

Willow Bank Primary School

Seacourt Road, London, SE2 9XB

Inspection dates 31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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 from low starting points because in all classes teaching is consistently good.
- The effective way in which teachers assess pupils' answers to questions and the support given by other adults in classrooms result in successful learning.
- Early reading is taught well. A consistent approach to the link between letters and sounds means that pupils make at least good and sometimes outstanding progress in the development of skills.
- Pupils behave well and say they feel safe at school. They are interested in learning and the majority respond positively to their teachers.
- Governors have a good knowledge of the school. They have a clear understanding of what the school does well and what it needs to do to improve further.
- Senior leaders have a very good knowledge of the pupils. The headteacher regularly checks on how well pupils are being taught and how well they are learning. He takes prompt action to improve teaching where necessary.
- The executive headteacher has played a key role in leading improvements since the school opened.

It is not yet an outstanding school because

- Middle leaders are not yet skilled enough in rigorously monitoring teaching or analysing assessment information.

Information about this inspection

- Inspectors observed 14 lessons, of which eight were joint observations with the headteacher.
- Meetings were held with a group of pupils, senior and middle managers, a group of parents and carers and representatives of the governing body. Inspectors took into account the seven responses to the on-line questionnaire (Parent View) and 25 staff questionnaires.
- Inspectors listened to reading by four pupils from Years 1 and 2.
- Inspectors observed the school's work. They looked at the school's self-evaluation of its own effectiveness and examined policies, including those relating to safeguarding, records of pupils' progress, monitoring records of teaching and learning, attendance figures and the school's improvement planning.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Derek Watts

Additional Inspector

Elaine Hamilton

Additional Inspector

Full report

Information about this school

- Willow Bank Primary School is a new school which opened in September 2011. It is part of the Woodland Academy Trust. It is slightly smaller than the average primary school.
- The school has a total of six classes: two Reception classes, two Year 1 classes, a Year 2 class and a Year 3 class.
- There are pre-school, breakfast and after-school clubs on the site. However, these are not managed by the governing body and are reported on separately.
- Since the school opened, admissions other than at the usual times of entry account for 37% of the current school roll.
- The proportion of pupils who speak English as an additional language is substantially greater than the national average.
- About a quarter of the pupils are known to be eligible for the pupil premium which is in line with the national average. The pupil premium is additional government funding for pupils entitled to free school meals, children in the care of the local authority and pupils with a parent in the armed forces.
- The proportions of disabled pupils and those with special educational needs and supported through school action, school action plus or with a statement of special educational needs are average.

What does the school need to do to improve further?

- Ensure pupils make consistently good and outstanding progress as the school roll increases.
- Strengthen leadership and management at all levels by:
 - developing the skills of all staff with leadership roles so that they can contribute fully to making the school better
 - holding to account rigorously those responsible for the implementation and impact of agreed actions.

Inspection judgements

The achievement of pupils is good

- Children arrive in the Early Years Foundation Stage with skills well below those expected for their age. They have access to an attractive indoor and outdoor learning environment and stimulating resources. They make good progress because the organisation of their learning helps them to develop their personal and social skills.
- The teaching of letters and sounds helps children in the Early Years Foundation Stage and pupils in Years 1 and 2 make good gains in their reading skills.
- The school's current focus on mathematics is evident throughout the school and a good feature of this is the effective use of appropriate mathematical language in lessons.
- There are no significant variations in the performance of different groups of pupils, and those in receipt of the pupil premium do as well as others. The progress of individuals and groups is carefully checked and action taken quickly to make sure no pupils fall behind.
- Pupils who speak English as an additional language make good progress because teachers emphasise the development of speaking and listening and ensure pupils have plenty of opportunity to talk about their work. As a result, these pupils and all others are well prepared for the next phase in their education and grounded in the basic skills.
- Pupils who arrive during the school year are carefully assessed. Well-planned support in lessons and outside of the classroom helps them to catch up with their peers.
- The school uses the additional pupil premium funding carefully to cover this work. For example, it is used to provide well-delivered intervention sessions and to pay for additional teaching assistants.
- Disabled pupils and those with special educational needs are well supported. Their needs are clearly identified and they receive carefully tailored personalised support. For example, teaching for them is carefully thought out and small group work is specifically tailored to meet their needs.

The quality of teaching is good

- Children settle quickly and happily into the safe environment of the Early Years Foundation Stage classes, helped by the good induction and welfare provision. There is a good focus upon developing children's language skills through drama and role play, especially for those in the first stages of English acquisition.
- Reading is taught and promoted well throughout the school. Early reading is developed well by highly structured and effective phonic programmes (the linking of letters and the sounds they make) enabling pupils to progress well.
- Free-choice writing areas include attractive word and phonics lists (which help with spelling) so pupils can readily use them when writing independently. This supports their development of writing particularly well.
- Effective teaching enables pupils to make good progress. Teachers have strong classroom management skills and are adept at creating a climate which is very conducive to successful learning.
- Teaching is characterised by confident subject knowledge and strong relationships, making it lively and good humoured. Interactive whiteboards are used well to enliven learning and to show pupils how to complete tasks.
- Lessons throughout the school ensure a strong focus on key vocabulary, explaining terminology and providing visual props and prompts. Teachers actively encourage pupils to answer questions using full sentences. This was particularly the case during a science lesson when Year 3 pupils were responding orally to questions, based on their previous learning, confidently and clearly.
- Pupils use information and communication technology very effectively to enhance their

understanding, benefiting from the fact that laptops are readily available.

The behaviour and safety of pupils are good

- The school helps pupils develop their self-belief and confidence as learners. The positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in their above-average attendance and good behaviour.
- Pupils' behaviour as they move around the school is usually good. They are eager to learn, willing to take part and keen to try out new strategies.
- They are courteous and polite and get along well with each other. They are keen to talk to visitors and enthusiastic about what they are doing. Discussions with pupils show that they believe behaviour to be typically good. Many parents and carers also agree that pupils behave well and are safe in school.
- The school ensures that pupils have appropriate opportunities to learn about how to keep safe and prevent different types of bullying.
- Throughout the school pupils respond well to their teachers' consistent expectations for their behaviour. Positive attitudes to learning are a feature of each classroom. Pupils are considerate of the concerns and feelings of others.
- The school council plays an important role in the life of the school. Pupils' use of the election process, which involves them in selecting class representatives, gives them an early understanding of how democracy works. One Year 2 pupil commented, 'I was democratically elected'.

The leadership and management are good

- The executive headteacher and headteacher together provide very strong leadership. They are wholly committed to doing the very best for the pupils, and all members of staff share their aspiration for pupils to enjoy their learning and to achieve their potential.
- Senior leaders have wisely used the resources, expertise and experience within the Woodlands Academy Trust to create a shared and challenging culture of accountability, resulting in a collaborative and cohesive school community.
- The school's self-evaluation is accurate and defines appropriate priorities for improvement.
- Improvements to teaching have been driven through rigorous monitoring of staff performance. Teachers are held accountable for the progress of the pupils they teach. They are set challenging targets but are given appropriate levels of support and training to help them meet these targets. The process is closely related to pupils' achievement and teachers' pay progression.
- The school is committed to ensuring that everyone does well. The headteacher tracks the progress of different groups of pupils such as those who are learning English as an additional language and those in receipt of the pupil premium. These pupils reach similar standards to their classmates and are not disadvantaged in relation to other groups of pupils as they progress through the school.
- Middle leaders are enthusiastic about their role, and are beginning to play a stronger part in driving improvement and consistency but their monitoring and evaluation skills are not yet fully developed.
- Half-termly review meetings of pupils' progress help to identify speedily those at risk of falling behind and to deploy effective support. Teaching assistants are well trained and work in strong partnership with teachers. For example, support is in small groups or within the classroom, and involves the teaching of reading skills, spelling and punctuation.
- The school's website offers open communication to parents and carers and a highly positive relationship with most groups of parents and carers has been developed.
- The curriculum is well developed to ensure that pupils develop their skills in reading, writing and

mathematics through interesting themes. As the new building and outdoor area become available, the school is reviewing how different subjects are covered.

■ **The governance of the school:**

- The governors ensure that procedures and arrangements for keeping pupils safe meet requirements. Parents and carers said that they feel the school is well led and managed, and that recent changes have been very positive.
- Governors have a good understanding of the barriers that the school's pupils face, and of the strategies that have been put in place to overcome those barriers.
- Governors provide appropriate challenge to the school and ask pertinent and relevant questions about the use of funds. They have been involved in discussions about the use of pupil premium funding, and know how well this is helping individual pupils.
- Governors check carefully the management of the school's performance and ensure there are strong links to both classroom performance and the payment of salaries. Similarly, they have a clear understanding of pupil progress information and therefore an accurate view of the school's strengths and development needs.

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	136932
Local authority	Bexley
Inspection number	399879

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

Type of school	Academy sponsor-led
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	John Masheder
Headteacher	John Byrne Headteacher Angela Barry Executive Headteacher
Date of previous school inspection	Not previously inspected
Telephone number	020 8320 1900
Fax number	NA
Email address	jbyrne@pwp.bexley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

