



Willow Brook Primary School

Inspection Report

Unique Reference Number 122650
LEA NOTTINGHAMSHIRE LEA
Inspection number 281316
Inspection dates 9 February 2006 to 10 February 2006
Reporting inspector Mr. John Foster LI

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

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|------------------------------------|--------------------|---------------------------|-------------------|
| Type of school | Infant | School address | Willow Brook |
| School category | Community | | NG12 5BB |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01159149889 |
| Number on roll | 173 | Fax number | 01159149889 |
| Appropriate authority | The governing body | Chair of governors | Mr.Duncan Cameron |
| Date of previous inspection | 5 June 2000 | Headteacher | Mr. Ian Jenkinson |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in the village of Keyworth to the south of the city of Nottingham. It is slightly smaller than the average-sized primary school with almost all pupils of White British background. A small percentage of pupils is eligible for free school meals. The percentage of pupils with learning difficulties is lower than average. One pupil has a Statement of Special Educational Need. Children enter the school with skills, knowledge and understanding which are above average. The school achieved the Investors in People award in 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. This judgement confirms the school's own view of its performance, based on its effective self-assessment processes. It provides well for its pupils, allowing them to achieve well and make good progress. Good arrangements are in place for ensuring that pupils are cared for well and that they are given good support and guidance. Pupils' personal development is good overall, though the planning to cover all aspects of this area is not specific enough. The pupils have good attitudes and their behaviour is outstanding. However, the school does not give them sufficient opportunities to use their good attitudes in developing independence in their learning or, for example, in organising fund raising events. Teaching and learning are good, enabling pupils, including those who find learning difficult, to achieve well and make good progress. Children are taught well in the Reception class and make good progress. In Years 1 to 6 they continue to make good progress so that, by the end of Year 6, they attain well above average standards. The 2005 data, based on national test results, show that they achieve well, with respect to their prior learning. The school has successfully addressed the issues identified during the previous inspection and is well placed to improve further. The school improvement plan is sound and it gives a firm base on which to develop the school, though there are no success criteria incorporated to enable effective evaluation. Leadership and management are good. The headteacher leads the committed staff well and together they provide a good education for the pupils. The governing body is led well and is fully involved in the school's strategic planning and monitoring of the school's performance. Finances are well organised and monitored. The school gives good value for money.

What the school should do to improve further

- enhance the school improvement plan by including success criteria, and further develop evaluation of the impact of its strategies on pupils' learning - plan more rigorously in order to improve the quality and depth of pupils' personal, social, health and citizenship education - give pupils more independence and involvement in the life of the school by utilising their good attitudes more effectively.

Achievement and standards

Grade: 2

Most children in Reception achieve, and many exceed, the learning goals for children in the Foundation Stage. This is because they are taught well and make good progress. Between Years 1 and 6 pupils are also taught well. They are set challenging targets in their work, leading to good achievement and good progress. The 2005 national test data indicate that between the end of Year 2 and the end of Year 6 pupils made good progress. Standards were well above average overall and almost all attained, with many surpassing, the standards expected, based on their results in the Year 2 tests. Whilst the 2005 tests suggest that girls outperform boys, historical evidence clearly shows that this is not the norm. Over time, there is little difference between the attainment

and achievement of boys and girls. Pupils who find learning difficult make similar progress to other pupils because they are taught well and given good levels of support in their learning. The school sets challenging targets and indications are that these will be met successfully.

Personal development and well-being

Grade: 2

Pupils' personal development is good overall. Their enthusiastic singing of, 'I'm as happy as I can be', sums up what they think of the school. Behaviour is exemplary. Pupils have good attitudes; they work very hard and get on very well with each other. They say that there is no bullying. Attendance rates are high. Pupils know a lot about healthy living and most of them eat fruit regularly. Their participation levels in sporting activities provided by the school are high. Playtimes are active and fun times. Pupils' spiritual, moral, social and cultural development is satisfactory. Spiritual moments are found in lessons, such as in the anticipation of the latest message from a 'mystery guest' who regularly visits the Reception class. Extensive fundraising indicates that pupils have a clear understanding of social responsibility. However, the school is not using this understanding well enough in developing pupils' personal qualities. Pupils do not have enough control over the workings of the school council or which charities will be supported, as these activities are largely controlled by the staff. The planning for pupils' personal and social development is not specific enough and, as a result there are minor gaps in their learning. The use of assemblies to develop these aspects of pupils' development does not provide the intimate setting in which pupils can express opinion, reflect on issues of the day or systematically explore personal feelings and emotions. Whilst pupils develop the basic academic and economic skills needed for the future, their understanding of democracy is weak and many have only a sketchy understanding of life in multi-cultural Britain. The community benefits well from the school. Pupils take an active part in sporting activities and perform at Christmas for the local community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Warm relationships are a major strength, creating a productive climate for learning in which praise and reward flourish. Teachers use their good subject knowledge well when giving clear demonstrations and asking probing questions. Teachers assess pupils' work well and use the information gained well in planning work that is well matched to pupils' differing abilities. Pupils with special educational needs, for example, are given appropriate work to enable them to make similar rates of progress as other pupils. The good quality teamwork existing between teachers and teaching assistants enables pupils who have learning difficulties get the help they need. Teachers work hard to make the mundane interesting. In a Year 4 lesson, for example, the 'magic' of Harry Potter was sprinkled on pupils before

they searched for hidden clues, with a grammatical focus, in a piece of text. Teachers generally foster independence in learning, such as in a Year 3 science lesson, where pupils made decisions about how to conduct experiments. However, this is not always the case. In Reception, for example, too much is done for children in selecting and putting away equipment, with much work being too teacher-led. Pupils have good knowledge of their work, especially in writing. The recently introduced self-assessment journals, which one pupil described as 'wicked', are helping pupils to become critical readers and writers.

Curriculum and other activities

Grade: 2

The school offers a good curriculum which meets the needs of pupils. Statutory requirements are met and pupils experience an extensive range of engaging activities. A suitable balance is struck between outside and inside learning in the Foundation Stage. However, there is scope for children to make more choices about their learning and to be more creative in their work. A sense of adventure in curricular planning can be seen in learning that is made appealing by linking work across subjects, including French. Pupils say they like this way of working. Although there are set programmes for sex and drug education the school has yet to clearly define the content for pupils' personal, social and health education. A good range of visits and visitors helps to make school life interesting. Many pupils excel at different sports because the school provides an outstanding range of sporting activities for all pupils. The extensive range of clubs, including the regular use of indoor rowing machines, places a premium on teamwork.

Care, guidance and support

Grade: 2

Standards of care are good. Pupils say that they feel safe and secure in the school. Staff know children well and are extremely quick to notice any worries they might have. Pupils say that help is always on hand. New children are helped to settle into school quickly. Pupils with learning difficulties are given good support by all staff, which means that they can take a full part in school life. The school has identified those pupils who are talented and gifted and makes good provision for them. 'The Editors,' a group of talented writers in Years 5 and 6, regularly produce highly imaginative writing as result of the 'master classes' they attend. The school's peaceful, safe and encouraging environment helps pupils to achieve well. Formal procedures to ensure pupils care are for the most part thorough, though child protection procedures are not known well enough by midday supervisory staff.

Leadership and management

Grade: 2

The quality of leadership and management is good. This judgement is similar to that at the previous inspection. The headteacher is a good leader who has developed a team spirit within the staff so that all work together well to give the pupils a good

start in their education. All teachers have specific responsibilities for developing and monitoring one or more subjects. They undertake their roles enthusiastically and perform them well. The school's evaluation of its performance is largely accurate. However, its grades care, guidance and support and provision in the Foundation Stage as outstanding, whereas these areas are good. In other areas identified by the school as 'good' the team agreed with these assessments. The school consults with governors, staff and parents and their views are reflected in its planning. The school's improvement plan is sound. It is linked to the school's needs and identifies realistic timescales and financial implications for its successful implementation. However, there are no success criteria identified, making it difficult to establish and evaluate the impact the school's actions have on its results. The strengths of the headteacher, staff and governors place the school in a good position to improve further. Governance is good. Governors are fully involved in the formulation of the school improvement plan and they visit the school to monitor its performance. They are aware of the school's strengths and weaknesses, but they are not sure about the impact of some of their strategies on the pupils' education. The governing body manages the school's finances well, with spending closely linked to the priorities within the improvement plan. This results in the school providing good value for money.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

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 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

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

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 3 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

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

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

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

As you know, Mr Brennan and I came to your school recently to carry out an inspection. This letter is to thank you for the welcome you gave us, for helping us with our work and to let you know what we found out about your school. You go to a good school. All the staff and governors work very hard to make sure that you have a good education and make good progress with your work. By the time you reach the end of Year 6 and move to the secondary school, most of you reach standards that are well above those expected for your age. This is largely because of the good teaching you have at Willow Brook. Your behaviour is excellent, you all get on well together, with the older children being very helpful to the younger ones. The staff make sure that you have a good range of activities to take part in outside lessons times. You are very fortunate to have such a wide range of activities provided for you, but you make this worthwhile for the staff because so many of you take an active part in the activities. In order to make your school even better, we have asked the staff and governors to make sure that they plan more accurately for your personal development and check more closely that what they plan for the school is actually happening. They should also give you more independence in deciding about your own learning and a greater say about the work you do in fundraising for charities. We wish you all well for the future.