

Willow Brook Primary School

Inspection report

Unique Reference Number	122650
Local Authority	Nottinghamshire
Inspection number	327774
Inspection dates	19–20 March 2009
Reporting inspector	Jim Henry

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	153
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Neil Radford
Headteacher	Mr Ian Jenkinson
Date of previous school inspection	9 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Willow Brook Keyworth Nottinghamshire NG12 5BB
Telephone number	0115 9149889
Fax number	0115 9149889

Age group	4–11
Inspection dates	19–20 March 2009
Inspection number	327774

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average primary school situated in the village of Keyworth, south of the city of Nottingham. The majority of pupils are from White British backgrounds with no pupils speaking English as an additional language.

The percentage of pupils eligible for free school meals is well below the national average as is the number of pupils with learning difficulties and/or disabilities. There are no pupils with a statement of special educational needs. The Early Years Foundation Stage caters for children following their fourth birthday. Childcare provision is provided on site but not managed by the school's governing body and is not included in this inspection.

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 with strong parental support. Pupils and parents express their delight with the education it provides. This is reflected in parents willingly volunteering to work with the pupils in school. One parent wrote, 'We are so impressed by the way our children are allowed to grow up, yet learn, in a fun and wholesome way.' Pupils' good personal development and outstanding behaviour make a strong contribution to their learning. Attendance is good. Pupils enjoy school immensely and are eager to learn. Relationships are very positive and pupils feel safe in the pleasant and calm ethos of the school. Pupils understand the importance of sensible eating and many use the wide range of sporting opportunities offered by the school to take regular exercise. This helps them to do their best to follow a healthy lifestyle. Pupils show a strong sense of responsibility and make a positive contribution to the school and wider community. The school council is very active and, at the time of the inspection, was involved in the appointment of a new headteacher. The school provides pupils with the confidence and academic skills to succeed well in their future learning.

The care, guidance and support given to pupils are good. Safeguarding procedures are robust and the pastoral care for pupils is very strong. While pupils know and use academic targets to help them improve, the marking of their work in helping them to achieve better is inconsistent.

From the Early Years Foundation Stage onwards pupils make good progress so that by the end of Year 2 standards are above average and are usually well above the national average when pupils leave school. While most pupils achieve very well in reading and make good progress with their writing across Key Stage 2, some pupils, particularly the more able, make satisfactory rather than good progress in mathematics.

Teaching and learning are good. Using the well-structured curriculum, teachers plan tasks that engage and interest pupils. This results in lessons that usually cater well for the different abilities of pupils. Teaching assistants provide valuable support for pupils, particularly those with learning difficulties and/or disabilities, enabling them to make good progress. Teachers actively involve pupils in their learning and this results in their working hard and persevering with challenging tasks.

Leadership and management are good and community cohesion is promoted well overall. The school is managed very well by the headteacher and senior staff. There is a shared determination to improve provision and ensure consistently high standards. The school has appropriate systems in place to monitor and evaluate standards and the progress made by pupils. However, the information that is collated is not always analysed rigorously enough on a whole school basis in order to identify and address any underperformance. The school improvement plan has been improved since the last inspection and is based on accurate self-evaluation. Governors are very active in the school and effectively hold the school to account for its performance.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's attainment on entry varies but is at an expected level overall. Children settle quickly into school because of good levels of care and welfare and good induction procedures. They make good progress during their time in the Reception class because of good teaching. Children enter Year 1 with attainment a little above that expected, particularly in reading, writing, mathematical and physical skills and in their attitudes to their learning. Initiatives, such as short

sessions for linking sounds and letters each morning, are having a positive effect on children's progress. Relationships are excellent. Leadership and management are good. Adults promote a very caring environment in which children gain in confidence, improve their personal skills and feel safe. The Early Years Foundation Stage coordinator has a good knowledge of child development and ensures that the curriculum covers most areas of learning well and captures the interest of the children. There is an effective balance between adult-led and child-initiated tasks, which include both inside and outside activities. Nevertheless, the use of the outside space to extend all areas of learning is not yet developed sufficiently. Assessment at an individual level is good and used in lesson planning, so that adult-led tasks are mostly tailored effectively to meet individual needs. As yet the tracking of children's progress to ensure that all children make sufficient progress is underdeveloped.

What the school should do to improve further

- Sharpen the analysis of the assessment of pupils' progress across the school in order to identify and address any underperformance.
- Ensure that all pupils in Key Stage 2, especially the more able, make good progress in mathematics.
- Improve the consistency of marking in order to inform pupils how well they are doing and how to improve further.

Achievement and standards

Grade: 2

Pupils' attainment on entry to Year 1 is a little above expectations. They make good progress and by the end of Key Stage 1 standards are consistently above the national average. The number of pupils achieving better than expected for their age at the end of Key Stage 1 is above the national average in reading, writing and mathematics. Overall progress across Key Stage 2 is good but it can vary, being better in reading and writing than in mathematics. This is because the progress of some pupils, particularly the more able, is not consistently as good as it could be. Nevertheless, by the end of Key Stage 2 standards overall are well above the national average, including the number of pupils attaining above what is expected for their age. Pupils with learning difficulties and/or disabilities make good progress due to the effective support they receive. Although variations occur from year to year, boys and girls maintain similar rates of progress.

Personal development and well-being

Grade: 2

Pupils display outstanding enjoyment in their learning, which is reflected in their excellent behaviour. In lessons and around the school pupils are courteous and considerate. Bullying incidents are rare but pupils state that these are dealt with effectively and they feel safe. They also know the importance of a healthy diet and lifestyle. While pupils' spiritual, moral and social development are good, pupils' cultural development is satisfactory. Pupils' understanding of other cultures is at times a little patchy. Pupils' social and moral development are promoted through raising money for a variety of charities, including a school in Kenya. Pupils make a valuable contribution through working to improve the environment and recycling. They have discussed travel plans and a possible playground buddy-post recently. Their basic skills are good. Their confidence, positive approach to learning and willingness to work together prepare them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Good teaching leads to good achievement, with excellent relationships between teachers and pupils creating a positive climate for learning. Lessons are generally prepared well and provide interesting opportunities for pupils to learn. There are also frequent opportunities for pupils to work independently or to collaborate. Pupils are keen to learn because they enjoy and fully participate in lessons and teachers effectively praise their efforts. Teachers make clear in lessons what pupils are going to learn so that pupils respond well to the tasks set. Activities are often chosen to meet the needs of different groups of pupils, with teaching assistants being used effectively to support pupils' learning. As a result most pupils make good progress, particularly in reading, although occasionally more could be asked of the more able pupils in mathematics. While teachers mark work regularly and with positive use of praise, not all marking matches that of the best which gives clear indication of how well pupils perform and how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of most pupils well, including those with learning difficulties and/or disabilities. There is a useful curriculum overview that includes opportunities to develop pupils' creative and thinking skills. This is most effective where clear links are made between subjects and the school is developing this aspect of the curriculum. An example was the use of a school production of the musical 'Joseph' to link art, geography and information and communication technology. These increasing links between subjects make lessons more enjoyable and successfully encourage pupils to be involved in their learning. The school works closely with other local schools in providing a wide range of sporting and creative activities such as tennis, athletics and choir. Take-up is high and opportunities are keenly embraced by a wide number of pupils. The curriculum is also enhanced by local and residential visits to youth hostels and places of interest such as the Isle of Wight and by a good emphasis given to developing pupils' personal, social and health education.

Care, guidance and support

Grade: 2

Pastoral care is a strength of the school. Pupils thrive because they feel safe and the very few incidents of unacceptable behaviour are handled promptly and effectively. Arrangements for child protection and safeguarding pupils are rigorous and meet current requirements. A small minority of parents were concerned about the school's procedure for dealing with accidents. However, the school has good health and safety policies supported by appropriate procedures. There are constructive partnerships with the local family of schools, other agencies and the wider community, which benefit pupils' learning very well. Pupils with learning difficulties and/or disabilities, including those with behavioural difficulties, are carefully assessed and effective support is provided. Pupils know and use academic targets to help them improve. However, they are more effectively used in writing than in mathematics.

Leadership and management

Grade: 2

The headteacher leads the school very well and benefits from strong and effective support from other senior leaders. All staff share a commitment to improve provision and to raise standards further. Challenging targets are used to drive forward the consistent push for high standards. In 2008 these targets were exceeded. The governors are closely associated and involved with the school and have a good understanding of its strengths and weaknesses. Self-evaluation is good overall in identifying targets for improvement and these are clearly identified in the school improvement plan with appropriate criteria for success. The school collects a wide range of information on pupils' attainment and progress and has accurately identified the need for this to be analysed more sharply to quickly identify and address any underperformance. The school's efforts in promoting community cohesion are good overall. The school is inclusive, reaches out to the local community and leaders are fully aware of the context in which it works. Pupils have regular opportunities to be involved in the local community and the school has links both locally and internationally. Through curriculum themes on world news and cultures from around the world, pupils are given a sound understanding about different communities abroad and are seeking to strengthen this aspect still further. The school's good track record of improvement since the last inspection indicates that this is a school with a good capacity to further improve and provides good value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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 interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

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 eliminated	2
How well does the school contribute to community cohesion?	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	2
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**Text from letter to pupils explaining the findings of the inspection**

21 March 2009

Dear Pupils

Inspection of Willow Brook Primary School, Keyworth, NG12 5BB

Thank you for your welcome and help during our visit to your school. We enjoyed talking to you, looking at your work and watching you learn in lessons. All the teachers and adults work hard to make sure that you enjoy learning and feel safe at Willow Brook School.

Here are some of the things we found out about your school.

- Your school gives you a good standard of education and by the time you leave Willow Brook most of you get results that are expected or above other children of your age.
- You work hard in lessons and are always eager to do your best.
- You told us that you really enjoy school and are always willing to help in any way you can.
- You behave outstandingly well and are polite to each other and to the adults in the school.
- You use the wide variety of sporting opportunities that the school provides to keep fit and healthy.
- Your teachers and other adults in the school work hard together to help you learn.

To help you do even better, we have asked that teachers and governors, who help run your school, make sure that:

- all children's progress is carefully and regularly checked in order to find out if anyone is not doing as well as they could and then help them to do even better
- children, particularly those who are good at mathematics, make as much progress as they can
- when teachers mark your work, they give you regular advice on how to improve further.

We hope that you continue to enjoy school and continue to make good progress.

Good luck for the future,

Jim Henry

Lead inspector