

# Wickford Junior School

Market Road, Wickford, SS12 0AG

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Pupils, including those who need extra help, make good progress from their starting points.
- Since the last inspection, leaders, managers and governors have maintained good teaching and pupils' good achievement.
- Enjoyable activities and a brisk pace to lessons underpin pupils' positive attitudes to learning.
- Other adults make a strong contribution to pupils' progress in lessons. Extra sessions for selected pupils successfully boost academic results for pupils at risk of not doing well.
- Pupils behave well and attend school regularly.
- Friendly and caring attitudes help pupils to settle quickly when they join the school.
- Pupils have a good awareness of how to keep themselves safe from harm.
- The school is improving because leaders, managers and members of the governing body accurately evaluate the quality of the school's work.
- Priorities for action are carefully applied to secure further developments, for example to the teaching of writing and mathematics.

### It is not yet an outstanding school because

- Sometimes, the work set for higher attaining pupils to do in reading is not always demanding enough.
- At times, monitoring focuses more on what the school offers to pupils than on its impact on raising pupils' academic standards further.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. They visited 21 lessons.
- Groups of pupils, staff, members of the governing body and a representative of the local authority held discussions with inspectors.
- Inspectors looked at work in pupils’ books, samples of pupils’ work from the previous academic year, and tracking data showing pupils’ attainment and progress.
- The school’s development plans and records relating to safeguarding pupils were also seen.
- The inspectors took account of 26 responses to the online Parent View survey and the school’s own analysis of a recent survey of parents’ views.

## Inspection team

Madeleine Gerard, Lead inspector	Additional inspector
Bimla Thakur	Additional inspector
Alan Jarvis	Additional inspector

## Full report

### Information about this school

- Wickford Junior School is larger than the average sized primary school.
- Almost all the pupils speak English as their first language.
- Fewer pupils than average are supported through school action.
- The proportion that is supported through school action plus or with a statement of special educational needs is above the national average. Most of these pupils have moderate learning difficulties.
- Fewer pupils than nationally are known to be eligible for the pupil premium.
- In some year groups, the proportion of pupils who have joined the school part way through their Key Stage 2 education is above average.
- The school meets the current government floor standards which set the minimum expectations for attainment and progress.
- There have been a number of staff changes recently.
- The headteacher provides support to another local primary school.

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

- By May 2013, improve the impact of teaching on higher attaining pupils' achievement in reading by ensuring work set in lessons is always at the right level.
  - Over the current academic year, ensure monitoring of what the school offers to pupils is more sharply focused on its impact on raising pupils' academic standards further.
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## Inspection judgements

### The achievement of pupils is good

- Pupils enter Year 3 with broadly average levels of skills. The school's rigorous assessments show that many pupils who join part way through Key Stage 2 enter the school with below average skills in key subjects. From these varied starting points, pupils make good progress in Years 3 to 6.
- Despite some variability because of cohort differences between year groups, standards at the end of Year 6 are securely average and improving. As a result of accelerating rates of progress, increasing numbers of pupils are now attaining above average standards by the end of Year 6, particularly in writing and mathematics.
- Pupils are motivated by the demanding work they are given. Pupils in a religious education lesson were observed concentrating hard to include features of good quality writing and rich vocabulary when recounting the story of creation. In a mathematics lesson, pupils worked at a brisk pace in order to complete tasks within the short time the teacher set.
- Achievement in reading is good, although in some classes the achievement of higher attaining pupils in reading is not as good as it could be. Pupils who need extra help, and those at risk of not performing well in reading, make rapid progress. They benefit from daily reading sessions and systematic teaching of the sounds that letters make.
- Well-managed support in lessons, and in extra sessions outside the classroom, helps pupils known to be eligible for additional funds, disabled pupils and those who have special educational needs, to keep up and do well. They appreciate working with other adults and work hard to improve their literacy and numeracy skills quickly.
- Pupils who join the school part-way through their education achieve well. The school carefully checks their literacy and numeracy standards when they start. This information is used well to plan the next steps in their learning and make sure they are set work at the right level to help them improve rapidly.

### The quality of teaching is good

- Relationships in lessons are warm and supportive. Teachers plan frequent paired work activities that strengthen pupils' social skills and promote collaboration. They use a variety of resources to make explanations clear. Pupils develop their independence through checking for themselves that they have successfully completed tasks.
- Teachers regularly check the progress pupils make. They use the information well to set work at the right level of difficulty for pupils' abilities in classes, and identify pupils who need additional support. Teachers' detailed planning makes very clear what other adults are required to do to guide selected pupils in their learning in lessons.
- Reading is generally taught well and is promoted through regular reading lessons. Sometimes, teachers' expectations of more able pupils are not always as consistently well-matched to their abilities. This means that they are not always challenged to be ambitious in their independent reading.
- Disabled pupils and those who have special educational needs benefit from individualised

support, carefully tailored to their needs, from staff and specialist therapists. Additional support for selected pupils, including those who join the school part-way through Key Stage 2, helps them to develop literacy, numeracy and social skills, and catch up quickly.

- Personal targets help pupils understand what to do to improve their literacy and numeracy skills. Together with helpful feedback from teachers when they mark their work, they help pupils to progress quickly up to the next level in their work. Teachers encourage pupils to take responsibility for ensuring they meet their targets in lessons.
- Teachers set short time limits for activities. This effectively motivates pupils to complete work swiftly in order to move on to the next task. Occasionally, during whole class teaching, pupils spend too long listening to teacher's lengthy explanations. At such times, the impact on pupils' progress is diminished and the pace of their learning slows.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour and safety make a good contribution to their own learning. They participate in activities enthusiastically and enjoy their time at school. Discussions with pupils indicate that they feel safe and valued in school. Pupils respond promptly to reminders from staff about the behaviour that is expected.
- Older pupils enjoy looking after the younger ones. For example, Year 6 pupils run the school tuck shop and carry out their role very sensibly. Pupils are confident that pupil playground buddies and mediators will help them if need be. Pupils understand that bullying can take different forms. They say incidents of bullying are very rare and swift action is taken to deal with any problems, as the school's records show.
- Pupils have a good awareness of unsafe situations. They understand how to keep themselves safe from harm, for example when using new technology. Workshops on crossing the road for pupils in Year 3, and safe cycling sessions for pupils in Year 6, promote a culture of safe practice.
- Previously average attendance rates have improved and are now above average. The school's leaders, and members of the governing body, work hard to make the importance of regular attendance and good punctuality abundantly clear to the whole school community.

### **The leadership and management are good**

- Leaders, managers and members of the governing body work closely with the staff. Morale is high. Together, they secure good quality teaching, interesting subject work for pupils to do, and a wide variety of out-of-school activities, visits and clubs. Pupils in Year 3 to 6 learn to swim at the local pool each week, and have opportunities to play musical instruments.
- Accurate evaluation helps the school to identify the most appropriate priorities for improvement. Well-targeted training and other effective professional development opportunities for staff have helped maintain good teaching and pupils' good achievement since the last inspection.
- Occasionally, monitoring is more focused on the school's work and what it offers to pupils than on the impact it has on raising pupils' achievement further. Consequently, the specific priorities to raise pupils' academic standards even higher are not always as sharply identified as they

should be.

- Improvements to teaching and the curriculum for writing and mathematics have successfully raised pupils' achievement. Similar improvements to provision for reading have been well selected. They are too recent to show a sustained impact on raising pupils' academic performance further.
  - Leaders and members of the governing body ensure that extra money is used wisely to secure additional high quality teaching to develop pupils' key skills. This helps pupils at risk of not performing well to make good progress. All groups of pupils achieve well, reflecting the school's success in tackling discrimination to ensure equality of opportunity.
  - Spiritual, moral, social and cultural development is successfully promoted. Fundraising for a range of charities, including for pupils in schools in Uganda and Sri Lanka, helps pupils develop caring attitudes and fosters good relations. Pupils gain valuable insights into cultural diversity beyond the school, for example, through visits to local places of worship.
  - The local authority provides light touch support for this good school.
  - **The governance of the school:**
    - benefits from a good awareness of the school's strengths and works closely with senior leaders on development planning
    - fulfils its role in managing performance well and uses assessment data to support and strengthen school leadership further
    - ensures statutory duties are met and that financial management is robust so that the school's resources are managed well.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114813
<b>Local authority</b>	Essex
<b>Inspection number</b>	395685

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	367
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Kemurza
<b>Headteacher</b>	Terry Flitman
<b>Date of previous school inspection</b>	18 September 2007
<b>Telephone number</b>	01268 733071
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