

Wickham Market Community Primary School

Inspection report

Unique Reference Number	124617
Local Authority	Suffolk
Inspection number	359724
Inspection dates	2–3 December 2010
Reporting inspector	Roderick Passant

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Doug Stewart
Headteacher	Joanne Stanley-Bell
Date of previous school inspection	27 February 2008
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Inspection number 359724

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Introduction

This inspection was carried out by three additional inspectors. They saw all of the eight class teachers with their class and observed 11 lessons; meetings were held with members of the senior leadership team including the teacher-manager of the special support centre, representatives from the governing body and school council, and a group of Year 6 pupils. Inspectors observed the school's work, two assemblies and looked at a range of documentation, including that relating to pupil safeguarding and the school improvement plan. They scrutinised the questionnaire responses from 24 staff, 87 pupils and 49 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Is there a sharp enough focus for initiatives and the evaluation of their impact across the school?
- Do teachers plan lessons which provide sufficient challenge and support for all pupils - but particularly more able pupils?
- How is the school improving progress in English - specifically writing and how is the school raising boys' attainment?

Information about the school

The school is broadly similar in size to most primary schools. Almost all pupils are White British. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils with statements detailing their needs is well above average. This is because the school has a special support centre (SSC) which caters for pupils from across North Suffolk. The SSC currently supports pupils with a range of complex, moderate-to-profound, multiple learning needs. There is not an even distribution of pupils with special educational needs and/or disabilities across the school so year groups vary significantly in their overall characteristics. The school is used by the local community for a variety of activities. There is a full time Nursery and a full time Reception class which takes in children at the start of each term. The school has gained Healthy School status and Sportsmark. The deputy headteacher is currently working as acting headteacher of a local school, so there is an acting deputy headteacher.

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

2

Main findings

The overall effectiveness of the school is satisfactory. There are many good features and it has continued to improve since it was last inspected. Attainment at the end of Year 6 is broadly average. Teaching has improved and is now good, so learning is good in lessons, but this is comparatively recent and so has not yet had a full impact. School tracking shows that progress and achievement are not yet securely good over time.

Though teaching is good, aspects of the curriculum are not so well developed. For example, teaching of basic skills has improved, but there are limited opportunities to practise these skills, particularly writing, in more open contexts. The range of ability in classes is wide and in many lessons there is a relatively high ratio of adults to pupils, who provide pupils with closely focused support so that they move on in their understanding. This is particularly beneficial for pupils with special educational needs and/or disabilities, including those in the SSC, whose progress is good in lessons. However, over time, there are not enough opportunities for many pupils, including pupils with special educational needs and/or disabilities to develop their independent learning skills, through, for example, demonstrating their initiative or solving problems individually or in groups. When they are faced with a problem on their own, the level of their performance drops. This is another reason why achievement is currently satisfactory rather than better, despite individual lessons that are good.

Behaviour is good; staff manage it in a consistent positive manner and praise is targeted well. Pupils who present challenging behaviour make good progress in learning to manage their emotions. Pupils enjoy learning and this is reflected in their attendance which is above average. The school is friendly and welcoming and pupils get on well with each other. They feel safe in school and have a good understanding how to look after themselves, including on the internet. They are confident that their teachers would help them sort out any problem that was troubling them. The school is a very cohesive and inclusive community and pupils within it are known and valued as individuals.

Leadership and management across the school and from the governing body are good. The school knows itself well and is prepared to look at itself in an uncompromising manner to identify the improvements it needs to make to raise attainment further. Its judgements about its performance are accurate. The recent focus on improving the quality of pupils' learning through the use of a range of assessment approaches has led to improved teaching. The school now makes particularly good use of data to monitor the progress of all pupils, to judge its work and set challenging targets. Plans address the right areas, as improvements show, but the main school improvement plan does not specify targets with precision, and opportunities are missed to identify where desired results are measurable. Steps in the process are not always identified clearly. These things make it more difficult for the school to evaluate how successful strategies have been. Nonetheless, given the

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improvements that have taken place, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve the curriculum by:
 - providing a broad range of creative open-ended contexts within which pupils can practise and develop their basic skills, particularly writing
 - providing opportunities for them to develop independent learning skills, for example using their initiative and solving problems individually and in groups.

Outcomes for individuals and groups of pupils

3

Historically, progress across the school has been variable so that earlier good progress has not been built upon consistently. Pupils' progress has recently improved and is now more even across the school and across subjects, although an element of catch-up remains.

Pupils enjoy learning, concentrate well and work at a good rate in lessons. Their good behaviour contributes to their good learning and progress. They have good relationships with adults - if they 'wobble' in their learning, adults quickly act as 'stabilisers', getting them back on track. However, pupils find using information and applying it themselves, without this stabilising support, generally difficult. For example, in a mathematics lesson, they worked well with straightforward calculations but they were quickly thrown if the problem was unfamiliar such as determining the perimeter of an irregular shape, resorting initially to wild guesses. These weaknesses in problem-solving skills slow pupils' progress over time. Although external data suggests that boys do not perform as well as girls, this was not evident in lessons.

Pupils take their various roles and responsibilities, such as buddies and peer mentors seriously. The school council is effective, providing guidance on, for example, playground equipment. Minutes from a council meeting concerning school safety reflected perceptive pupil contributions. Pupils understand the importance of nutrition and exercise and some want to take action to improve their health. Pupils raise money for various local and national charities and they have established links within the community. The school fosters pupils' confidence and self esteem and encourages them to consider others' feelings and develop their skills of empathy. Learning about the diverse nature of society is satisfactory. Pupils know and understand the school rules and help shape their own class rules.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

Teaching has improved significantly because teachers are using assessment to good effect. The use of specialised materials has helped staff set targets and identify next steps in planning. For example in one class, the assessment of pupils' prior learning and the discovery of basic gaps in some pupils knowledge about telling the time led the teacher to make basic changes to the planning of the work on using timetables to plug this gap. Teachers probe pupils' understanding, asking them to explain their reasoning or to indicate through a 'thumbs up or down' whether they understand an aspect of the work. Pupils are confident to indicate if they have not understood something, knowing that teachers are supportive. In a reading session with older pupils, effective questioning by adults added depth to their understanding of the texts and built their writing capacity. Teachers are enthusiastic, plan work to meet the wide range of needs effectively and deploy adult support particularly well. Marking is detailed, giving points for improvement. What distinguishes outstanding from good teaching is the genuine sense of pupils working together, learning in partnership and the open-ended nature of the task providing good opportunities for pupils to develop their independent skills. In some lessons, opportunities for this type of work are missed.

The curriculum makes a good contribution to pupils' personal development. There is a good focus on developing reading skills through group reading of whole texts. There is also a good emphasis on writing skills within literacy lessons, for example, developing an

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exciting vocabulary and use of punctuation. Work on the new calculation policy has led to improved attainment in mathematics. Teachers are confident users of information and communication technology, making very effective use of data projectors to bring in additional resources into the classroom. Art is a strong feature within the curriculum.

Teaching assistants and the learning mentor provide good support for pupils' learning and personal development. There is good, carefully targeted support for pupils whose circumstances might make them vulnerable and those with special educational needs and/or disabilities. The learning mentor provides good support for pupils and families. There are good links with families to ensure their child's well being but the school recognises that the partnership with parents to support and improve learning is weaker. The SSC pupils are valued members of the school community are now integrated into classes well, They are currently making good progress in lessons. Progress over time is satisfactory because the integration into lessons is a recent development. The provision is well organised; expectations are high, there is close monitoring, a careful match of learning materials to their needs and ongoing assessment and checks on their progress. As a result they are able to access the National Curriculum at the right level. There are good links with a wide range of specialist agencies to provide additional support to all pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team is effective; together they have a range of complementary skills. The members have effectively brought about improvements, maintained a sustained focus on raising attainment, and established strong teamwork and a professional, reflective ethos. Monitoring of data and classroom practice is sharp but because targets in the development plan are not specific enough, the success of strategies to improve is not evaluated with the same rigour. Staff are very committed to the pupils in their care and are ambitious both for them and the school. The management of the SSC is good. Significant recent changes have brought about faster progress for pupils who attend the facility.

There is a wide range of personal and professional expertise and good involvement from all governors. They meet their statutory responsibilities and have robust systems to ensure policies are reviewed. They have raised their visibility amongst parents and actively sought parents and carers' views. They provide clear strategic direction and are confident to question the work of the school. They take their responsibilities with regard to safeguarding very seriously. Management responsibilities, including those of the governing

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body and the roles of all staff are set out clearly with regular awareness-raising sessions to maintain a high profile on all aspects of child protection, health and safety.

The school is a highly inclusive community and it is committed to promoting equality of opportunity, monitoring the progress of all pupils carefully. Its strategies have had a significant impact on those who might otherwise be disadvantaged, for example improving the progress of the vulnerable and those with special educational needs and/or disabilities. Pupils get on well with each other and there have been no racist incidents in the last year. The school knows its context and local community. It has appropriate plans to raise further pupils' awareness of the diverse nature of British society.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Nursery and Reception classes have a good start to their education. Children make good progress from their often low starting points so that they are approaching average standards by the time they enter Year 1. The school recognises that children's creative development lags behind other areas, and has adjusted the programme of activities accordingly. Children settle happily into school with the help of a very good induction programme. Adults work well as a team; they are supportive and encouraging and this develops children's confidence and independence. Children are looked after well. There are positive relationships with parents and carers who are encouraged to work alongside their children, for example working together to decorate the class Christmas tree. Parents and carers are informed well about what their child will experience and learn.

Teaching is good. Children in Reception and older children in Nursery are taught letter sounds and names systematically, developing early reading and writing skills well. Children enjoy selecting their own activities and use the indoor and outdoor learning areas well to develop their skills. For example, children enjoyed writing letters in the snow and making

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labels for their small world arctic scene. Adults take every opportunity to develop children's vocabulary whilst they are playing. Sometimes, when adults are not involved in free-choice activity with children, opportunities are missed to challenge children's thinking by building an element of problem solving into the activity.

Children share and cooperate well. Adults make regular observations of what children can do and these observations inform the future planning of experiences, thus taking good account of the children's interests and learning needs. The leadership of the Early Years Foundation Stage is good, and the school has a very good understanding of how to improve the provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of parents and carers were happy with most aspects of the school's work. Almost all parents and carers judged that their children enjoyed school and that it keeps them safe and encouraged their children to have a healthy lifestyle. A small minority had concerns about the school's leadership and management and the way the school helps them to become involved in children's learning. The inspection judged that leadership and management across the school was good and leading to improvements. The school acknowledges that it still has more work to do in order to build effective partnerships with parents and carers to help them support learning, and leaders plan to do this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wickham Market Community 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	53	22	45	1	2	0	0
The school keeps my child safe	26	53	22	45	1	2	0	0
My school informs me about my child's progress	15	31	28	57	4	8	2	4
My child is making enough progress at this school	19	39	17	35	9	18	2	4
The teaching is good at this school	23	47	20	41	6	12	0	0
The school helps me to support my child's learning	21	43	15	31	9	18	2	4
The school helps my child to have a healthy lifestyle	23	47	24	49	2	4	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)	16	33	24	49	4	8	2	4
The school meets my child's particular needs	24	49	17	35	7	14	0	0
The school deals effectively with unacceptable behaviour	9	18	27	55	3	6	2	4
The school takes account of my suggestions and concerns	18	37	20	41	2	4	6	12
The school is led and managed effectively	14	29	19	39	9	18	3	6
Overall, I am happy with my child's experience at this school	25	51	14	29	8	16	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 December 2010

Dear Pupils

**Inspection of Wickham Market Community Primary School, Woodbridge, IP13
ORP**

We very much enjoyed our stay in your school. Thank you for making us so welcome. I would particularly like to thank the members of the school council and Year 6 pupils who gave up part of their lunch time to talk to me. What you had to say was both thoughtful and helpful.

I thought I would share our findings with you. The school provides you with a satisfactory education. There are some good features and others which the school wants to develop. The school has continued to improve since it was last inspected. Attainment at the end of Year 6 is broadly what you see in many schools and is improving. You are now learning well in lessons across the school. This is because the teaching has improved; you have skilled teachers. You behave well, make a good contribution to the school and local community and, because the school is friendly, you feel safe. You told us you enjoy learning and this is reflected in your above average attendance.

I asked the headteacher to work with staff on two aspects to improve the school and help raise standards. You make good progress in class because all adults in the school care about you a great deal and they support you well in lessons. Currently your achievement is satisfactory because although teaching is good you do not practise how to learn for when you are not working closely with an adult. I therefore asked the headteacher to ensure that you get creative opportunities in your work to show your initiative and learn to take more responsibility for your learning. You can help by really trying to think hard when you are given something to do without an adult's support. Your headteacher writes the school improvement plan with staff and the governing body, which is a list of things the school wants to do and says how they will be done. The second thing I have asked the headteacher to do is to make sure that the targets for each idea and the description of how things will be done are very clear and precise.

Yours sincerely

Roderick Passant

Lead inspector

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