

# Wicor Primary School

## Inspection report

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<b>Unique Reference Number</b>	115938
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357848
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	John Seal

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>	413
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debra McMillan
<b>Headteacher</b>	Mark Wildman
<b>Date of previous school inspection</b>	2 June 2008
<b>School address</b>	Hatherley Crescent, Porchester Hampshire PO16 9DL
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 23 lessons which involved seeing 16 teachers. Meetings were held with pupils, staff and members of the governing body. The inspectors observed the school's work and looked at: data on pupils' progress; a range of policies and planning documents; minutes of meetings; the school's self-evaluation documents; risk assessments; financial information; and the single central record of safeguarding checks on staff. The team analysed questionnaires returned by 65 parents and carers, 94 pupils and 16 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The speed and consistency of pupils' learning during lessons and throughout their time at the school.
- How teachers help all pupils make progress by using information about their learning.
- How successful leaders and managers are in using information about pupils' attainment and progress to check the quality of teaching and gauge how much pupils are learning.
- The quality and effectiveness of what the school does to support children's learning in the Early Years Foundation Stage.

## Information about the school

Wicor is a larger than average primary school. A very large proportion of pupils are of White British heritage. The proportion of students known to be eligible for free school meals is lower than average. The percentage of students identified as having special educational needs and/or disabilities is about the same as the national average. Their needs include moderate learning difficulties, behavioural, emotional and social difficulties and speech, language and communication needs. The school has achieved the Active Mark and Healthy Schools awards. The governing body manages an on-site breakfast club.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wicor Primary provides its pupils with a satisfactory education. Although there are good systems for care, guidance and support and an atmosphere of warmth and friendliness in which the children and pupils thrive, it is only recently that the school has tackled its track record of satisfactory progress and attainment.

Within the caring environment, pupils:

- have an excellent understanding of how to live a healthy lifestyle
- behave well both in lessons and around the school
- have above average attendance
- feel safe
- spiritual, moral, social and cultural development is generally good, although the school has suitable plans to improve their understanding of Britain as a multicultural society is underdeveloped.

The curriculum has many strengths including:

- good teaching of basic skills of literacy, numeracy and information and communication technology (ICT) in other subjects which have contributed to the improvement in standards of attainment
- a rich and varied learning environment including allotments, nature areas and a radio station
- a range of languages on offer including French, Spanish and German.

The school has begun to successfully address its history of average attainment and progress and the below average attainment at the end of Key Stage 1, Years 3 and 4 and in mathematics at the end of Key Stage 2. Consequently:

- pupils' attainment at the end of Key Stage 2 although average overtime, is rising in both English and mathematics.
- pupils' attainment at the end of Key Stage 1 is in line with national expectations.

Until this term, many pupils made satisfactory progress in Key Stage 1 and in Years 3 and 4. This progress accelerated in Years 5 and 6 ensuring pupils' attainment at the end of Year 6 in 2010 was above average. The school has very recently put in place better procedures which underpin most pupils' good progress across the school. Nevertheless, although progress has increased overall, there are still pockets of inconsistency.

The inconsistent progress is as a result of the variability of the quality of teaching. Overall it is satisfactory with an increasing proportion of good lessons. In these, teachers plan

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activities that meet different pupils' learning needs. However there are still a significant minority of lessons where this is not the case.

Children start the Early Years Foundation Stage with skills and knowledge typical for their age. The recently appointed temporary leader of the Early Years Foundation Stage is settling into her new role. Children make satisfactory progress across all areas of learning because of the satisfactory provision.

Leadership and management have some strengths. These include good relationships with parents and carers and effective working relationships with different agencies to support pupils and their learning. However, there is a lack of rigour in how the quality of teaching and pupils' progress is monitored and evaluated. Although pupils' progress has increased and attainment has risen, only recently have results been more in keeping with pupils' capabilities. The governing body are aware of what needs to be done but because of a high turnover of members, it is only just beginning to hold the school to account. Middle and senior managers have a broadly accurate view of what improvements are needed and are beginning to get a firmer grip on monitoring and evaluating the school's performance. However, consequently the school's capacity for improvement is satisfactory and not good, because the systematic and robust procedures for analysing its performance and acting on it swiftly enough are underdeveloped.

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

- Raise the proportion of good or better teaching by:
  - setting a target of improvement for April 2011 of 80%
  - ensuring all teachers accurately assess pupils' progress and provide them with precise feedback and next steps for improvement.
- Raise attainment for all pupils by:
  - increasing their rates of progress
  - continuing to set them challenging targets.
- Ensure leaders and managers at all levels, including the governing body, rapidly drive forward improvements across the school by:
  - applying rigorous and systematic monitoring and evaluation of the quality of teaching and learning, and pupil progress to inform accurate self-evaluation of the school's performance
  - holding teachers to account for the academic achievement of the pupils in their care
  - improving the rates of progress children make in the Early Years Foundation Stage.
- Improve the outcomes and provision of the Early Year Foundation Stage by:
  - ensuring a depth and quality of planning across all areas of learning to meet all children's needs which reflects an appropriate balance between child-initiated and adult-directed learning.

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## Outcomes for individuals and groups of pupils

**3**

- Attainment is average overall. However, over the last three years, there has been a steady and continuous increase in the proportion of pupils attaining results in both English and mathematics at the end of Year 6.
- Pupils' attainment at the end of Key Stage 2 has been above average in English for many years but for the first time in 2009 in mathematics it was above average and English improved even more. This was maintained in 2010.
- Pupils' progress is satisfactory overall. Key Stage 1 attainment was below the national average until 2009. Since then it has been broadly in line with the national average.
- Up until this term, progress continued to be satisfactory into Key Stage 2 and accelerated in Years 5 and 6. The school identified this issue and has taken effective steps to increase most pupils' progress across the school.
- During the autumn term of this year, there has been an increase in most pupils' progress in most classes. The school's focus on tracking pupils' progress and providing more focused attention is becoming increasingly successful. In lessons seen, pupils' work and the school's analysis of their progress and attainment there are clear indications of pupils' progress increasing in more classes. However, this is still uneven across and between the key stages.
- There is little difference between boys' and girls' attainment at the end of Key Stage 2 in English and mathematics.
- Pupils with special educational needs and/or disabilities make steady progress and their attainment is in line with pupils with similar needs nationally.
- Pupils' attitudes towards school are very positive. During lessons observed pupils were keen to learn and often expressed excitement when teachers were introducing new activities.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Although there is an increasing proportion of good teaching, the overall quality of teaching is satisfactory overall. This is because many teachers are not consistently using pupils' prior learning precisely enough in their lesson planning. Where teaching is good or better:

- lessons are clearly planned to have well-matched outcomes for pupils with different abilities
- teachers use the information about pupils' learning needs to match activities to their needs
- teachers encourage pupils to work independently and in pairs and groups
- pupils know what their next steps in learning are because teachers have discussed their work and clearly marked it to identify what they could do next to improve.

The key features of the less effective teaching are that:

- teachers do not use the information about pupils' learning to inform their lesson plans accurately
- lesson plans do not identify the outcomes required for the different needs of pupils precisely enough, which hinders the more-able pupils and does not provide enough structure for those in need of more support

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- when providing instructions and explanations, teachers stop all pupils working and talk to them regardless of whether or not they need the information. As a result, pupils' progress is hindered and some become frustrated

The curriculum engages and interests pupils because of the school's approach to encouraging pupils to explore different subjects through investigation and research. Some of its strengths include:

- a strong performing arts tradition with a high take up of musical instruments
- an extensive range of visits, field trips and visitors for all age groups
- a good range of clubs, including gardening and 'Darwin's Detectives'.

Although the curriculum has many good features, the school does sufficiently rigorously monitor and evaluate the planning for different groups of pupils.

The good care, guidance and support have strong features which include:

- the work of the family link worker who provides effective support for vulnerable pupils and their families
- effective links with a range of outside agencies, which include working with the extended schools coordinator
- smooth transition between pre-school and Reception and from Year 6 to secondary school
- including children from all different backgrounds and needs in the school's extra-curricular activities including residential visits.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders and managers know what the school does well and where it needs to improve. There are suitable plans which highlight the areas for improvement, but there is not sufficient rigour in the implementation of these across the whole school. Although there have been measurable improvements in attainment at the end of Key Stage 2 in the last two years, it is only the results of 2010 that begin to truly reflect pupils' capabilities. Pupils' progress in Key Stage 1 and Years 3 and 4 is also beginning to increase, but the school's data and information indicate that this is very recent. Pupils' progress is effectively tracked across the school and this information is beginning to be more accurately analysed to identify different groups and individual pupils. However, senior leaders do not systematically monitor and evaluate how teachers use this information.



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Consequently, the use of this information and its effectiveness varies from class to class. ♦

The school is effective in tackling discrimination and promoting equality. As a result there are no significant gaps between most groups of pupils' attainment. The governing body carries out its statutory duties well. Governors know the school well but are yet to fully hold the school to account, particularly with regard to attainment, progress and the quality of teaching. Safeguarding and child protection training, procedures and systems are robust and up to date. The school checks all newly appointed staff with diligence and the single central register is comprehensive and complete. The school acknowledges that there is still some work to be done in developing community cohesion even further and has appropriate plans in place to address this. Although there are suitable plans in place to ensure pupils gain a deeper understanding of multicultural Britain, these have not been fully implemented.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make a good start to school in the Reception class. There are strong links with parents and carers and pre-schools. Children enter with skills and knowledge that are typically expected for their age. Learning experiences are appropriately varied and the internal and external learning environments provide safe and stimulating activities and opportunities. As a result, children learn and play happily and their behaviour is good. However, opportunities for children to make good and better progress are not always maximised in the planning or teachers' interactions with the children. Consequently, the satisfactory teaching and provision support children in making satisfactory progress across all areas of learning as opposed to good. Although children are able to work independently and collaboratively with adults, partners and small groups, the planning is not detailed enough to ensure an appropriate balance between these is achieved. Staff's observations

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and assessments are not sufficiently detailed or systematic enough to build effectively on children's learning. The Early Years Foundation Stage team has recently had a change in leadership due to the substantive leader being on maternity leave. As a result, leadership and management are satisfactory while the current leader is settling into her new role.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A very large proportion of the parents' and carers' questionnaires were extremely positive, with most of them full of praise for the work of the school. Only a few had disagreed with some of the statements. During the inspection, evidence was found to support the small minority of parents and carers who had concerns regarding the progress of their children, especially in Key Stage 1 and in Years 3 and 4. There was no evidence found to support the very small number of concerns regarding pupils' behaviour or the school helping them develop a healthy lifestyle.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wicor Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	17	26	2	3	0	0
The school keeps my child safe	46	71	19	29	0	0	0	0
My school informs me about my child's progress	31	48	30	46	1	2	0	0
My child is making enough progress at this school	34	52	22	34	4	6	1	2
The teaching is good at this school	32	49	25	38	2	3	0	0
The school helps me to support my child's learning	35	54	27	42	1	2	1	2
The school helps my child to have a healthy lifestyle	39	60	22	34	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	60	22	34	2	3	0	0
The school meets my child's particular needs	34	52	26	40	2	3	0	0
The school deals effectively with unacceptable behaviour	25	38	30	46	3	5	1	2
The school takes account of my suggestions and concerns	33	51	26	40	4	6	1	2
The school is led and managed effectively	32	49	26	40	1	2	0	0
Overall, I am happy with my child's experience at this school	38	58	23	35	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



10 December 2010

Dear Pupils

**Inspection of Wicor Primary School, Portchester PO16 9DL**

You might remember that inspectors visited your school recently. I would like to say thank you for your very friendly welcome. It was enjoyable watching you learn and seeing how you are part of improving the school through jobs such as school curators and working on the radio station. Some of you completed forms with questions and spoke very politely to us in both meetings and around the school. Although your school is doing some things very well, it still has work to do on others, which meant we found your school to be giving you a satisfactory education.

You said that you:

- enjoy school and there are many interesting lessons and activities
- like the adults who work in the school, and they look after you extremely well
- feel safe and secure in school.

We agree with nearly all of these points. We also noticed that your attendance and behaviour are good, but also found that some of you could be learning more, especially in reading, writing and mathematics.

We talked a lot with your headteacher, staff and governors about what we saw, and here are some things we have asked them to work on in the future.

- Help even more of you to do well in English and mathematics.
- Regularly check that the work you do is improving.
- Make sure that all your lessons are helping all of you to do well, regardless of your different ability levels.

You all play a great part in making your school a lovely place to be and we are sure that you will help it to get even better by continuing to work hard.

We wish you all the very best for the future.

Yours sincerely

John Seal

Her Majesty's Inspector

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