



William Law CofE (Aided) Primary School

Inspection Report

Unique Reference Number 110858
LEA PETERBOROUGH CITY OF PETERBOROUGH LEA
Inspection number 278535
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr. Grahame Boyce LI

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

Type of school	Primary	School address	Twelvetree Avenue
School category	Voluntary aided		PE4 5DT
Age range of pupils	4 to 12		
Gender of pupils	Mixed	Telephone number	01733577600
Number on roll	568	Fax number	01733320264
Appropriate authority	The governing body	Chair of governors	.Reverend George Rogers
Date of previous inspection	Not applicable	Headteacher	Mr. Philip Williams

Age group 4 to 12	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 278535
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Introduction

The inspection was carried out by a team of three Additional Inspectors.

Description of the school

This is a much larger-than-average primary school that serves a suburban area to the north of Peterborough. Most pupils are of White British heritage and there are small numbers of pupils from a range of different ethnic backgrounds. Almost all pupils speak English at home. Very few pupils are eligible for free school meals. The school has a lower-than-average number of pupils who have learning difficulties and disabilities. Attendance is good and the level of unauthorised absence is much lower than is usually found. Attainment on entry to the reception classes is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a school with some significant strengths but key areas for improvement. The school works very hard, to outstanding effect, to foster the personal development and well-being of its pupils. However, although their academic achievement is generally satisfactory, more could be done to raise standards in English and mathematics. The school views itself as good but, because achievement and teaching are satisfactory, the inspection team judges the school's overall effectiveness to be satisfactory. Parents and pupils think the school is good; as a result, it is popular in the locality and heavily oversubscribed. Improvement since the last inspection is satisfactory and the school has tackled successfully most of the issues from the last report. There has been a significant improvement in the provision for information and communication technology (ICT). The value for money is satisfactory. Achievement in the reception classes and in Years 1 and 2 is satisfactory and most pupils attain average standards by the end of Year 2. Pupils generally make satisfactory progress throughout Years 3 to 6 and current standards in Year 6 are broadly average in English and mathematics and above average in science. Teaching is satisfactory overall. Teachers provide a suitable range of activities for their pupils. The teaching of music and science are good and the support for pupils who have learning difficulties and disabilities is also good. The school has a very positive Christian ethos and staff work very hard to make sure that every child feels a valued member of a caring community. As a result, the personal development of pupils is outstanding. The views of pupils and parents are sought and their views are listened to and acted upon. The leadership and management are satisfactory overall. Whilst the leadership of the headteacher is particularly effective in pastoral matters, not enough has been done in recent years to maintain standards in English and mathematics. The school works effectively with other local schools and organisations and, given the quality of the senior staff, there is satisfactory scope for further improvement.

What the school should do to improve further

To further raise standards the school should: - Raise standards further in mathematics and English, particularly in writing, by giving greater emphasis to the acquisition of basic skills - Share best practice throughout the school so that the quality of teaching is improved and achievement is more consistently good.

Achievement and standards

Grade: 3

Pupils in Reception Year make satisfactory progress and attain average standards by the time they enter Year 1. Progress is currently satisfactory in Years 1 and 2 so that standards are broadly average by the end of Year 2. In 2004, standards at the end of Year 2 were average in reading and writing, and below average in mathematics. Standards were similar in 2005, although the scores gained in mathematics had improved and were once again average. Overall, progress is satisfactory in Years 3 to

6. The standards achieved throughout the school in national tests had been consistently above average from 2000 to 2003 but have dipped in the past two years. In 2004, standards in mathematics and science were good, but there was a dip in the results in English, particularly in writing, and standards were broadly average. In 2005, standards were high in science but there was a dip in mathematics and a further drop in the English results, with far fewer pupils than expected gaining the higher level in writing. Targets, some of which were revised down at the end of Year 4 because the expected progress had not been made, were not fully met for English and mathematics. Pupils who have learning difficulties and disabilities make good progress, as do those few who have English as an additional language. Higher-attaining pupils are not doing well enough in English. Boys and girls achieve similar levels.

Personal development and well-being

Grade: 1

Pupils are happy and enjoy school. Their behaviour is good and sometimes exemplary. Attendance is good. The school provides very many excellent opportunities for pupils to develop their spiritual, moral, social and cultural development and, as a result, they blossom into mature, confident learners. The richness and quality of musical opportunities are outstanding and the opportunities gained by learning an instrument, singing together, playing percussion in lessons and performing to an audience all significantly help the pupils to gain self-confidence. There are also many outstanding scientific activities provided to help pupils to understand about themselves, and their lives, in a rapidly developing and technological world. The 'Healthy Lifestyles' week, together with pedestrian training lessons that are occasionally punctuated by five minute bursts of skipping in the fresh air, are all designed to help keep pupils safe and healthy. They also gain an excellent appreciation of the need to make sensible choices. They are made well aware of how we need to help those who have little. Pupils work extremely hard to raise huge amounts for charity and their willingness to become involved in community life is exemplary. Exceptionally well-developed personal qualities and good computer skills prepare pupils well for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. There are strengths in the support and encouragement given to pupils in lessons. This has a particularly positive impact on the levels of confidence of all pupils including those who have special educational needs. Pupils are managed well and lessons proceed in a calm and ordered manner. Teachers across the school are generally good at sharing with pupils what they are to learn in a lesson and then checking out what they have learnt at the end. They are also good at ensuring that pupils move quickly to the main tasks and do not spend too long listening to information. The teaching of science is good and pupils benefit greatly from the excellent specialist teaching they receive in music. The teaching of senior staff is

generally good and work is now required to share this good practice throughout the school. Whilst teaching assistants are sometimes used well to support learning, best use is not always made of their time to help teachers observe and record what pupils do, especially in the introductory stage of lessons. Progress is reviewed regularly and the school has satisfactory procedures for assessing how well pupils are doing. However, the information is not used well enough in some classes to set challenging targets for improvement and to demand enough, particularly from higher-attaining pupils. As a result, pupils do not always make sufficient progress over time in English and mathematics. There are insufficient opportunities in some lessons for pupils to find things out for themselves and to discuss their ideas with others.

Curriculum and other activities

Grade: 2

The curriculum is good overall and meets in full the requirements of the National Curriculum. There are particular strengths in the way that the staff enrich the teaching through the use of additional resources, for instance, in the teaching of music. Staff provide pupils with an outstanding range of activities and clubs and organise numerous visits and visitors, all of which add much to pupils' learning. These activities are greatly valued by parents and pupils alike. There are also outstanding opportunities for pupils to develop an understanding of lifestyle choices. They are effectively enabled through work in physical education and healthy eating projects to learn to make sensible decisions about how to live healthy lives. Provision for pupils who have special educational needs is good and enables them to develop confidence in their skills.

Care, guidance and support

Grade: 2

The school provides a good level of care in an environment where the principles and teachings of the Church are firmly upheld. The school takes its role to keep pupils safe, happy and secure very seriously and to good effect. Child protection procedures are clearly understood and meet requirements. The headteacher and governors give high priority to health and safety issues and there is an active governors' committee that deals with health and safety matters. The school places considerable emphasis upon catering for the needs of the whole child, which they do successfully. The school has invested a huge amount of effort into encouraging friendships. For example, there is a successful buddy system through which pupils can make friends with others from different classes. Lunchtimes are particularly creative and productive times which the children really enjoy.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The leadership and management of pupils' personal development and well-being are outstanding, but the school does not always do enough to maximise the academic potential of pupils by

supporting them to achieve the highest standards they are capable of in national tests. There are also weaknesses in the ways that the progress of individual pupils in English and mathematics is tracked as they move through the school and the speed with which subsequent remedial action is taken once shortcomings have been identified. The school is now aware of these weaknesses and is beginning to take appropriate action. The very positive Christian ethos that permeates the school is clearly attributable to the committed and hard-working headteacher. He is ably supported in his work by the governing body, the deputy headteacher and a dedicated and talented senior management team. They work very hard, with the staff, to develop the personal skill of the pupils and to foster a love of aesthetic and technological aspects through music, science and ICT. The overall quality of the school's systems for evaluating its work is satisfactory. Teaching and learning are monitored by senior managers and subject co-ordinators but this work has had too little impact on standards in some areas such as in writing. However, the leadership and management of science are outstanding and achievement is good. Governance is satisfactory. The governing body meets regularly, fulfils its statutory responsibilities and, under the leadership of the chairman, governors are instrumental in creating the very positive Christian ethos that underpins the work of the school. However, despite their good work in pastoral matters, they are not involved enough in holding the school to account for the standards that are achieved in national tests. Financial management is effective in the way in which its resources are directed carefully to achieve the school's stated priority of maintaining three classes in each year group. The school has sufficient numbers of suitably qualified staff, but many of them are new to the profession and are still relatively inexperienced. However, they are learning quickly and the capacity for further improvement is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit to your school we want to thank you for making us so welcome. We enjoyed looking at your work and you telling us so confidently and politely about the things that you enjoy most about your school. We think you are very lucky to go to such a beautifully kept and attractive school where all the staff look after you so well. The teachers and helpers are all really kind and they are working very hard to help you to learn in most subjects. We think you are doing really well in science, music and ICT, but feel that some of the teachers could help you a bit more when you write in lessons and when you do your work in mathematics. You learn about lots of very interesting things and get the chance to go on lots of amazing trips and residential visits and we were really impressed at how grown up and sensible you all are by the time you get to Year 6. We were also amazed at the number of different clubs that the teachers run for you after school and how beautifully you sing and play musical instruments. We wish you well for the future and feel sure that your school will continue to improve and flourish.