

Willow Brook Primary School

Willow Brook, Keyworth, Nottingham, NG12 5BB

Inspection dates 11–12 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress. Their starting points are broadly in line with those expected for their age but, by the end of Year 6, their attainment is above average in reading, writing and mathematics.
- Teachers make sure that tasks are well matched to pupils' capabilities, and that they are interesting and varied. They make sure that both boys and girls make equally good progress.
- Pupils behave well. They have a good attitude in class and around the school. From the start of the Early Years Foundation Stage, they learn the school's routines and respond well to teachers' high expectations.
- Leaders keep a close check on the quality of teaching and pupils' achievement. They tackle decisively any areas of underperformance which they find.
- The governing body supports the school effectively. Governors know the school very well and hold leaders to account for the school's performance.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are given opportunities to reflect on and to respond creatively to art and music.

It is not yet an outstanding school because

- Pupils do not learn as quickly in some classes as they do in others.
- In lessons, teachers do not always explain things as clearly as they do where teaching is best.
- Pupils do not work with the same high levels of enthusiasm in all lessons as they do where teaching is best.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 16 lessons, some of them jointly with the headteacher, and made brief visits to several more. They examined the work in pupils’ books and listened to a sample of pupils read.
- Inspectors held discussions with pupils, parents and carers, staff, the Chair of the Governing Body, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils’ progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- Inspectors consulted the Parent View website, where 35 parents and carers had posted responses to the online questionnaire, and they analysed the 16 questionnaires completed by staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are White British. Very few are from other ethnic backgrounds or speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is well below average. This is additional government funding which, in this school, is for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that the progress pupils make in all classes is as rapid and sustained as it is in the best, and improve the quality of teaching from good to outstanding, by making sure that teachers:
 - create more opportunities to inspire pupils and fire them with enthusiasm for their learning
 - explain things as clearly in all lessons as they currently do where teaching is best.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress as they move up the school and they achieve well in reading, writing and mathematics. Their starting points, when they join the Reception class, are assessed by the school as broadly in line with expectations for their age. By the end of Year 6, pupils' reach standards in reading, writing and mathematics that are above average. In 2013, pupils in Year 6 were almost a year ahead of pupils nationally.
- Boys and girls achieve equally well. The very small numbers of pupils from minority ethnic backgrounds, or who speak English as an additional language also achieve well.
- Disabled pupils and those who have special educational needs achieve well in relation to their often low starting points. They are well supported by teaching assistants and other adults who make sure that they play a full part in lessons. The most-able pupils also achieve well because they are given challenging work to do.
- The pupil premium is used well to make sure that eligible pupils make the same good progress as their classmates. There were not enough eligible pupils in 2013 to comment on their attainment without identifying them.
- The results of the national check on phonics (the sounds letters make) for Year 1 were below average in 2013. However, the school took concerted action to make sure that pupils who had not reached the expected level caught up quickly.
- The most-able pupils in Years 2 and 6 read fluently and with good expression. They show skills above those expected for their age. Less-able pupils in these years read more hesitantly and sometimes guess at words rather than reading them properly. They could, however, show inspectors confidently how they cope with unfamiliar words using the 'sounding out' techniques they have been taught. Pupils read regularly at home and at school. They talk enthusiastically about the things they like to read and why they like them.
- Pupils have many opportunities to practise writing at length, not just in English lessons but in other subjects too. The 'Exciting Writing' days, held each half term, create a buzz of excitement and motivate pupils highly. This, in turn, leads to some high-quality work from pupils.
- In mathematics lessons, there is a clear sense of progression from easier to more demanding tasks. There is a good level of challenge for pupils of all abilities.
- Children make good progress in the Early Years Foundation Stage. They settle in quickly and respond well to the various activities on offer. They make good progress in their early literacy and numeracy skills.
- Some individuals make outstanding progress, but there is some unevenness in pupils' progress rates in different subjects and different year groups. In one class, for example, pupils make better progress in English than in mathematics, but in another class the reverse is the case.

The quality of teaching is good

- The quality of teaching seen in lessons was good. On some occasions it was outstanding. The work in pupils' books also shows that the quality of teaching over time is also good. Teachers have high expectations of pupils. They make sure that tasks are appropriately challenging for all pupils. They use computer technology, visual aids, whole-class teaching, as well as group and independent work, to add variety and interest to lessons and ensure that pupils make good progress.
- Teaching assistants and other adults provide good support for disabled pupils and those who have special educational needs. They regularly work one to one or with small groups, either in the classroom or close by. When the class teacher is speaking to the whole class, teaching assistants do not simply sit and wait, but they are proactive in making sure that no pupil is distracted or falls behind.
- Teachers mark work conscientiously and regularly. They give lots of praise and encouragement as well as pointers for improvement. Pupils say they find these comments particularly useful in helping them to improve their work. Older pupils know what National Curriculum level they are working at and what they need to do to reach the next level.
- Teaching is good in the Early Years Foundation Stage. There is a good balance of activities, indoors and out; some led by adults, some chosen by the children themselves. The latter help develop children's confidence in learning and discovering things for themselves. Adults look for every opportunity to develop children's language and observational skills. They track children's development carefully.
- Where teaching is outstanding, pupils are inspired and become deeply engrossed in their learning. In a Key Stage 2 lesson combining history, geography and English, for example, the teacher dressed up as Pliny the Younger from ancient Rome. In this role, she led pupils in studying a poem about the eruption of Vesuvius. Pupils listened with rapt attention and made deep and thoughtful responses. They grasped very rapidly indeed the complex grammatical points which the teacher introduced in readiness for pupils' own writing. In lessons where teaching was good rather than outstanding, this degree of inspiration and enthusiasm was less evident.
- In an outstanding Key Stage 1 mathematics lesson on 'halving', the teacher gave crystal clear explanations and made excellent use of visual aids and props, showing pupils what they had to do in their own tasks. Pupils were absolutely clear how to go about the work on their own and, as a result, they made rapid and sustained progress. In lessons where teaching was good rather than outstanding, explanations were not as clear. Teachers did not give enough examples, or they gave examples which did not illustrate their points clearly enough. This meant that misconceptions arose in pupils' minds which then had to be cleared up by the teacher. As a result, pupils made slower progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school is a calm, orderly and welcoming community. Routines and high expectations are instilled in pupils from the Reception class onwards, and pupils rise to the challenge of what is expected of them. This leads to behaviour, particularly among the oldest pupils which is outstanding.
- Pupils are proud of their school. They are keen to take on responsibilities such as serving lunch,

helping as librarians or serving on the very active and influential school council. They regularly help others less fortunate than themselves through charity fundraising events.

- Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities for quiet reflection, and they enjoy and respond creatively to art and music. Even though almost all pupils in the school are White British, they have a good awareness of the diversity of modern society.
- Attendance is above average.
- The school's work to keep pupils safe and secure is good. Pupils are safe in school. They are adamant that there is no bullying and that, if there were, staff would deal with it effectively. They are aware of the different forms bullying can take, including cyber-bullying.
- Just before the inspection pupils had greatly appreciated a visit from Childline. They are well informed about safety matters.
- The school gives good support to pupils whose circumstances may make them vulnerable. Inspectors saw compelling evidence of how the school has worked with such pupils and their families to make sure that these pupils do not 'slip through the net' but are able to play a full part in the life of the school. They make progress in line with other pupils.
- Parents and pupils are keen to point out the school's inclusive, 'family' ethos. Older pupils spontaneously play with and keep a watchful eye on younger ones. Disabled pupils and those who have special educational needs are fully included in all activities. Staff manage behaviour well to ensure that learning is not disrupted by poor behaviour.

The leadership and management are good

- Leaders and managers at all levels have high ambitions. They share these effectively with all staff so that all are keen to secure the best for all pupils. The areas for improvement noted at the last inspection have been addressed. Pupils' progress is now rigorously tracked to ensure that no pupil falls behind, marking is now used well to promote progress, and all pupils are now challenged well.
- The quality of teaching is checked meticulously by leaders. This is done in a supportive atmosphere in which teachers are keen to improve their skills and expertise. All staff have targets for improvement. The school makes good provision for less-experienced teachers to learn from colleagues. Staff also benefit from ongoing training, including some provided by the local authority.
- The local authority enables teachers to see how the standards they apply when they mark pupils' work compare with the standards applied in national tests. As a result, parents can be confident that the information the school provides about their children's standards is accurate.
- Pupils learn a broad and balanced range of subjects. These are brought to life by regular special events such as 'Robot Olympics', as well as by visits to places such as London or the National Space Centre. All pupils have the opportunity to experience residential visits during which they enjoy adventurous, confidence-building activities.
- The well-attended out-of-school activities include gardening, cookery and chess as well as sport and music, and a breakfast club. Pupils can sing in the choir or learn musical instruments. The

school is using the primary schools' sports funding to extend the variety of sports on offer. These now include rowing and handball, as well as the more common sports.

- The sports funding is also being used to increase the physical exercise undertaken by all pupils as well as to increase opportunities for pupils to practise sports activities alongside pupils from other schools. The school is monitoring the impact of these new ventures very carefully.
- The school is very well regarded by parents and the local community. There are good communications between home and school. The number of parent volunteers is impressive. Attendance at information-giving as well as social events is high.
- Leaders and managers make sure that there is no discrimination of any kind and that every pupil, regardless of background or need, has access to everything the school offers.
- Procedures for safeguarding and child protection meet requirements.
- **The governance of the school:**
 - The governing body is well organised and effective. Governors have a keen insight into the school's strengths and areas for improvement. They understand how its performance compares with that of schools nationally. They understand how teachers' performance is overseen and how the pay progression of each member of staff is linked to the impact on pupils' achievement. They value the training and support they receive from the local authority. Governors could readily give telling examples of how they have challenged the headteacher and helped to influence leadership decisions in order to secure the best for pupils. They understand how the pupil premium funding is being used and the impact this is having on the few pupils who are eligible for it. Governors make sure that the school fulfils all its statutory duties and that all children are kept safe.

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	122650
Local authority	Nottinghamshire
Inspection number	431230

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Neil Rabbitts
Headteacher	Ly Toom
Date of previous school inspection	19 March 2009
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