

# William Law CofE (Aided) Primary School

Twelvetree Avenue, Werrington, Peterborough, PE4 5DT

**Inspection dates** 5–6 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 achieve well in writing, reading and mathematics.
- Teaching is good. As a result pupils, including children in Reception, make good progress.
- School leaders keep a close check on the quality of teaching. They have used staff training to improve areas of concern so that teaching is improving.
- Pupils enjoy coming to school. Their attendance is above average.
- Pupils have positive attitudes to learning, and have good relationships with peers and adults.
- Pupils learn through a wide range of subjects, and the range of extra activities offered to them is extensive. Music is a strength.
- Governors know the school well and provide a high level of support as the school aims for further improvement.

### It is not yet an outstanding school because

- A small amount of teaching is not yet good, and there is not enough outstanding teaching.
- Pupils, especially the more able, do not have enough opportunities to learn independently through solving problems or by writing extensively.

## Information about this inspection

- Inspectors observed 22 lessons, three of which were observed jointly with senior leaders.
- Meetings were held with randomly selected groups of pupils, the Chair of Governors, a representative of the local authority, and senior and subject leaders.
- Inspectors looked at a wide range of school documents, including the school's own data about pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 87 responses to the online Parent View questionnaire, as well as the school's own surveys of parents' views. Inspectors talked informally to a few parents and carers in the playground as they brought their children to school.
- Inspectors considered 33 questionnaires returned by staff.

## Inspection team

Stephen Palmer, Lead inspector	Additional Inspector
Vicky Parsey	Additional Inspector
Matthew Klimcke	Additional Inspector
David Westall	Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- A large majority of the pupils are White British.
- The number of pupils who speak English as an additional language is similar to most schools.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of those supported at school action plus or who have a statement of special educational needs.
- The proportion of pupils known to be eligible for Pupil Premium funding is lower than average. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club and an after-school club, which are not managed by the governing body and were not part of this inspection.

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

- Improve the consistency and quality of teaching by:
  - ensuring that it matches the needs of pupils of different abilities
  - improving the pace of lessons to maximise pupils' learning time
  - developing teachers' questioning skills to probe and develop pupils' understanding.
- Develop pupils skills to help them become more effective learners by:
  - creating more opportunities for independent learning, including problem solving
  - offering a greater range of challenges to more-able pupils
  - giving pupils more opportunities to write at length.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills and knowledge that are broadly at the levels expected for their age but slightly below in literacy and mathematics. They make good progress during the Early Years Foundation Stage and they leave this stage with levels of achievement above those expected nationally. This progress is maintained so that by the end of Year 2 their attainment is well above national average. By the end of Year 6 their attainment is still above national average, although in 2013 their rate of progress was not as rapid as in previous years.
- Pupils eligible for the pupil premium have benefitted from the additional support of individual and small-group activities. As a result, these pupils have shown the same rates of progress as other pupils. However, when they leave school they are about two terms behind their classmates in both English and in mathematics.
- Pupils with English as an additional language make good progress and achieve higher standards than similar pupils nationally.
- Disabled pupils and those who have special educational needs make progress similar to their peers. The extra support they receive is well targeted to meet their individual needs.
- There is no significant variation in achievement between boys and girls. Girls do slightly better in English, while boys do better in mathematics. In English, pupils' achievement in reading is higher than that in writing.
- Progress in reading is mostly good. Most pupils' knowledge of phonics (the sounds that letters make) is strong. In the 2013 Year 1 phonics check the proportion reaching expected standards was higher than the national average. They enjoy reading and most become competent readers as they move through the school.
- Pupils have well-developed speaking skills and they can express their ideas confidently. Most are good listeners.
- Pupils write for a wide range of purposes in different subjects, but they do not have enough opportunities to create extended pieces of writing.
- Progress for the more-able pupils is sometimes not as fast as it could be on the few occasions when lessons lack pace, and where teachers set work for them which is neither challenging enough nor requires them to think independently.

### The quality of teaching is good

- Teaching is effective in supporting pupils' good progress over time and has made an important contribution to their well-developed social skills and good relationships.
- In the Reception classes, adults engage effectively with children. Lessons are well planned. Adults use questions and a range of visual resources to extend learning.
- Teachers show in their planning that they have a clear idea of what they want pupils to learn and achieve.

- Teachers give good support to disabled pupils and those who have special educational needs, and to those pupils who speak English as an additional language. Teaching assistants are well informed about pupils' needs, and offer appropriate support for these pupils.
- In the best lessons, teachers achieve a high level of commitment from all pupils, who make considerable gains in their knowledge and understanding. They check the pupils' progress through well crafted questions and comments, which challenge the pupils to think more carefully. The pace of these lessons is brisk, and pupils have enough time to work on their own. As a result, pupils make good or better progress.
- In good lessons, teachers know their subjects well, and understand the varying needs of their pupils. As a result, the tasks for pupils are well matched to these needs, and all pupils make good progress.
- Teachers mark pupils' work diligently, and usually offer pupils appropriate advice on how they can improve their work.
- In a small minority of lessons, teachers do not set tasks that provide a suitable challenge for all groups of pupils, particularly the more able. In these lessons, in which often too much time is spent listening to the teacher, the slow pace means that valuable time for independent learning is lost. As a result, in these lessons pupils do not make the best possible progress.

### **The behaviour and safety of pupils are good**

- Pupils show positive attitudes to their learning and take pride in their work. All groups of pupils relate well to each other and show respect towards adults.
- In Reception, children worked and played well together, and were well-mannered. They moved around responsibly, and took care for their own and each other's safety
- Pupils understand that bullying may take various forms, including name-calling and internet bullying. They say that bullying is rare, and that it is dealt with quickly when it happens. This is confirmed by evidence kept in the school's incident logs.
- Attendance is above average. Effective systems are in place to promote attendance and punctuality.
- The school has effective systems to manage and improve poor behaviour.
- The overwhelming majority of parents who responded to Parent View agreed that their child was safe in school and that pupils are well behaved.
- The playground space for the large number of pupils is small. As a result, there is a higher than expected number of minor injuries, caused by pupils bumping into each other while playing.

### **The leadership and management are good**

- The school's leaders are successfully securing pupils' good achievement. The school evaluates its performance accurately and has the capacity to make further improvements. However, leadership and management are not outstanding because they have not yet brought about outstanding teaching or achievement.

- Leaders regularly check on the quality of teaching. Their evaluations are generally accurate.
- Pupils' progress is regularly reviewed to ensure that extra help is provided to those who need it.
- The setting of targets for teachers to improve their work shows clear links between teachers' pay and the impact of their classroom practice on pupils' learning and achievement. Continuing staff training is correctly linked to the school's priorities for improvement.
- The topics that pupils undertake offer a wide range of learning experiences, and are planned so that pupils can improve their knowledge and skills and develop their personal qualities as they progress through the school. These topics promote their spiritual, moral, social and cultural development well.
- The activities available to pupils outside lessons broaden pupils' experiences, with talks by knowledgeable visitors, opportunities to try a range of sports, musical activities and educational visits.
- Music is a particular strength. All pupils have the opportunity to play a musical instrument. There is an orchestra and a choir which perform regularly. The school is regarded in the area as an example of best practice.
- The school uses the additional sports funding appropriately to offer pupils a wider range of sporting experiences, and to equip teachers with better skills to deliver effective sports lessons.
- Leaders ensure that there is no discrimination. All pupils, regardless of background or need, have access to everything the school offers.
- Most parents say that they are happy with the progress their children make, and are satisfied with the information they receive about their children's performance at school.
- The local authority rightly regards the school as only requiring 'light touch' monitoring and support. It has provided training for staff and governors.
- **The governance of the school:**
  - The governors have a good understanding of the school's strengths and weaknesses. They maintain an overview of pupils' achievement, and know how well the school is doing in comparison with similar schools nationally. They are fully aware of the need to match teachers' performance in the classroom with their pay rises and promotion. Governors manage the budget well, and are determined to ensure that pupil premium funding is used to boost the achievement of the eligible pupils. It ensures that safeguarding arrangements meet current national standards. Governors bring a wide range of skills and experience to the work of the governing body and they are prepared to undergo training that will help them do their job better.

## 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

<b>Unique reference number</b>	110858
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	425359

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	626
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Forster
<b>Headteacher</b>	Tracey Cunningham
<b>Date of previous school inspection</b>	2–3 October 2008
<b>Telephone number</b>	01733 577600
<b>Fax number</b>	N/A
<b>Email address</b>	office@williamlaw.peterborough.sch.uk

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