

# Wickhambrook Community Primary School

## Inspection report

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<b>Unique reference number</b>	124548
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	380914
<b>Inspection dates</b>	28–29 February 2012
<b>Lead inspector</b>	Godfrey Bancroft

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Taylor
<b>Headteacher</b>	Georgina Ellis
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Wickhambrook Newmarket CB8 8XN
<b>Telephone number</b>	01440 820309
<b>Fax number</b>	01440 821631
<b>Email address</b>	ad.wickhambrook.p@talk21.com

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<b>Inspection number</b>	380914



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## Introduction

Inspection team

Godfrey Bancroft

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 10 lessons, taught by seven teachers. Meetings were held with pupils, members of staff, members of the governing body and with parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at samples of pupils' work; information provided by the school about pupils' attainment and progress and many of the school's planning documents and policies. The inspector also considered the views expressed by parents and carers in 81 questionnaires and in questionnaires completed by pupils and members of staff.

## Information about the school

Wickhambrook is smaller than the average primary school. The percentage of pupils known to be eligible for free school meals is well below average. The proportion of pupils who come from minority ethnic groups and the percentage who speak English as an additional language are also low. The proportion of disabled pupils and those who have special educational needs is about half the national average. The proportion who have a statement of special educational needs is broadly average. The Wickhambrook Centre for Children with Special Learning Differences, such as dyslexia, attended part-time by pupils from other schools, shares the site and is managed by the governing body. It is a specially resourced provision catering for up to 16 pupils each day in the Year 3 to Year 9 age range. The school holds national Healthy Schools status.

Since its last inspection the school has been subject to a local authority reorganisation of provision, and has expanded to take in Years 5 and 6. This is the first year the school has had any Year 6 pupils.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school that has improved in all respects since its previous inspection. Parents and carers are delighted with the quality of education it provides. One typified the views of many by saying, 'I find Wickhambrook School to be excellent in both the academic and pastoral provision that it makes. My children are thriving at this school.'
- Children get off to an excellent start in the Reception class, and continue to make outstanding progress throughout their time in the school. Pupils who are disabled and those who have special educational needs, including those who attend the Wickhambrook Centre, also make outstanding progress. Attainment for the oldest pupils is well above average, particularly in reading. Attainment in mathematics is currently high in Year 6, but has been inconsistent. This is because in some year groups not enough attention is given to the development of pupils' mental and oral mathematical skills.
- The quality of teaching is outstanding. Teachers plan activities that are matched precisely to pupils' abilities and needs. As a result, pupils are very enthusiastic learners who apply themselves exceptionally well. Pupils are very knowledgeable about how well they are progressing and about what they need to do to improve their work.
- Pupils' behaviour and safety are outstanding. They show immense respect and care for each other and for the adults who help them.
- Leadership and management, including the leadership of teaching and management of performance, are outstanding. The headteacher, senior managers, staff who have special responsibilities and the governing body work together very effectively to drive improvements. No-one is complacent and they are always looking for ways to make the school even better.

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

- Ensure greater consistency in pupils' progress across all year groups in mathematics by strengthening the focus on the development of their mental and oral skills.

## Main report

### Achievement of pupils

Pupils across the school achieve outstandingly well and make exceptional progress. Evidence of this exceptional progress is seen during lessons and in the work contained in pupils' books. Progress in writing is particularly notable from the early letter formation of the youngest children to the sustained and interesting writing of the oldest pupils. Children start in the Reception class with skills and knowledge that vary from year to year but are often below the levels expected for their age, especially in problem solving, reasoning and numeracy. Progress in the Reception class is outstanding, and a significant number of pupils join Year 1 with knowledge and skills that are above average. By the end of Year 2, attainment in reading, writing and mathematics is above average, representing outstanding progress from pupils' various starting points. Overall attainment is on course to be well above average by the end of Year 6, particularly in reading. The work seen in pupils' books confirms that by the time they leave, pupils currently in Year 6 are on track to meet the government's current floor standard, which sets the minimum expectations for attainment and progress.

Pupils who are disabled and those with special educational needs within the main school and those who attend the Wickhambrook Centre also make exceptional progress. This is because the work they are given is tailored precisely to their needs and they progress is monitored accurately and carefully. Almost all parents and carers who responded to the inspection questionnaire are rightly happy that their children are making such good progress. This view is affirmed by pupils, who are confident that they get all the help they need.

### Quality of teaching

Almost all parents and carers rightly believe their children receive good teaching, as do the pupils themselves. Highly-effective lesson planning ensures that activities are matched precisely to pupils' abilities and needs. Teachers have high expectations of what pupils can achieve and consistently set challenging targets. Pupils are confident and committed learners, as illustrated by the enthusiasm with which they embrace homework tasks. Pupils are very well informed about how well they are progressing and how to improve their work. They know which National Curriculum level they have achieved and what they need to do to move to the next level. Teachers' marking is exemplary and of a consistently high standard throughout the school. Pupils respond thoughtfully to the 'Two stars and a wish' marking protocol by

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recording how they intend to make their work even better. Teachers and teaching assistants do much to raise pupils' self-esteem and confidence as learners. Careful attention is given to the promotion of pupils' personal qualities, and this contributes exceptionally well to their spiritual, moral, social and cultural development.

The foundation for pupils' excellent progress in mastering basic skills is laid in the Reception class; particularly in learning early letter and word sounds. This underpins pupils' continued progress in reading and writing. Teachers often create excellent opportunities to promote pupils' speaking and listening. Just occasionally, teachers do not encourage pupils to answer questions in the depth and detail of which many are capable. Firm foundations are also laid for children's early understanding of numbers, although there are times when not enough attention is given to the further development of pupils' mental and oral mathematical skills.

Teachers track the progress of all pupils closely, including those who attend the Wickhambrook Centre, ensuring that none fall behind. Individual tuition and the chance to work in carefully targeted groups are available to those pupils who sometimes find elements of their learning hard. Teaching assistants make a highly effective contribution in leading many of these groups. Additional challenges are also set for those pupils who have special gifts and talents; for example, those who take part in the early morning mathematics groups before school.

### **Behaviour and safety of pupils**

School records, questionnaires and the pupils' conduct seen in lessons and around the school present a convincing picture to show that instances of unacceptable behaviour or bullying, for which staff are always vigilant, are extremely rare. Pupils are proud of their achievements and eager to do well. Parents and carers are confident that pupils work hard during lessons and behave well. Every parental questionnaire affirmed this. Pupils say their learning is rarely, if ever, disrupted by unacceptable behaviour and bullying of any form is equally rare. Pupils also say they are confident that should bullying occur, it would be resolved by their teachers. Pupils are well informed about how to take care of themselves; for example, they know about the potential dangers posed by misuse of the internet and recognise that inappropriate and unkind comments, such as comments about a person's race or background, are not acceptable. Attendance is consistently well above average and has been for some time, reflecting pupils' enjoyment of learning and school.

### **Leadership and management**

The headteacher, staff and governing body are all fully committed to continued school improvement. They analyse the school's strengths and relative weaknesses in detail and evaluate the success and value of initiatives for improvement. Since the last inspection all aspects of the school's work have improved. These improvements include significant increases in the rate of pupils' progress and rising attainment in reading, writing and mathematics. This gives clear evidence of the school's capacity to sustain its success. The quality of teaching has also improved, thanks to a wide

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range of opportunities for professional development and a shared commitment among staff to consistently do their best for every pupil. The headteacher and governing body are rightly proud of the progress made by pupils who attend the Wickhambrook Centre.

The headteacher and governing body have worked very effectively to win the hearts and minds of parents and carers and the community. The school is held in high regard and virtually all the parents and carers who responded to the inspection questionnaire said the school keeps them well informed about activities and the progress their children are making. One wrote, 'We have always been really impressed by the level of communication we receive from the school and the many opportunities we are given to be involved with our child's learning.'

The curriculum is outstanding. The learning experiences it provides are matched exceptionally well to pupils' abilities and needs. Topics taught across a range of subjects, such as learning about volcanoes, arouse great enthusiasm among pupils. The organisation of the curriculum enables teachers to build very effectively on pupils' previous learning. For example, the teaching of early letter and word sounds builds steadily towards the excellent, sustained writing evident in the work of older pupils. Outstanding provision is also made for the promotion of pupils' spiritual, moral, social and cultural development. This is evident in the ways in which pupils are considerate and reflective. It can be seen during assemblies and in musical activities, such as when pupils learn to play the cornet, which they do with great pride.

The promotion of equality of opportunity and the elimination of all forms of discrimination are central to the work of the school. This is typified by the way pupils in the Wickhambrook Centre, while attending for two days each week, quickly become an integral part of the school's community. Safeguarding procedures meet current requirements. Good arrangements ensure that adults are suitably qualified to work with children, particularly those who are potentially at risk because of their circumstances.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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](http://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.
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.**



1 March 2012

Dear Pupils

**Inspection of Wickhambrook Community Primary School, Newmarket CB8 8XN**

Following the recent inspection I would like to thank those of you who took the time to tell me all about your school, both in person and through questionnaires, and allowed me to listen to your excellent reading.

Yours is an outstanding school. I know that many of you and your parents and carers think so too. You work hard and make excellent progress in your reading, writing and mathematics. As a result you are attaining higher levels than found in the majority of other schools. This is because your teachers and classroom helpers do an excellent job in the support they provide for you. Your behaviour is exemplary and your attendance very high when compared with other schools.

Your headteacher and the governing body are always looking for ways of making your school even better and enabling you to achieve higher standards. With this in mind I have asked them to give more time to developing your mental and oral skills in mathematics. I am sure you will do all you can to help them achieve this, so that you can continue to do well and attain high standards.

I wish you all the very best for the future.

Yours sincerely

Godfrey Bancroft  
Lead inspector

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