

Glade Primary School

Inspection report

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| Unique Reference Number | 102806 |
| Local Authority | Redbridge |
| Inspection number | 308125 |
| Inspection dates | 13 - 14 September 2007 |
| Reporting inspector | Mr Nick Butt |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of School | Primary |
| School category | Community |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 437 |
| Appropriate authority | The governing body |
| Chair | Mr Paul Mathias |
| Headteacher | Mrs Jas Leverton |
| Date of previous school inspection | 08 December 2003 |
| School address | Atherton Road Clayhall Ilford IG5 0PF |
| Telephone number | 020 8708 0200 |
| Fax number | 020 8708 0190 |

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| Age group | 3-11 |
| Inspection Date(s) | 13 - 14 September 2007 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a mixed residential area. The roll has been rising rapidly over recent years. Over two thirds of pupils come from a variety of minority ethnic backgrounds, the largest group being Pakistani. More than four out of ten pupils speak English as an additional language. The number eligible for free school meals is about average. Almost a fifth of pupils have learning difficulties or disabilities, an average proportion. The school has awards for developing its staff, teaching basic skills and promoting healthy lifestyles. It is involved in networks of schools looking at how to make schools better, and also has links with a school in Beijing.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has a number of outstanding elements. Particularly strong leadership from the headteacher, deputy headteacher and assistant headteacher, sets an especially caring ethos in which pupils thrive. The exceptionally rich curriculum contributes greatly to pupils' outstanding personal development and well being and their great enjoyment of school. Parents value the education the school provides. One, amongst many, commented, 'Glade provides a safe, caring, fun, yet disciplined environment for the children to learn and develop.' Pupils achieve well because of the good teaching they receive. Lessons are interesting and enjoyable, and some are outstanding. By the time they leave the school they reach above average standards in English, mathematics and science. Steps to improve writing in Years 3 to 6 have been successful with more opportunities for pupils to develop their skills through extended tasks. The school recognises the need to apply the same principles for the younger pupils, whose writing is not as strong as their reading or mathematics.

Children come on in leaps and bounds in the exciting Nursery, where their natural curiosity is harnessed extremely effectively through a wide variety of stimulating activities. Provision is good in the Foundation Stage overall. Pupils enjoy coming to school. Indeed, one pupil said, 'I love school - I couldn't wait for the holidays to end!' Pupils know all about living healthy lifestyles and take part in much exercise, including the whole school workout in the playground, inspired by their partner school in China. They appreciate having a voice through the school council and contribute widely to their community. Pupils feel safe in school and free from bullying and harassment. They leave the school confident learners well-equipped for secondary school.

Senior leaders have a clear view of the school's strengths and areas for development based on their close monitoring of the provision. They have identified a need to develop the monitoring skills of middle managers, particularly in observing lessons, so that the quality of teaching continues to improve. At present, some monitoring lacks rigour and points for development are not followed-up promptly. Leaders are ably supported by a highly effective and proactive governing body. The school has made good progress since its last inspection in meeting challenging targets and is well-placed to continue to improve further.

Effectiveness of the foundation stage

Grade: 2

Reception teachers make good use of the space and resources both inside and outside their classrooms. The focus on care and support has meant that the many new children are beginning to settle happily into the school routine. Children achieve well in the Foundation Stage, excelling in the Nursery as a result of the outstanding provision they receive there. All the teachers are new to the Foundation Stage this year, but have a shared understanding of the needs of young children and are developing into a strong team.

What the school should do to improve further

- Provide a wider range of skills and opportunities to extend writing for the younger pupils so that standards rise, building on the improvements seen in Years 3 to 6.
- Develop monitoring skills of middle managers to be more systematic and rigorous so that the quality of all teaching meets that of the best.

Achievement and standards

Grade: 2

Children enter the Nursery with a wide range of skills and abilities that are broadly average. An increasing number enter with limited speech and language skills, or not speaking much English. They make good progress in the Foundation Stage and many meet the expected early learning goals by the time they enter Year 1. In 2007 assessments, standards by the end of Year 2 were broadly average, although in writing standards were below average. Pupils make good progress overall as they move through the school, although the rate of progress is faster when teaching is outstanding. Standards have been maintained at above average levels by the end of Year 6 for several years. Targets are challenging and realistic. Girls were not doing as well as boys, but the school has successfully tackled this issue in the past year. Pupils with learning difficulties make good progress because of the effective support they receive. Pupils speaking English as an additional language achieve well because the curriculum is tailored to meet their needs.

Personal development and well-being

Grade: 1

Pupils' outstanding spiritual, moral, social and cultural development is boosted by the way they support one another, and celebrate their diversity. Some children explained about their festivals in assembly and how they pray. Pupils take part in many sporting clubs including gymnastics and swimming, and support the school's healthy snacks policy. Behaviour is excellent, as pupils are considerate and respect one another and staff. One pupil said, 'We're not a perfect school, but we're usually kind to one another.' Attendance has improved in the past year and is now above average. Pupils say they have an adult to turn to with any worries. They are heavily involved in the community through sporting and arts events. They also raise money for charity and act as friendship buddies, peer mentors and language buddies. They grow in confidence and independence and leave the school with above average basic skills.

Quality of provision

Teaching and learning

Grade: 2

Teachers make good use of information and communication technology (ICT) to interest and engage pupils. They routinely share with pupils what they are to learn and how they will know they have learnt it. This gives pupils the confidence to take part in lessons and have a say in their own learning, contributing to their good progress. Some of the teaching is outstanding, when teachers demonstrate excellent subject knowledge and grab pupils' attention through skilful questioning and an exciting pace. This was seen with a Year 6 group who were expressing fractions as decimals and made rapid gains in their learning. Occasionally, expectations of what pupils can achieve are not high enough and

learning slows down. Teaching assistants provide good support to pupils with learning difficulties and disabilities. There is good teaching of pupils who speak English as an additional language, who are included well in lessons.

Curriculum and other activities

Grade: 1

The excellent curriculum involves pupils extremely well, and makes their experiences exciting and fun. It has improved dramatically since the last inspection, when the provision of foundation subjects in particular was criticised. The curriculum comes to life through a wealth of special weeks, including Refugee Week and China Week. There are also visits by artists, musicians and theatre groups to enrich pupils' learning. The school makes particularly good use of its grounds and local features such as the woods, and takes pupils on many different trips including a residential visit. The provision of personal, social, health education and citizenship is a particular strength. The school has an innovative sex and relationships education policy that involves parents discussing changes with their children. There are outstanding links with other schools and agencies, for example in providing specialist sports coaching.

Care, guidance and support

Grade: 1

High standards of care, guidance and support permeate the whole school, with all adults providing excellent role models for the pupils. Strong systems are in place to give academic guidance, and these are having a positive impact on progress, particularly in writing for the older pupils. Teachers are quick to identify anyone at risk of underachieving and prompt steps are taken to give support. Safeguarding arrangements are all in place and meet requirements. The school promotes the well-being of its pupils extremely effectively, and ensures that they are safe and contributes to their healthy lifestyles. As a result, they enjoy school considerably and make good progress in their learning. As one pupil put it, 'It gives you a really good head start.' Extremely robust systems are in place to ensure pupils with learning difficulties and disabilities receive the support they need. Pupils who are learning English as an additional language settle quickly into the school because of the outstanding procedures to assess and help them.

Leadership and management

Grade: 2

This friendly and welcoming school owes much to the teamwork of its staff, moulded together skilfully by the headteacher, who develops talent and encourages innovation. A parent noted, 'The head and her team are very easy to approach and are willing to advise and solve any issues that arise.' Parents are kept well informed, for example through class talks before school about the curriculum their children will be learning this term. The impact of senior leaders is especially apparent in the exciting curriculum, through the high levels of care and in pupils' outstanding personal development and their enjoyment of school. Gains have also been made in achievement and standards and teaching and learning, although there are some inconsistencies in the monitoring of the provision by middle leaders. Governors are extremely well informed about the school and act as a wise and forward-thinking critical friend.

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Annex A

Inspection judgements

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| 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

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| 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 in the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| 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

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interest of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

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| 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 | 2 |
| 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 | 1 |
| 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 |

Annex B



Letter to pupils explaining the findings of the inspection.

26 September 2007

Dear Pupils

Inspection of Glade Primary School, Ilford, IG5 0PF

Thank you for making us so welcome. We enjoyed meeting you and chatting with you about what you like about school. Yours is a good school with a number of outstanding strengths. Here are some of them.

- There are many interesting and enjoyable activities for you to do, including visits and after school clubs.
- You make good progress and the teaching is usually good or better.
- You behave extremely well and respect one another and the adults.
- You are involved especially well in your community.
- The school cares for you in an outstanding way and makes sure you can learn to the best of your abilities.
- The headteacher and senior staff lead the school extremely well.

We have asked your teachers to help the younger pupils make more progress in their writing. They have already helped the older pupils to become better writers. We think it is important for the teachers to check on how well things are going in different subjects and would like to see this happening more often and in more detail. We know the teachers value your views and would be pleased to hear your ideas about how the school can get even better.

Thank you once again, and we wish you all the best for the future.

Yours sincerely,

Nick Butt,
Lead inspector.