will be sorted out'.
- Staff help children in the early years to settle quickly and start learning straightaway.
- Parents appreciate the 'calm atmosphere' in school and the 'approachable staff'.

It is not yet an outstanding school because

- Despite good progress across the school, there are some remaining pockets of low attainment, especially for disadvantaged pupils.
- The teaching of reading is not sufficiently effective in helping pupils to develop their understanding of what they read. As a result, not enough pupils achieve the highest outcomes.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching in order to:
 - address the remaining pockets of low attainment, especially for disadvantaged pupils
 - secure more effective ways of teaching reading to develop pupils' skills of understanding in English lessons and across the range of subjects to ensure that more pupils achieve the higher outcomes in reading.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher knows the school exceptionally well and she has identified the important areas for improvement. She is well supported by the leadership team and staff. Everyone is committed to addressing the priority areas. As a result, the school has made good progress since the last inspection and has good capacity to improve even further.
- Good relationships and consistent, high expectations are pivotal to the recent improvements. Everyone expects the best from pupils in their behaviour and learning. Where there are concerns about a pupil, staff put help in place quickly. They check carefully to ensure that the support is making a difference. As a result of these strong systems, pupils' behaviour and learning are now good.
- The headteacher and senior staff ensure that all team members have regular professional development. This is carefully matched to whole-school priorities and also the needs of individual staff. Consequently, the quality of teaching and leadership is improving and it is having a good impact on outcomes for pupils.
- A range of leaders, including middle leaders and governors, now play a valuable role in school improvement. They help to establish new ways of working. They carry out monitoring to check that improvements are bringing about benefits for pupils. For example, the special educational needs coordinator ensures that there is good support for pupils when they start school, when pupils move between classes and when pupils move to a new school. As a result of this carefully planned help, disabled pupils and pupils with special educational needs make good progress.
- The 'learning challenge' curriculum is going from strength to strength. It is now providing rich and interesting activities for pupils to learn across a wider range of subjects. During the inspection, pupils from all classes were keen to talk about work on display and what they had learned. Pupils say they enjoy lots of practical work, especially in science.
- In a Year 4 lesson in which pupils were starting a 'learning challenge' about mountains, their enthusiasm and knowledge were impressive. A pupil explained the location of Mount Everest, the first ascent of the mountain and the impact of altitude on the human body.
- There are lots of opportunities to learn outside school. Visits are central to making learning exciting and for motivating pupils. During the inspection, pupils explained how, on a visit to the University of Nottingham, they 'extracted the DNA from a strawberry' and learned that 'each person has unique DNA, it is like your fingerprint'. All pupils had a good idea of the qualifications needed to enter university and understand the importance of learning in order to follow their chosen career paths.
- Leaders take their responsibility to promote equal opportunity and diversity seriously. They are using additional funding appropriately so that it makes a difference to the experiences and outcomes for disadvantaged pupils. Generally, there is little difference in the achievement of different groups, other than small pockets of disadvantaged pupils and some pupils who are new to the school.
- Leaders have established a culture where prejudiced behaviour is not tolerated. This work is embedded through assemblies and learning in classes. During the inspection, pupils explained how lessons about the mixed-race footballer, Walter Tull, helped them to understand the racism he endured and its impact on his life. When asked about racism on the school football field, pupils were unanimous in saying, 'it would not happen here'. Pupils are effectively learning the fundamental British values of tolerance and respect.
- The sports premium is used effectively to provide support for teachers to improve physical education lessons through working with coaches. Pupils enjoy learning new skills, including hockey, dance, orienteering and tennis. They say they 'do lots of different things and it is really fun'. There are many opportunities to take part in after-school clubs and competitive sports.
- Parents have confidence in the work of the school. Typical comments from parents who spoke to the inspector were 'lovely atmosphere', 'calm' and 'welcoming'. Parents also said that they value the school's work to keep them informed through letters, texts, mobile apps, meetings and conversations with staff.
- The local authority provides good support for the school. This has included guidance to improve the early years provision.
- **The governance of the school**
 - Governance has improved since the last inspection because governors are more involved with the school through regular visits. Hence, governors have a better understanding of the school's strengths and the priorities for improvement. They are now able to ask the leadership team some challenging questions.

- Since the last inspection, governors have developed a better understanding of their role in making decisions about teachers' salary progression and performance. Governors say that 'they have the last decision' in this area.
- Governors are diligent in their work to check that finances are well managed and funding is targeted to meet pupils' needs. For example, the appointment of an additional special educational needs coordinator has led to improvements in the support for pupils with challenging behaviour and has also raised standards of behaviour and learning across the school.
- Governors are committed to ensuring that decisions are made in the best interests of the pupils. They are keen to ensure that the school does not become complacent as a result of its recent improvement.
- The arrangements for safeguarding are effective. Staff are well trained. School records show that staff are vigilant and follow up any concerns rigorously. Governors take their safeguarding responsibilities seriously. They carry out checks of incident logs and also ensure that the curriculum helps pupils to learn how to stay safe.

Quality of teaching, learning and assessment is good

- The headteacher and her team have established a culture where staff value training and advice to improve their teaching. Leaders visit classrooms regularly and give detailed help and guidance to improve teaching. During the inspection, staff routinely asked for 'improvement points' following classroom visits. As a result of this positive approach, the quality of teaching, learning and assessment has improved and it is now good.
- Teachers work hard to ensure that lessons are interesting so that pupils enjoy their learning. For example, when learning about rocks, pupils enjoyed handling rocks and carrying out experiments to test their different properties. When learning about outer space, pupils went to the cinema and made a live internet link with astronauts. These activities help to engage pupils so that they are keen to learn more.
- Staff have high expectations of pupils. They know pupils well and their assessment information about pupils' attainment is accurate. Leaders have established strong systems for checking assessment information to identify any pupils who are falling behind and to provide prompt additional support.
- Pupils' books show that staff give helpful suggestions for improvement. Pupils particularly enjoy 'Feedback Friday' when they have a regular opportunity to improve their work by responding to comments and suggestions for improvement. This is helping pupils to make better progress over time.
- Teachers are skilled at asking good questions to check pupils' understanding as well as providing challenge to make pupils think hard.
- The teaching of writing has improved since the last inspection because the 'learning challenge' curriculum is now better established. Consequently, pupils, especially boys, are more interested and engaged in writing. There are more examples of pupils writing at length. Pupils have a better understanding of the features of different types of writing. For example, in a Year 2 lesson, pupils made good progress because the teacher gave good models for the pupils to follow. Hence, all groups of pupils understood exactly what was expected and were able to write their own tongue-twisters.
- The teaching of mathematics has improved because pupils get more opportunities to explore mathematical ideas and solve problems. Teachers have good subject knowledge and are quick to pick up any misconceptions. During the inspection, a teacher ensured that Year 1 pupils used the correct terms for the hour and minute hands. As a result of her intervention, pupils then used mathematical language correctly.
- Staff are skilled at teaching early reading. They ensure that pupils are able to use letter sounds to read unfamiliar words. Phonics lessons are well planned and carefully matched to the precise needs of different pupil groups. Staff have high expectations of all pupils in these sessions. Pupils are expected to apply new knowledge of letter sounds to reading and writing. Teachers also take opportunities to ensure pupils apply their knowledge of sounds in other lessons. For example, in the Year 1 mathematics lesson, the teacher expected pupils to use letter sounds to identify days of the week.
- Leaders are aware that further work is needed to develop pupils' skills of understanding in reading so that they can explain and discuss the meaning of different texts. Although development of comprehension skills is established in some classes, this aspect of reading is less well developed both in English lessons and across other subjects. As a result, the proportion of pupils achieving the highest standards in reading is not as high as in other subjects.

- Homework is regular and includes practice activities in literacy, numeracy and language and creative activities. Pupils say that they particularly enjoy the 'creative homework'. They like opportunities to find things out with family members. For example, making a rocket at home inspired pupils to find out more about the design of rockets.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Recent work is helping pupils to understand that making mistakes is a chance to learn something. This is having a positive impact on pupils' understanding of how to be a successful learner. Pupils say they like learning challenges and that 'there are always extensions available'.
- Staff are patient and pupils appreciate being encouraged to help each other when learning is difficult. As a result of this approach, pupils are developing into more confident and positive learners.
- Work books and wall displays show that pupils work hard and take a pride in the careful presentation of both schoolwork and homework.
- Pupils say that they feel safe in school because 'adults sort things out' and any concerns are addressed quickly.
- Pupils have a good understanding of how to stay safe. They can explain how their drugs and substance misuse lessons were 'really fun' because they 'acted things out so we would understand in a better way'. Pupils report that regular internet safety lessons and assemblies help them to understand how to stay safe when online.
- Pupils trust that adults at school really care about them.
- Pupils' spiritual, moral, cultural and social development is good. The strongest areas are social and moral development. Pupils understand right from wrong.
- Pupils enjoy responsibilities through their work on the school allotment. They also have a good understanding of democracy through the school council and involvement with the Nottingham Primary Parliament.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to each other and to adults.
- Pupils, staff and parents all say that behaviour has improved since the last inspection. Even the youngest children can explain how 'good to be green' helps them to behave well. Pupils say they like the rewards for 'always children' because they get opportunities to go on 'exciting trips'.
- In lessons and around school, behaviour is typically good. Lessons are not disrupted by poor behaviour.
- Exclusions have reduced because behaviour management systems are effective. The school's innovative work in providing therapeutic support for those pupils who are most at risk of exclusion or disruptive behaviour has also been central to this success. As a result, all pupils feel more secure and are making better progress than at the time of the previous inspection.
- Attendance has improved since the previous inspection and it is now in line with the national average. There are very strong systems for analysing and addressing poor attendance and late arrivals at school. These systems work effectively because pupils enjoy coming to school and parents support the school in ensuring good attendance.

Outcomes for pupils

are good

- Pupils' outcomes across all key stages have improved since the last inspection.
- All groups of pupils, including the most-able and disadvantaged pupils, make good progress from their different starting points. By the time pupils leave school, their outcomes are in line with, and sometimes above, the national average.

- The proportion of pupils achieving the expected standards in the Year 1 phonics screening check has improved since the last inspection. Disadvantaged pupils achieve well in this area because additional support for early reading is effective.
- By the end Key Stage 2, pupils are achieving broadly in line with, or above, the national average. This means that pupils are being well prepared for moving on to secondary education.
- Published data indicate that writing at Key Stage 1 is the weakest area. However, current work in pupils' books shows that this area is getting better because of improvements in teaching and more frequent opportunities to write in other subjects.
- In both key stages, the proportion of the most-able pupils achieving the highest levels is in line with, or above, the national average except in reading.
- Work books and assessment information show that pupils are making good progress in reading, writing, mathematics and science. There are a few remaining pockets of low attainment for some disadvantaged pupils and pupils who are new to the school.
- Disabled pupils and pupils with special educational needs receive very good support. As a result, they make strong progress from their starting points.

Early years provision

is good

- Children get a good start in the early years. The staff team makes sure that children are safe and happy. Teaching in the early years is strong.
- Many children enter the early years with skills that are much lower than would typically be expected for their age. Staff work closely with parents and external agencies to help children settle in quickly. As a result, children make good progress so they are ready for learning in Year 1.
- The proportion of children achieving a good level of development has improved since the last inspection to just below the national average in 2015. This represents good progress from the children's starting points. The school's current assessment information and inspection evidence show that children are continuing to make good progress from their starting points.
- There are a few pockets of low attainment, especially for groups of disadvantaged children and those who are newly arrived in the Reception class. The school is using additional funding well to support these children so that they catch up with their peers.
- Some of these special funds are used to help children to improve their language and communication skills. For example, when a group of nursery children were making a building outside, staff encouraged children to describe the size of their building and the number of bricks they were adding to the building.
- The early years team understands how to assess children's needs accurately. Staff use this information effectively to plan activities so that all children are challenged to make good progress. During the inspection, the most-able children were exploring numbers beyond 10 and using letter sounds to write simple words.
- Behaviour in the early years is good because all adults are skilful at encouraging children to concentrate, to take turns and to share. Children are able to explain how the behaviour system works and they are proud when they 'stay on green'.
- The early years leader has a very good understanding of strengths and priorities for development in this phase. She is systematic in helping the team to address the priority areas. For example, in order to improve early writing, there are exciting indoor and outdoor activities to encourage children, especially boys, to make marks. During the inspection, some of the youngest boys spent time outside mark making in the den-building area. The boys also enjoyed showing each other what they had written and did this without adult support.
- The early years leader has ensured that the team has high-quality training. As a result, they all have a good understanding of how young children learn best and how to help those who are at risk of falling behind. There is a strong team culture and commitment to further improvement. Hence, the early years is well placed to continue its journey of improvement.

School details

Unique reference number	131006
Local authority	Nottingham
Inspection number	10001809

This inspection 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	274
Appropriate authority	The governing body
Chair	Ann Priestley
Headteacher	Jo Keely
Telephone number	0115 9157515
Website	www.westgladepimary.co.uk
Email address	admin@westglade.nottingham.sch.uk
Date of previous inspection	11–12 December 2013

Information about this school

- Westglade is an average-sized primary school.
- The number of pupils on roll has increased since the previous inspection. As a result, the school now has two Reception and two Year 1 classes.
- The majority of pupils are from White British backgrounds. The proportion of pupils who come from minority ethnic groups is slightly higher than the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above the national average. Pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is well above the national average.
- More than expected numbers of pupils join or leave the school other than at the usual times.
- The school runs a breakfast club.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection, a new headteacher has been appointed.

Information about this inspection

- Inspectors visited all classrooms. They observed teaching in a range of subjects and also checked pupils' books from across the school. Some of these activities were carried out jointly with the headteacher.
- An inspector visited an assembly and listened to pupils read.
- Inspectors held meetings with pupils, members of staff, senior leaders, governors and a representative from the local authority. Inspectors also held informal discussions with parents and pupils.
- There were 16 responses to Ofsted's online survey, Parent View, and these were considered as part of the inspection evidence. Inspectors also took account of a recent survey of parents organised by the school.
- Inspectors considered 31 responses to the inspection questionnaire for school staff.
- Inspectors looked at a range of documents, including minutes from meetings of the governing body, information about pupils' outcomes, the school's development plan and the school's information about the quality of teaching.
- Inspectors also scrutinised records relating to behaviour, safety, attendance and safeguarding.

Inspection team

Carol Smith, lead inspector

Ofsted Inspector

Dr Kim Bower

Ofsted Inspector

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