

# William Westley CofE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	110795
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	356817
<b>Inspection dates</b>	31 January 2011–1 February 2011
<b>Reporting inspector</b>	Graham Preston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Davies
<b>Headteacher</b>	Paul Bryant
<b>Date of previous school inspection</b>	8 May 2008
<b>School address</b>	Mill Lane Whittlesford, Cambridge CB2 4NE
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<b>Email address</b>	office@williamwestley.cambs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed eight

- teachers in 18 lessons. Meetings were held with governors, groups of pupils and
- staff. They observed the school's work and looked at documentation, including that relating to safeguarding practices, the school's self-evaluation and development planning. They also considered the questionnaire responses from 106 parents and carers and 93 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school's assessment and tracking indicates that pupils now make good progress, including those with different learning needs.
- How far the school's positive ethos continues to sustain pupils' good or better personal and social development including effective cultural development.
- The success of the school in disseminating the best teaching and assessment practice across the school in response to weaknesses identified in the last inspection.
- The extent to which the previously judged inadequate Early Years Foundation Stage has so improved for the school to now consider it outstanding.
- The effectiveness of the expanded school leadership and the recently reconstituted governing body in driving improvement.

## Information about the school

This smaller than average primary school mainly serves the village of Whittlesford, although about half of the pupils come from further afield. Most pupils are of White British heritage and very few are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. As part of extended provision the school runs breakfast and after-school clubs. The school has gained National Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

William Westley is a good and improving school. The considerable efforts it has made to expand and develop school leadership, improve teaching and more rigorously assess and track pupils' progress have proved effective. These complement the continuing school strengths as a church school with a positive and inclusive ethos.

Major improvements in the Early Years Foundation Stage ensure children make an excellent start to their education. Pupils go on to make good progress over the next six years to reach above average standards in English and mathematics. Those pupils with specified special educational needs and/or disabilities make as good progress as their peers.

All parents and carers who responded say that their children are secure in school and

- pupils readily agree that they feel very safe and well supported. Pupils respond very well to the opportunities for reflection in assemblies and are considerate to others in lessons and around the school. Their exemplary behaviour contributes well to their effective learning and pupils know that any upsets and concerns are quickly addressed. Pupils enjoy an active involvement in sports and physical activities though their commitment to healthy eating is less evident. The school recognises that the quality of its lunch provision does not encourage good habits and is looking to make improvements. Pupils play an active part in the school and the local village community and develop considerable awareness of other faiths and cultures through the school's overseas links. Arts have a high profile in the school. Pupils' overall spiritual, moral and social and cultural development is outstanding and is well supported by a strong curriculum, powerful assemblies and other school activities.

Teaching is consistently good with a significant proportion of outstanding practice. Lessons engage and challenge pupils of all abilities, which is made possible by varied activities and aided by considerable additional learning support. Successful efforts have been made to more accurately assess and track pupils' progress and pupils feel they benefit from regular and positive marking of their work. However, a school reluctance to regularly share with pupils their current attainment levels results in many of them not knowing how they can improve their levels and some parents and carers being less aware as to how they can help. The curriculum with its focus on developing literacy and numeracy and strengths in the creative arts is proving successful in increasing pupils' interest and ensuring good progress. The good care, support and guidance reflect the inclusive and supportive nature of the school.

The school has responded well to the development points raised in the last inspection and the headteacher has been particularly effective in building and developing a larger team of talented senior and middle leaders. Together, these maintain a positive drive for school

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improvement evident for example in the detailed tracking of pupils' progress and the varied interventions to accelerate learning. Self-evaluation is rigorous, and the school knows its strengths and weaknesses well. It has acted decisively in recently reconstituting its governing body and is now benefiting from a group of very committed and well informed governors fully involved in further school improvement. The school has made good progress since the last inspection and with its current leadership, staff and improved facilities, currently under construction, it is well placed to sustain its strengths and improve further.

## **What does the school need to do to improve further?**

- Improve pupils' progress by:
  - explicitly linking pupils' learning targets to National Curriculum levels used in the school's tracking so that pupils have clearer goals for improvement
  - more regularly providing parents and carers with their children's current levels of attainment and targets for improvement.
- Improve pupils' awareness of the need for healthy eating by:
  - enabling the school council and others to be more active in its promotion
  - providing more opportunities for healthy eating at lunchtimes.

## **Outcomes for individuals and groups of pupils**

**2**

The substantial improvement in the Early Years Foundation Stage ensures pupils now start Year 1 with above average skills in numeracy and literacy. Pupils in Years 3-6 have not benefited from those improvements so their earlier progress has been patchy, not helped by some inaccurate assessment identified in the last inspection. However, because of teachers' concerted efforts pupils are making good progress in each of the year groups albeit from a lower starting point. This is most noticeable in Year 6 where all pupils are on track to at least meet the national expectation including those previously identified as having special educational needs and/or disabilities. A considerable proportion is on target to reach level 5, which is above the national expectation, in reading, writing and mathematics. The school's progress tracking shows no significant differences between boys and girls and those pupils from ethnic minority backgrounds do as well as their peers.

Lesson observations confirmed pupils' enjoyment and good learning in the different years. Year 2, for example, were developing their writing well helped by specific learning targets, with all pupils able to construct simple sentences and higher ability pupils able to use more complex connectives and conjunctions to produce more extended writing. A Year 6 mathematics lesson showed different ability groups progressing well. All pupils were well versed in calculating and checking the accuracy of their answers and each ability group had opportunities to attempt more challenging tasks.

The two observed assemblies reflected much that is outstanding in terms of pupils' behaviour and spiritual, moral, social and cultural development. Pupils responded very well to the local minister and headteacher, listening intently, responding readily and singing enthusiastically. All showed a capacity to reflect on the different spiritual themes and participated fully in prayer. Many are involved in local activities, particularly in sports and

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music events. The school council actively discusses different issues and supports various charities, but has as yet had limited impact on health promotion. A number of pupils are involved in 'green issues' working towards becoming an eco-school and some are vigilant in turning off the lights to save electricity.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers work cohesively as a team in providing a shared approach to lesson planning, so helping to ensure consistently effective practice. Almost all lessons are carefully planned to engage pupils from the start and share with them what the lesson is about and what they are meant to learn. On occasion, teachers talk a little too long or the pace of learning slows. However, in the great majority of cases the teaching is lively, challenging and well informed with different learning activities to meet different pupil needs. In this, teachers are considerably helped by teaching assistants who support the different ability groups in the class well.

The curriculum reflects the considerable work in developing effective literacy and numeracy strategies and much good work is evident in the cross-curricular learning activities that integrate those strategies into the different subject areas. There is a strong focus on art and music in the school and ample opportunities for sports and physical activities. The school also makes effective use of the staff from the local secondary school to enhance its provision for French and science, as well as mathematics for the higher

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ability pupils including the gifted and talented. While the school recognises the need to develop links to help pupils better understand the wider British society, it makes full use of its overseas links including those in Botswana, to enrich the curriculum and promote pupils' spiritual, moral, social and cultural development.

The strong positive ethos of the school shapes its care, guidance and support. Particular strengths are reflected in its good safeguarding arrangements and a readiness to review and adapt its support for pupils with special educational needs and/or disabilities. Most pupils go to the nearby secondary school and it has developed good arrangements to ensure a smooth transition. The breakfast club and after school clubs supports many working parents and provide worthwhile activities for pupils, and a nourishing start to the day for those who want it.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The head teacher maintains a calm, visible presence around the school taking the lead in assemblies, talking to pupils and meeting parents at the gate on a daily basis. His strong resolve to improve the school following the last inspection is reflected in rigorously selective staff recruitment, and effectively shared best practice, resulting in the current team of talented and committed teachers. Most of these are actively involved in the much expanded leadership and management of the school. This team has provided the necessary drive to establish very effective procedures for assessing and tracking pupil progress, to ensure consistently good and better teaching across the school and to radically improve the previous inadequate Early Years Foundation Stage provision. Governance is good. A largely new governing body is bringing new ideas, specialist knowledge and a commitment to school improvement. Those governors already show a good understanding of the school as well as a readiness to challenge and become actively involved in monitoring and support. For example, the governing body not only ensures all safeguarding policies are in place but regularly visits the school to ensure procedures for school access and child protection are implemented.

Parents and carers are generally kept well informed, the great majority are positive and almost all attend parents' evenings and class assemblies. Even so, the school is in the process of re-launching an improved website and it rightly plans to better engage some parents and carers and keep all more regularly and better informed of their children's progress. Community cohesion is also regarded as a work in progress. As a result of the school's incisive analysis and evaluation, it has established strengths in its work in the

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local and international context. Strategies to promote further engagement with a range of groups at national level are underway.

Partnerships are strong, evident in the close links with the secondary school to enhance pupils' learning and smooth transition. The local primary school cluster provides important shared staff training and regular liaison with the local integrated social agencies group supports the school in its work with vulnerable children.

The promotion of equal opportunities is central to this caring and inclusive school. The tracking systems for groups and individuals ensure that staff have a thorough knowledge of all the pupils and are sensitive to their needs. Every effort is made to ensure pupils are successful, including those with special educational needs and/or disabilities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

All aspects of provision have substantially improved since the last inspection reflecting outstanding leadership. The successive early years leaders are both leading teachers for Early Years Foundation Stage in the local authority. Children enter Reception with knowledge and skills broadly in line with those expected for their age and make exceptional progress over the year. Consequently, by the time they leave they have skills often well above average, particularly in communication and literacy. Children are encouraged to be responsible and are actively involved in planning their learning activities at the start of each half term. Children are settled, increasingly independent and inquisitive and capable of sustaining concentration in the different purposeful activities. They maintain exceptionally good relationships with adults and each other and demonstrate excellent behaviour and a very positive attitude to learning.



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The learning areas are vibrant and purposeful with the creative use of resources to stimulate and promote learning in all its aspects. The excellent knowledge of the lead teacher ensures activities are well organised and purposeful, for example, 'picking up' games to develop muscle strength for handwriting. Much teaching focuses on phonic and writing development, ensuring excellent progress in literacy. Detailed, accurate assessment informs planning and any gaps in learning are addressed through individual, targeted programmes.

The excellent leadership ensures that learning is done in a safe, caring context. There are well-planned outside visits and the strong partnerships with parents and carers keep them fully informed. Staff meet parents daily and they are encouraged to be fully involved in their child's learning through the weekly 'thoughts for the weekend' newsletter and daily information on the whiteboard.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A high proportion of parents and carers returned questionnaires. The great majority of questionnaires are very positive about the school, recognise the improvements made by the school leadership and praise the quality of the teaching. A few parents and carers express concerns about pupils' behaviour and progress, healthy lifestyles, school-parent communication and school leadership. Inspectors found that more could be done to encourage healthy lifestyles and keep parents informed but judged that continued school improvement ensured that the other areas were now good and in the case of behaviour, outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Westley CofE VC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	76	22	21	1	1	0	0
The school keeps my child safe	87	82	19	18	0	0	0	0
My school informs me about my child's progress	60	57	39	37	3	3	0	0
My child is making enough progress at this school	57	54	39	37	8	8	0	0
The teaching is good at this school	71	67	35	33	0	0	0	0
The school helps me to support my child's learning	60	57	43	41	3	3	0	0
The school helps my child to have a healthy lifestyle	56	53	41	39	7	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	61	38	36	1	1	0	0
The school meets my child's particular needs	59	56	40	38	5	5	0	0
The school deals effectively with unacceptable behaviour	65	61	33	31	7	7	1	1
The school takes account of my suggestions and concerns	51	48	46	43	6	6	0	0
The school is led and managed effectively	64	60	29	27	8	8	0	0
Overall, I am happy with my child's experience at this school	82	77	19	18	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 February 2011

Dear Pupils

**Inspection of William Westley CofE VC Primary School, Cambridge, CB2 4NE**

Thank you for making us so welcome when we came to visit your school. We found it gives you a good education, and ensures that most of you achieve well by the time you leave. Your school has numerous strengths and we particularly like the way your school helps you to settle and quickly develop your reading and writing in the Reception class. We were impressed with the way you listen carefully in assemblies and join in the singing. We much enjoyed hearing about school links with Botswana and your understanding of children in other countries and cultures, and about the art and music you take part in. You told us the school is a safe place to be and we were pleased to see how well you behaved and worked together in lessons. Many of you get involved in sports, reflecting your school's Healthy Schools award though we know that your school council is trying to encourage some of you to eat more healthily. We agree with the school's efforts to make school lunches healthier and have suggested that it works with the school council to encourage more healthy eating.

Many of your parents told us how much you like school and you certainly enjoy your lessons; this is reflected in your good attendance. You get on with your teachers and support staff and they plan different activities that make your learning interesting as well as helping you to make good progress. We were impressed with the careful work of staff in recording your progress. Talking to many of you it is clear that you know when you are doing well from teachers' marking. However, very few of you know the National Curriculum levels that you have reached in reading, writing and mathematics or what you need to do to get to the next level. We have therefore asked the school to use those levels in your classwork books and homework which will also help your parents better understand your progress and how they can help you.

The headteacher, the governing body and all the staff are working hard to further improve your school. You can all help by working hard and continuing to take an active part in the life of the school.

Yours sincerely

Graham Preston  
Lead Inspector

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