

Inspection of a good school: Willow Brook Primary School

Willow Brook, Keyworth, Nottingham, Nottinghamshire NG12 5BB

Inspection dates:

27 and 28 June 2023

Outcome

Willow Brook Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this caring and inclusive school. They feel safe and have a trusted adult to talk to should the need arise. Pupils say that the best thing about the school is the fun learning and the kind teachers.

There are high expectations for pupils to achieve their best. Pupils feel inspired to do well and understand the importance of working hard. This is evident in pupils' good outcomes.

Most pupils behave well in class and around school. They show each other respect and kindness. Older pupils say that they learn to be independent by completing their homework on time. They feel this prepares them well for secondary school.

Pupils know their school values of caring, confidence, community, creative and commitment. The school community celebrates pupils for showing the values both in and out of school. Recent examples of pupils practising these values are some pupils taking part in a local muddy run and race for life, through which they raised money for charity.

Parents and carers are overwhelmingly positive about the school. A comment, typical of many, stated, 'This is a wonderful and caring school where staff go above and beyond for the children.' Some parents say they would appreciate better communication from school leaders.

What does the school do well and what does it need to do better?

Leaders have designed a 'creative' curriculum which is well sequenced and focuses on building pupils' knowledge over time. The curriculum starts in the early years. Leaders have ensured that in all subjects, pupils have the opportunity to make connections with their prior learning.

Teachers build ambitious thinking into most lessons to encourage pupils to think critically. Teachers ensure that pupils understand difficult concepts before moving on to new

learning. Teachers have secure subject knowledge and deliver information clearly to pupils. The activities pupils undertake help them to learn the intended curriculum.

Teachers check what pupils know in every lesson. They always revisit previous learning with pupils. This helps pupils to remember and build on their learning during the year, and year on year. For example, pupils can talk about what they have learned in mathematics and history over the years. Most pupils know and remember what they learn and can apply this to their new learning.

Most pupils with special educational needs and/or disabilities (SEND) receive the right support to help them achieve as well as they can. However, this is not the case for some pupils. For these pupils, the support they receive does not routinely match their additional needs well enough.

Leaders have prioritised early reading. This is evident through the strong reading outcomes in key stages 1 and 2. Teachers have been trained to teach the new phonics scheme. Pupils who fall behind get the support they need to help them to catch up. Pupils read books that match their phonic knowledge. Leaders are passionate for all pupils to love reading. They pride themselves on most pupils leaving school with a love of reading. Adults and pupils enjoy talking to each other about books they have recently read.

Children in the early years have a strong start to school life. They are ready to learn and show enthusiasm in all they do. Children enjoy story time and can retell the story in their own words. Learning is fun in the early years. This helps children to remember what they learn. Adult interactions with children support children in their learning and encourage them to engage in activities. For example, children enjoyed playing their individual roles in their own museum. They brought it to life through their own belief in what they were doing. Children are respectful to adults and each other. They are very well prepared for Year 1.

Pupils' personal development is at the heart of everything leaders and staff do. Daily assemblies teach pupils how to be responsible citizens in modern Britain. Pupils know British values and protected characteristics well. They understand some different faiths and cultures. They know the importance of respecting difference. Most pupils show their kindness to one another.

Leaders encourage pupils to develop their interests and talents by attending extra-curricular clubs. Pupils enjoy learning to play chess and bridge. They have opportunities to develop their gardening and reporting skills. Pupils experience residential trips and visits to the local area. They are proud of their sporting achievements.

Staff are happy and enjoy working at a school that feels like family. They feel well supported by leaders with their well-being and workload.

Leaders and governors know the school community well. They work together to bring about ongoing improvements to the provision. Governors ensure that they meet their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding pupils is a priority for everyone at Willow Brook Primary School. Staff are suitably trained to spot the signs of pupils who may be at risk of harm. Staff report any welfare concerns, no matter how minor. Leaders act effectively to get the right support for pupils and their families. Leaders work well with external agencies when required.

Leaders ensure that pupils know how to keep themselves safe. They provide workshops that teach pupils about risks online and risks in the community. Pupils have a good understanding of how to stay safe. They know what to do if they have concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all pupils with SEND receive support that matches their additional needs. The inconsistency of the support they receive means that these pupils do not always achieve as well as they should. Leaders should ensure that all pupils with SEND receive the right support so that all can achieve highly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122650
Local authority	Nottinghamshire County Council
Inspection number	10298442
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair of governing body	Neil Rabbitts
Headteacher	Louise Ballard
Website	www.willowbrook.notts.sch.uk/
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast and after-school club managed by a third party.
- The school does not use the services of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and members of the governing body, including the chair of governors.
- The inspector undertook deep dives in the following subjects: reading, mathematics and history. The inspector met with subject leaders, teachers and groups of pupils. She visited lessons and looked at samples of pupils' work.
- The inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding lead.

- The inspector considered responses to Ofsted's online parental survey, Ofsted Parent View.
- Inspectors met with groups of staff to gather their views.
- The inspector spoke to pupils in lessons and observed behaviour in lessons and during breaktimes and lunchtimes.
- The inspector looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

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