

Westbrooke School

South Gypsy Road, Welling, DA16 1JB

Inspection dates 15–16 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher and senior management team are highly ambitious for their pupils. They have provided very high quality training for staff so that the achievement and behaviour of pupils are now outstanding.
- The school is improving because of outstanding leadership and management which has resulted in consistently excellent teaching and achievement.
- Federation leaders and governors are extremely supportive of the headteacher. They have ensured that all groups of pupils achieve outstandingly well as a result of very regular and rigorous checks on teaching.
- A high proportion of pupils make outstanding progress in English and mathematics from their initial low starting points at the school.
- Pupils rapidly improve their skills in speaking and listening because of regular high quality therapies. These ensure that pupils' confidence in speaking aloud in class is excellent.
- A high proportion of pupils integrate back into mainstream schools in Year 6.
- The governing body have high quality skills. They use these skills to regularly challenge leaders and hold them to account.
- Governors ensure that additional government funding enables eligible pupils to achieve at least as well as their classmates, and sometimes better.
- Parents are overwhelmingly pleased with their children's education and the high quality of support that they receive.
- The school provides an exciting range of subjects and topics for all pupils. These engage pupils very well and ensure that they quickly improve their academic and personal development.
- Provision to promote pupils' spiritual, moral, social and cultural development is extremely effective. Visits to the local community and further afield help to prepare pupils very well for their futures.
- Behaviour across the school has improved and is outstanding. Pupils get on very well together and are safe at school. Pupils themselves say that they feel really safe.
- Pupils enjoy school very much. This is evident in their high attendance, which has improved rapidly in the past two years.
- Teaching is outstanding. Tasks are carefully planned to meet each pupil's individual abilities. These challenge pupils to work hard and succeed. Pupils fully engage in learning.
- School staff are extremely supportive of leaders and very proud to work at the school.

Information about this inspection

- The inspector observed pupils' learning in five lessons, jointly with the headteacher. The inspector also listened to some pupils read.
- The inspector talked to several different groups of pupils about their school and about their progress.
- The inspector held meetings with the headteacher, the executive headteacher of the federation, senior and middle leaders, the Chair of the Governing Body and three other governors, some staff, the school's support partner and two representatives from the local authority
- Inspectors observed the school's work and looked at several documents. These included the school's own information about pupils' progress, planning and monitoring documents, safeguarding information and pupils' books.
- The inspection team spoke to a few parents at the school because there were too few responses to the Ofsted online survey (Parent View) for responses to be seen. Questionnaires from five staff were also considered.

Inspection team

Denise Morris, Lead inspector

Additional inspector

Full report

Information about this school

- This very small school caters for primary-aged pupils from across Bexley. The school is part of the New Horizons Federation with two other local special schools. These are Oakwood School and Pathways Short Stay school.
- The school has a recently established an outreach service to support re-integration into mainstream schools.
- All pupils have a statement of educational needs for their emotional and social mental health issues.
- A few pupils also have a diagnosis of autism spectrum disorders.
- Most pupils are of White British Heritage, and none speaks English as an additional language.
- The proportion of pupils eligible for the pupil premium is well above average. This is additional government funding for pupils known to be eligible for free school meals and looked after children.
- The school also receives an additional sports grant.
- The senior leadership team has increased since the previous inspection with the addition of a new deputy headteacher and a new curriculum leader.

What does the school need to do to improve further?

- Strengthen the role of the outreach team to provide even more high quality support to local schools so that pupils are confident to return to mainstream education.

Inspection judgements

The leadership and management are outstanding

- The senior leadership team pursues excellence to ensure that all groups of pupils benefit from an outstanding education. They have improved achievement and behaviour over the past two years through rigorous leadership of teaching. Improvement to all areas of the school's work has resulted in outstanding teaching, achievement and behaviour.
- High expectations by leaders and governors have led to pupils' achievement in English and mathematics improving rapidly. Pupils make rapid and sustained progress during their time at the school so that they start to catch up.
- Parents who spoke to the inspector are extremely pleased with the school. 'This school has made a real difference to my child's life', is a typical comment from parents.
- Staff at the school are very supportive of leadership and proud to work at the school.
- Middle leaders are extremely effective. They have improved subjects and topics to meet pupils' needs and abilities very well. They have ensured that provision for English and mathematics is of high quality. Productive links with local schools enable leaders to check pupils' achievements and ensure that these are accurate.
- Leaders set challenging targets for teachers which are matched to pupils' achievements. Increases in teachers' salaries are matched to how well these targets are met.
- Leaders check the quality of teaching regularly so that they have a clear view of how successful the quality of teaching and pupils' achievement are.
- Leaders manage pupils' behaviour very well so that pupils quickly develop positive attitudes and relationships. Pupils really like the rewards that they receive at this school. Pupils in Year 6 told the inspector that they do not want to leave because the leaders and staff are so supportive of them. They show their pleasure by their vastly improved behaviour and attendance.
- Activities to promote pupils' understanding of life in modern Britain are very effective. For example, pupils in Year 6 visited London on a day trip during the inspection. When they returned they showed high levels of enthusiasm about how they had seen Big Ben and Buckingham Palace. They showed awe and wonder at the difference between Bexley and London. Regular trips like this into the community help to promote pupils' personal development extremely well, including their spiritual, moral, social and cultural development.
- Pupils develop British values well through democratic voting for their school council and their assemblies.
- Pupils' achievements are checked with other local schools to ensure accuracy. The school's achievement data show that pupils' progress is outstanding.
- Leaders make sure that the achievement, behaviour and attendance of pupils during off-site visits and activities are excellent. Pupils are clear about what is expected of them.
- Pupils with additional special educational needs and those who are disadvantaged achieve equally well as their classmates. This is due to high levels of individual support which ensures that pupils make excellent progress in English and mathematics.
- Leaders ensure equality of opportunity for all pupils through the effective curriculum. This provides them with an understanding of the different cultures and faiths that make up modern Britain. As a result, there is no discrimination and the school very effectively fosters exceptionally positive attitudes and relationships.
- The local authority provides high quality support and guidance to leaders. This has helped to raise standards effectively and therefore the local authority now provides light-touch support to the school.
- Leaders of the federation are developing outreach provision to support local schools and to ensure that those pupils who return to mainstream schools have similar support systems to those at Westbrooke. This is in the early days of completion and leaders are aware that there is more to do to embed this provision securely in practice.
- Not all pupils in Year 6 who are due to reintegrate are confident about returning to mainstream schools. These pupils and some parents are rightly concerned that the high quality support and guidance pupils have currently are not yet available once they leave the school.
- Leaders use additional funding extremely well for those pupils entitled to it. Additional support, resources and therapies, and in particular the strong focus on speech and language therapy, ensure that these pupils make progress that is similar to, or better than, that of their classmates in English and mathematics.

- Leaders use the additional primary physical education and sports funding very well to improve staff and pupils' skills. This has enabled all pupils to improve their physical skills.
- Safeguarding procedures fully meet requirements. Staff receive regular training to ensure they know how to identify any pupil at risk of harm. Very effective procedures ensure that pupils are safe. Risk assessments are extremely thorough and are regularly completed for external activities.
- **The governance of the school:**
 - Governance is very effective. Governors have undertaken an external review since the previous inspection. This has ensured that members now have the skills required to challenge leaders and hold them to account for pupils' achievements. High quality training has ensured that governance has improved and is now outstanding. Governors check the quality of teaching regularly through visits to classrooms. They fully understand the school's performance data. Governors are fully aware of procedures for setting targets for teachers and they use these to make sure the best teachers are rewarded and that others receive support and training to improve their practice. Governors manage the school's finances well. They ensure that additional funding benefits those students who are eligible for it. This ensures that these students make similar progress to that of their classmates. Governors also ensure that sports funding is used to improve pupils' physical development and health.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. From often challenging starts at the school, pupils gradually settle and benefit from high levels of support and realistic rewards that they fully value. This ensures that their behaviour and personal development improve rapidly.
- Pupils in Year 6 talked to the inspector about the improvements they have made in their progress and behaviour while at the school. They said that staff are really helpful and understand their problems. They know that their own behaviour has improved significantly since they started at the school.
- There have been no permanent exclusions and temporary exclusions are rare. These are usually for the newer pupils at the school. This is due to rigorous monitoring by leaders and very high quality support for all pupils.
- Behaviour in and around the school is excellent. Pupils work hard and really enjoy their time at the school. Pupils in Year 6 who are about to leave told the inspector that they really want to stay at the school because of the very high level of support that they receive. They are afraid of regressing and letting the staff down.
- Regular assemblies teach pupils about right and wrong and help them to improve their personal skills by singing aloud, reading to others and sharing thoughts.
- Pupils know about different forms of bullying. They told inspectors that they do not think that there is any bullying at the school 'because there is no need here', said one pupil. Most get on very well together.
- Parents and staff are extremely positive about behaviour and safety.
- Pupils' spiritual, moral, social and cultural development is excellent because of the very many exciting activities and opportunities provided for them. For example, pupils are fully involved in developing the spacious school grounds and regularly offer ideas that are taken up.
- Pupils are aware of the school's approach to the Christian religion, which is balanced with the study of other world faiths. Pupils learn about these in their lessons.
- Attendance has improved and is now similar to mainstream primary schools. Pupils want to come to school because they enjoy it. They benefit from a rich programme of activities and visits which help them to learn about the wider world. Pupils regularly raise funds for different charities.
- Pupils are extremely well prepared for their futures through their excellent achievement and behaviour and improved attendance.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel safe at the school.
- Pupils told inspectors that they know how to keep themselves safe. They learn about e-safety and how to keep themselves safe on the internet.
- Very thorough risk assessments are in place for any trip or visit. This helps pupils to feel safe at all times. Those who went on the visit to London during the inspection said that they felt really safe because staff were with them.
- The behaviour of pupils on trips and visits is outstanding.

The quality of teaching is outstanding

- Pupils make outstanding progress in English and mathematics because the impact of teaching over the past two years has improved and is now excellent. Teachers provide high quality support and plan tasks that fully match pupils' individual needs and abilities.
- Teachers regularly challenge pupils through very effective questioning and by setting challenging targets. This encourages pupils to try hard and work at a fast pace.
- Pupils' achievements are regularly checked to ensure that they have understood what is expected of them. Teaching assistants play a valuable role in guiding and supporting pupils during lessons. This ensures that pupils are almost always able to complete the tasks set for them.
- Very high quality training for all staff and rigorous monitoring by leaders ensure that teaching is successful across the school, enabling pupils to achieve their challenging targets. Training in the teaching of phonics, for example, has ensured that pupils' reading skills improve at a fast rate. This helps a high proportion of pupils to return to mainstream schools.
- The very high expectations of pupils' achievements lead to pupils' excellent progress in literacy and numeracy.
- The teaching of mathematics typically ensures that pupils enjoy their activities and engage very well with the challenging tasks set for them.
- Writing skills are improving strongly because of rigorous checking and marking of pupils' work. This ensures that they understand how to improve.
- Teaching for pupils with additional needs and those eligible for additional funding is of a very high quality, providing tasks that fully meet their individual needs. This helps them to achieve as well as other pupils in their class, and sometimes better than this.
- Pupils' behaviour is exceptionally well managed, and this ensures that lessons are calm and productive.
- The most able pupils are very highly challenged by the tasks that teachers set for them. These enable pupils to make outstanding progress at the school.

The achievement of pupils is outstanding

- The school's information about the achievement of pupils shows they are making outstanding progress in English and mathematics. Achievement records indicate that pupils in Year 6 make much better progress in English and mathematics than those in most other schools nationally.
- Pupils in Year 6 have made excellent progress and all have attained the national expected standard in mathematics this year from very low starting points at the school. A high proportion have made similarly excellent progress in reading and writing.
- Pupils, including disadvantaged pupils, those who are eligible for additional funding and those with special educational needs, achieve equally well as their classmates. This is due to the very high quality of support and the challenging tasks that engage them very well.
- Pupils regularly meet their challenging targets, which ensures that they make much better than expected progress. This is evident in both key stages.
- The most able pupils are highly challenged by the tasks set for them so that they make outstanding progress in English and mathematics, often working independently on individual challenges to further extend their skills.
- Pupils' reading diaries show that they read to adults almost every day. They enjoy reading and are proud of their successes. They benefit from a very good range of books.
- The successful approach to the teaching of phonics has ensured that pupils' achievement in reading and writing is rapid. Writing books show that pupils are able to write accurately because they used their phonics skills very well. Pupils benefit from challenging questioning about their work, which further extends their understanding.
- Pupils' books are very well presented and records of their time at the school contain excellent photographic evidence of their improvements. These records show that the curriculum topics are used very well to engage and improve pupils' learning.
- Outstanding achievement is evident in reading, writing and mathematics. Pupils use their literacy and numeracy skills very well in subjects such as humanities and science and this helps to improve their progress in these areas.
- Pupils have many opportunities to enjoy sports. Through the sports grant, pupils benefit from additional resources and improvements to staff skills. These have a very positive impact on the progress that they

make in terms of physical development and healthy lives.

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	101488
Local authority	Bexley
Inspection number	462186

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

Type of school	Special
School category	Community special
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Corrine Botten
Headteacher	Phillip Collins
Date of previous school inspection	16–17 July 2013
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