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27 April 2011

Mrs C Hance  
Headteacher  
Westbrooke School  
South Gypsy Road  
Welling  
Kent  
DA16 1JB

Dear Mrs Hance

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Westbrooke School**

Thank you for the help which you, your staff, your Chair of the Governing Body and the focus group gave when I inspected your school on 5 April 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

The number on roll is slightly lower than the last inspection. The percentage of pupils eligible for free school meals has slightly increased.

As a result of the inspection on 27 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements since the last inspection. The school shows good progress in demonstrating a better capacity for sustained improvement.

Information that the school has collected on individuals, observations in classes and discussions with you and your deputy show that pupils' attainment is below average in most year groups. Attainment is slightly higher in Year 5. In the 2009/2010 group, pupils' attainment in Year 6 was below average. Targets were met but they were set at a low base. Only three out of 11 pupils had been in the school for the whole of Key Stage 2. Progress was satisfactory during their time in Westbrooke but most had previously underachieved and had not had time to catch up.

Currently, progress for the majority of pupils is good in relation to their starting points in the school. Pupils are doing well because of the improving teaching they



receive. Adults who work in the classrooms know individuals well. Activities are generally effectively planned so that all academic needs are catered for. Learning is an important part of all lessons. Good learning was seen as pupils in Year 5 learnt about the Easter story. The lesson was cleverly resourced, with prompts, which allowed them to work effectively in a group and successfully recall the story. In another lesson, pupils in Years 3 and 4 thoroughly enjoyed making their own volcanoes. As they worked, the classteacher and the teaching assistants supported them well and promoted the use of words such as 'inner core' and 'mantle'. Basic mathematical vocabulary such as 'circle' was reinforced well as the classteacher helped one of the boys describe the top of his volcano. Individual intervention curriculum plans clearly identify targets for literacy and numeracy. In one-to-one teaching situations, these targets are well promoted. The acquisition of basic literacy and numeracy skills is an important feature of all lessons. Behaviour support plans have been successfully developed to identify what is needed to improve pupils' behaviour. Adults have high expectations of how pupils should behave and challenging behaviour is generally managed effectively both inside and out of lessons. As a result, pupils' behaviour is improving.

There has been a high turnover of teaching staff since the previous inspection. The monitoring and management of teaching is good. All teachers are regularly observed by senior staff or external monitors. There is a clear focus on learning and teaching, and all teachers are given suitable guidance on what they need to do to improve.

Senior leaders have an accurate understanding of the school's strengths and areas for development. Areas for improvement are clearly identified in the school development plan. Development planning has improved to include success criteria which are clearly linked to pupils' outcomes. Governors have received formal and informal training and are now much more aware of the school's strengths and weaknesses. Consequently, they are able to support and challenge the school more confidently. Middle leaders have worked hard to develop the curriculum so that it is more relevant to the needs of the pupils. Time is set aside to teach literacy skills, numeracy skills, physical education and religious education. However, the other subjects are taught within well-planned topics which change every half term. Pupils have good opportunities to write and use mathematical vocabulary and numeracy skills across subject areas other than in literacy and numeracy lessons. Good procedures to monitor attendance have resulted in improving rates of attendance since the school's last inspection. School data show that approximately a third of the pupils are currently on 100% attendance. Attendance is broadly average. As a result of these successes, the school is making good progress in developing its capacity for further improvement.

The local authority has supported the school effectively through a focus group which includes the Chair of the Governing Body and the executive headteacher of the New Horizons Federation. This is a federation of schools which focuses on pupils who have challenging behaviour. All staff and governors have benefited from this support



programme, particularly the teaching staff and teaching assistants who now focus strongly on learning and fostering good behaviour in all lessons. The School Improvement Partner has supported the school effectively, particularly in relation to its accuracy and quality of self-assessment.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Nina Bee  
**Additional Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in January 2010:**

- Improve leadership, management and governance by:
  - ensuring senior leaders and governors formalise action plans with clear success criteria that are specifically linked to the difference that actions will make to outcomes for pupils
  - monitoring the quality of provision, particularly for teaching
  - making sure governors are more challenging of the school's work.
- Improve the curriculum by focusing on policies, plans and schemes of work on the relevant balance of skills, knowledge and understanding that pupils will acquire so that:
  - teachers plan activities in lessons more specifically for the needs of different groups of pupils
  - pupils have sufficient opportunities to transfer skills across different subjects of the curriculum.
- Devise and implement clear individual plans for improving pupils' behaviour.
- Improve pupils' attendance so that rates of attendance are broadly in line with national averages for mainstream pupils.