

Inspection of William Westley Church of England VC Primary School

Mill Lane, Whittlesford, Cambridge, Cambridgeshire CB22 4NE

Inspection dates:	22 to 23 October 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a school whose values are well known and lived by everyone. Pupils' behaviour is outstanding. They are polite and kind towards each other. The oldest pupils take care and pride in looking after the youngest children. Pupils respect teachers and other adults, not least because of the example that staff set in showing good manners and in keeping everyone safe. As a result, pupils are happy and enjoy coming to school.

Teachers expect pupils to concentrate in class and complete the work given to them. Pupils with special needs and/or disabilities (SEND) receive the support they need in classrooms. Lessons are well organised and cover a wide range of subjects. However, the abilities and knowledge of some pupils are not always identified in lessons. This means that, in some areas, they could achieve even more.

The school provides a wide range of additional musical activities throughout the year, along with opportunities to take part in extra sports coaching sessions. Other groups on offer during different seasons include the gardening club. While most pupils gain great benefit from taking part, this is not consistently the case for disadvantaged pupils.

What does the school do well and what does it need to do better?

The school's curriculum extends step-by-step in a logical way from Reception to Year 6. Pupils enjoy studying a broad range of subjects throughout their time at the school. Teachers deliver the curriculum faithfully and confidently, showing good command of subject knowledge. Teachers and teaching assistants explain and model knowledge expertly.

The school has put in place a new scheme for learning phonics, to target improvements both in reading and in writing. Staff have been well trained and are effective in leading this work. Most pupils quickly become confident readers. The few who struggle receive individual support to help them to catch up quickly. Classrooms contain a wide range of books that support reading across the curriculum and encourage reading for pleasure.

The school accurately identifies the needs of pupils with SEND. Support from additional adults in lessons helps them make good progress with their learning. Resources and tasks are adapted well. This helps pupils with SEND to participate alongside others. This also makes a real difference to their personal development and behaviour.

Teaching is not always adapted so well, however. Teachers sometimes do not take account of the additional skills, experiences, and knowledge that some pupils have when providing activities. This means that pupils sometimes find work too easy because these activities are not always adapted to help them deepen and extend their understanding. As a result, the quality of some pupils' work does not always reflect what they are capable of achieving.

Attendance is high. Pupils' conduct in lessons and around the school is exemplary. They are well mannered towards adults and towards each other, reflecting the way they are

treated by adults in the school. Any inappropriate behaviour is extremely rare and is swiftly dealt with so that it does not reoccur. Even when work is not as challenging as it might be, pupils maintain excellent concentration. Pupils are kind to each other. Year 6 pupils sit and sing alongside Reception children in assembly, helping them to integrate quickly and confidently. In the Reception Year, children quickly learn to take turns and share sensibly. This all prepares them very well for Year 1.

Many aspects of the school's work to support pupils' wider personal development are also very strong, particularly in learning about their own and other beliefs and cultures. Throughout the school, pupils learn a comprehensive personal, social and health education curriculum in an age-appropriate way. Pupils know how important it is to respect and treat fairly people who have different backgrounds to themselves.

The school's extra-curricular offer is open to, and enjoyed by, many pupils. The school has published strategies for encouraging the participation of disadvantaged pupils in extra-curricular activities. However, information for parents about how to access these activities is not always clear. Consequently, the participation of disadvantaged pupils in extra-curricular activities is not consistent.

The school takes care when implementing change, showing understanding of teachers' workload. Along with the knowledgeable governing body, leaders have an accurate knowledge of the school's strengths and areas for further development. Working relationships with parents are extremely positive, although some aspects of communication could benefit from review.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always take sufficient account of the high levels of knowledge, skills and experience that some pupils bring to lessons. This means that learning activities are sometimes too simple and do not help these pupils to deepen their knowledge, learn more complex concepts or use knowledge in a different context. The school should ensure that teachers routinely adapt learning by taking into account what pupils already know and can do to enable all pupils to achieve as highly as they could.
- The school's strategy to support the participation of disadvantaged pupils in extra-curricular activities is not as effective as it could be. While these pupils are offered help and opportunities, their participation in the different clubs and groups is inconsistent. The school should review the way in which it oversees participation of pupils in extra-curricular activities, particularly those who are disadvantaged, so that all are able to enjoy and benefit from what is on offer.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110795
Local authority	Cambridgeshire
Inspection number	10345118
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Chloe Landucci
Headteacher	Andrew Westcott
Website	www.williamwestley.cambs.sch.uk
Date of previous inspection	9 July 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2022.
- The school uses one alternative provision.
- A before- and after-school club operates on the school premises. This is managed by an external company and inspected separately by Ofsted.
- The school is a Church of England school, within the diocese of Ely. Its last inspection of denominational education and collective worship, under section 48 of the Education Act 2005, was in December 2023. The next section 48 inspection will take place up to five years after this time.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and senior leaders. They also met with groups of teaching and support staff, with a representative from the local authority, and with the chair and other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also considered the curriculum, visited lessons, and looked at pupils’ work in other subjects.
- The inspectors listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors observed pupils’ behaviour in lessons and around the school site. Inspectors considered the responses to the online survey, Ofsted Parent View. They also reviewed the responses to Ofsted’s parent and staff questionnaires.

Inspection team

Mark Phillips, lead inspector

Ofsted Inspector

Ania Vaughan

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