

Willingham Primary School

Inspection report

Unique reference number	110622
Local authority	Cambridgeshire
Inspection number	378131
Inspection dates	26–27 April 2012
Lead inspector	Vivienne McTiffen

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Rob Laycock
Headteacher	Jo Brearley
Date of previous school inspection	13 December 2007
School address	Thoday's Close Willingham Cambridge CB24 5LE
Telephone number	01954 283030
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Email address	office@willingham.cambs.sch.uk

Registered childcare provision	Honeypot Pre-School
Number of children on roll in the registered childcare provision	71
Date of last inspection of registered childcare provision	13 December 2007

Age group	4–11
Inspection date(s)	26–27 April 2012
Inspection number	378131



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Introduction

Inspection team

Vivienne McTiffen

Additional inspector

Fatiha Maitland

Additional inspector

Nicholas Rudman

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons or parts of lessons and one assembly. They observed the before and after-school provision and the pre-school. In total, 16 members of staff were seen teaching. Inspectors looked at pupils' work and listened to pupils read. They talked to pupils and parents and carers and held meetings with staff and governors. Inspectors observed the school's work, and looked at documentation including development plans, information on pupils' attainment, progress and attendance, monitoring systems and safeguarding documentation. They analysed responses from 139 parents and carers, 150 pupils and five staff.

Information about the school

The school is larger than the average-sized primary school. Most pupils are of White British heritage. A small proportion are from the Traveller community. Few pupils are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average as is the number of disabled pupils and those supported by school action plus or with a statement of special educational needs.

The school meets the current floor standards which are the minimum standards expected by the government. Since the last inspection, the school has undergone changes in leadership. In 2008 a new deputy headteacher and a new special needs coordinator were appointed. A new Early Years Foundation Stage leader took up post in April 2012.

Daily breakfast and after-school clubs operate during term time and are managed by the governing body. The Honeypot Pre-School, housed in a separate building and previously privately run, has come under the management of the governing body during this academic year.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because inconsistencies in otherwise good teaching occasionally impede pupils' progress. Academic and personal achievements are prized. Pupils enjoy musical, artistic and sporting activities which develop talents. As one parent comments, 'The love of learning has been instilled in my child. I am impressed with the breadth of the curriculum and the activities the children get.'
- Achievement is good. Standards by the end of Year 6, in English and mathematics, are above average. Pupils read fluently and much has been done to improve writing, ensuring pupils have sufficient time to write in a wide range of contexts. Pupils use their well-developed mathematical skills in problem solving and practical tasks.
- Teaching is good. High expectations of behaviour and learning motivate pupils to do their best. Lessons are usually well resourced and pitched at the right level of challenge but, sometimes, work is not well enough matched to ability and pupils lack the apparatus they need to do well. They are not always clear about their targets and teachers' marking does not always give sufficient help to improve.
- Behaviour and safety are good. Pupils like learning and are highly attentive in lessons. They behave well when moving around this large school. They say they are happy and feel safe. For the majority of pupils, attendance is average and improving but the school lacks a clearly defined action plan to ensure improvements in attendance remain a priority.
- The quality of leadership and management are good. The headteacher provides strong leadership. Her dedication has created a committed leadership team with well-developed monitoring roles. As a result, gaps in provision are identified and staff supported in their professional development. Links with parents and carers are good, although the extent to which the school involves them in

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supporting their children's learning is variable.

What does the school need to do to improve further?

- Improve upon existing good practice in teaching by:
 - ensuring that all teachers set work well matched to ability for all pupils and provide suitable resources to aid learning
 - making sure teachers are consistent in the ways they mark pupils' work so it helps them understand how to improve
 - setting clear targets in English and mathematics so that all pupils know what they are working towards.

- Strengthen leadership and management by:
 - ensuring clearly defined plans and time scales for improving attendance
 - extending the range of opportunities for parents and carers to support their children's achievement.

Main report

Achievement of pupils

Achievement is good. Most parents and carers who returned questionnaires feel their children make good progress and inspection evidence supports their views. Children start in the Reception classes with average abilities overall but some enter school with lower than expected reading and writing skills. Most make good progress to reach expected levels by the time they enter Year 1. By the end of Year 2, attainment in writing has risen. Most recent test results show it is above average. In Year 2 mathematics and reading are average. Problem solving tasks and regular mental mathematics sessions help pupils to improve. In a good Year 1 lesson, pupils made good progress when working on number patterns because they had suitable resources to support their learning, although this is not the case in all lessons. The accelerated reading programme is already taking effect, and attainment is rising. Older pupils become fluent readers. They write for a range of purposes, present work neatly and develop expressive styles. In mathematics, pupils develop good social and reasoning skills through group work. Year 6 grouping for English and mathematics presents the right level of challenge with positive effect on achievement but, throughout the school, there is some variation on how well work is matched to ability. Pupils achieve well in music, art and information and communication technology (ICT). Provision is good, and pupils benefit greatly from additional input from visiting artists and specialist teachers.

Disabled pupils and those with special educational needs make good progress towards their learning goals. They are supported effectively, especially by teaching assistants, and learn at a suitable pace. Those with behavioural difficulties develop positive attitudes towards learning. Pupils from minority ethnic groups and the few who speak English as an additional language make good progress. The school

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monitors the performance of various groups systematically and works to close any gaps. Pupils from the Traveller community make better progress than similar groups nationally due to the school's successful efforts to raise aspirations and involve parents and carers in school life. Many pupils known to be eligible for free school meals make progress in line with their peers.

Quality of teaching

Inspection findings confirm parents' and carers' belief that their children are taught well. In Reception classes, teachers promote literacy and numeracy skills well. For example, children writing a letter to the giant talked about the story and used their knowledge of letters and sounds to spell. Staff ensure a good balance between adult-led activities and those children choose for themselves to develop independence and good social skills.

Teachers often relate learning to real-life experiences. In the best lessons, pupils explain their reasoning. For example, in an effective Year 2 mathematics lesson, the teacher adeptly built pupils' confidence in exploring number lines by asking individuals to talk about their findings. This enabled the teacher to remedy misunderstandings swiftly. Teachers link subjects together in topics. Work on the Egyptians includes art, geography and science, to instil an understanding of past and present cultures and geographical locations. Teachers manage behaviour well, positively promoting pupils' moral development. Staff work skilfully with disabled pupils and those with special educational needs, asking astute questions to extend thinking and help pupils to succeed.

Pupils say they learn a lot but some do not know how well they are doing or what their targets are in English and mathematics. This is because inconsistencies exist between classes in the use of targets. As a result, pupils are not always clear about what they are working towards. Teachers' marking does not always give pupils clear enough guidance on how to do better.

Daily reading activities aid achievement and enjoyment. Regular phonics sessions equip pupils with ways to tackle their reading and spelling although, in some cases, the match of work to ability is not at the right level. The use of home reading records varies, so parents and carers are not consistently involved in supporting their children's reading.

Behaviour and safety of pupils

Pupils' full attention and positive response make a strong contribution to the quality of learning and ensure lessons run smoothly. Pupils of all ages strive to do well and recognise the importance of good behaviour. They show tolerance towards those who find good behaviour difficult and say they feel the school does all it can to help these pupils to conform. Parents and carers confirm this view. For example, one commented, 'Children learn to be respectful and polite. They learn to accept and include differences.' A few parents and carers expressed concern over disruptive

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behaviour but inspectors found that the school deals effectively with unacceptable behaviour.

The vast majority of parents and carers who returned questionnaires agree that their children feel safe. Pupils confirm that they know how to remain safe and free from all types of bullying, including cyber bullying. They explain what might constitute an unsafe situation, especially when using computer technology. Rare incidents of bullying are dealt with quickly and often brought to the attention of the whole school through assemblies and personal and social education sessions.

Attendance is average and has improved over time, due to the school's extensive work, for example with those from the Traveller community. This has a positive effect on pupils' achievement but overall attendance figures are still affected by the persistent absence of a few pupils.

Leadership and management

The headteacher has high expectations of pupils and staff. Development planning sets challenging targets to raise achievement and consolidate the quality of teaching. Regular monitoring sets high standards for staff performance. Leaders demonstrate their ambitions clearly. They model good practice and ensure staff have a clear agenda for improvement. Leaders are thoroughly conversant with the school's strengths and weaknesses and identify areas for further improvement, although current plans do not sufficiently prioritise the raising of the school's attendance figures within given time scales. Governors are well organised and highly supportive. They systematically evaluate how well the school is doing and keenly hold it to account.

Leaders, including those of the Early Years Foundation Stage, ensure a broad and balanced curriculum which promotes good academic achievement and effective spiritual, moral, social and cultural development. French and Spanish, delivered by specialist teachers, widen the range of experiences and give pupils the chance to develop language skills. Artistic, creative and sports pursuits, residential trips and roles of responsibility enhance pupils' well-developed enjoyment of new experiences and pride in their successes. Interesting topics promote reading, writing and mathematical skills across the curriculum, with positive effect on pupils' achievement. As a result, they are well equipped for the next stage in their education. Before and after-school care provides a valuable facility and sociable activities for pupils of all ages. Daily communication with parents and carers is good with various methods to gather views and relay information. Most feel they are well informed, but some say they would like more opportunities to understand and support their children's achievement.

Staff create a harmonious school community, promoting equality of opportunity and tackling discrimination, which is greatly appreciated by parents and carers. Effective systems track pupils' progress and flag up any underperformance, helping for example to raise boys' achievement in writing. The school's arrangements for

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safeguarding meet statutory requirements. Since the last inspection the school has raised standards in writing and improved attendance. This, together with current improvements in reading and the strengthening of leadership roles, indicates the school is in a good position to continue improving.

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The Early Years Foundation Stage delivered in the registered childcare provision

Honey Pot Pre-school shares the school’s site. It provides for children aged two and a half years to four years. It is open five days a week for morning, afternoon and whole-day sessions during school term times.

Children get off to a good start. Spacious indoor and outdoor areas are used well for a range of interesting activities, encouraging exploration and imagination. Children make good gains in personal development. They play together well and behaviour is good. They develop an understanding of how to be healthy and stay safe because staff are mindful of welfare requirements. Good systems promote safety and security.

Teaching is good. Staff work together to plan exciting tasks and record children’s responses, building up a picture of their progress. Early reading and writing skills are addressed effectively. Children like to choose books in the book corner and share their home experiences with others in their ‘Treasure books’. Topics such as ‘Birds’ or ‘Mini-beasts’ help children to develop an understanding of the world around them. There is a good balance between adult-led tasks and those children choose for themselves. They show independence in using all the resources on offer.

The provision is run well by an enthusiastic team who are keen to engage parents and carers and keep them informed through notice boards and daily contact. The pre-school is in a good position to develop further links with the Reception classes at the primary school as it has now come under the management of the governing body.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 April 2012

Dear Pupils

Inspection of Willingham Primary School, Cambridge CB24 5LE

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed talking to you and seeing you at work. Thank you for completing the questionnaires. Your answers have helped the inspectors a lot.

You attend a good school and you reach standards above those expected for your age by the time you leave. The way you behave and pay attention in lessons helps your learning. We were pleased to hear that you learn a lot and you are happy to come to school and know how to stay safe. You told us that you enjoy the creative and sports activities that are on offer and you do well in these areas too. Your teachers expect you to do well and make lessons interesting so you make good progress.

To ensure you all make as much progress as possible, inspectors have asked the school to make the following improvements:

- make sure all teachers give you work that is just right, not too hard and not too easy and provide you with resources if you need them to help you
- make sure all teachers' marking helps you to understand how to improve
- give you all targets in English and mathematics so you know what you are working towards
- involve your parents and carers as much as possible in supporting your achievement
- make sure that promoting good attendance remains a priority for those who run the school.

We hope the things we have asked the school to do will allow you all to make the best possible progress. All of you can help by continuing to behave well and coming to school as regularly as possible.

Yours sincerely

Vivienne McTiffen
Lead inspector

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