

Wickham Market Community Primary School

Dallinghoo Road, Wickham Market, Woodbridge, IP13 0RP

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In Reception and Years 1 and 2, pupils do not make good progress in learning letter sounds to help them read and write.
- In Reception and Years 1 and 2, teachers' understanding of how to teach children to use letter sounds to read and write requires improvement.
- In Years 1 and 2, lower attaining pupils do not make enough progress in mathematics. Teachers are not providing enough practical activities for these pupils to develop a secure understanding of basic mathematical concepts.

The school has the following strengths

- Leadership and management of the school have ensured better teaching and an increased rate of pupils' progress in Years 3 to 6. Teaching and progress for these pupils are now good. Leaders have made very recent and appropriate changes to ensure good progress for younger pupils, although the impact of these improvements is not yet measurable.
- Pupils behave well and enjoy school. They demonstrate good levels of respect for each other and are kind and considerate.
- The good care and support for disabled pupils, those who have special educational needs and the minority who sometimes have difficulty managing their behaviour ensures they are happy in school and learn well.
- All parents and carers agree their children are happy at school and a very large majority would recommend the school to other parents and carers.

Information about this inspection

- Inspectors observed 11 lessons as well as groups of pupils working with teaching assistants.
- Inspectors scrutinised pupils' past and current work and heard some pupils in Years 1,2 and 6 read.
- Meetings were held with staff, pupils and governors as well as a telephone conversation with a representative of the local authority.
- Safeguarding documentation, tracking of pupils' progress data, local authority reports, school evaluation and development planning were scrutinised.
- The views of 33 parents and carers who completed the online Parent View questionnaire were noted. Inspectors also noted the results of the school's questionnaire for parents completed in November 2011.

Inspection team

Cheryl Thompson, Lead inspector

Additional inspector

Sa'ad Khaldi

Additional inspector

Full report

Information about this school

- This is a smaller-than-average primary school serving the local community with around a quarter of the pupils living out of the school's catchment area. It has seven classes, including a nursery class each morning.
- Since the last inspection, the local authority Specialist Support Centre which was located within the school closed in July 2011. This centre catered for pupils with a range of complex, moderate-to-profound, multiple learning needs. Almost all of the pupils attending this centre have remained at the school. Consequently, there is a much higher than average proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of disabled pupils and those with special educational supported through school action is below average.
- There is a lower than average proportion of pupils known to be eligible for the pupil premium.
- The school works in partnership with the Children's Centre in Saxmundham to provide weekly 'Stay and Play' sessions.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the rate at which pupils in Reception and Years 1 and 2 learn to use letter sounds to help them read and spell by:
 - improving teachers' knowledge of the methods for teaching letter sounds through completing all of the planned training
 - providing rigorous daily teaching sessions to help pupils of all abilities increase their knowledge at a good rate
 - keeping detailed records of letter sounds and commonly used words pupils know in order to plan future learning
 - the headteacher and senior team monitoring provision rigorously and regularly to ensure improvement at a good rate.
- In Years 1 and 2, increase pupils' rate of progress and depth of mathematical understanding by:
 - improving teaching through providing explicit guidance for teaching assistants on how to use a range of practical mathematical activities to help underpin pupils' understanding of basic mathematical concepts, such as addition and place value
 - providing pupils, especially those who find learning difficult, with a good range of activities to help them understand and use their mathematical knowledge in practical situations

- the headteacher and deputy headteacher continuing to monitor provision regularly and rigorously to ensure improvement moves at a good rate.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement in the Nursery and Years 3 to 6 is good but in Reception and Years 1 and 2 pupils' achievement requires improvement.
- In the Nursery, most children start with skills and aptitudes lower than those typically found for their age, especially in communication skills. They make particularly good progress in their personal, social and emotional development and developing their communication skills. The excellent relationships within the class and the good relationships with parents ensure that children settle happily into class routines and make friends.
- In Reception and Year 1 and 2 classes, pupils make steady progress in learning basic literacy skills. However, this progress is not rapid enough to ensure that from their generally low starting points, they reach the levels expected for seven-year-olds at the end of Year 2. In Years 1 and 2, lower attaining pupils make some progress in developing basic mathematical concepts but do not have sufficient depth of understanding in order to apply their knowledge to simple problem solving.
- Pupils make good progress in Years 3 to 6. This good progress is the result of the headteacher's and senior team's rigorous use of the school's pupil progress tracking system to hold teachers very much to account for individual pupils' progress.
- Disabled pupils and those with special educational needs make similar progress to their peers. Throughout the school, teaching assistants are deployed particularly effectively to help pupils who sometimes find learning or managing their own behaviour difficult.
- School data detailing attainment in national assessments and tests in reading, writing and mathematics at the end of Year 2 and Year 6 indicate attainment has been low. However, school data has been skewed downwards by the results of pupils who attended the specialist support centre. These pupils make good progress from their starting points but do not always attain the levels expected for their age.
- Current attainment is broadly average at the end of Year 6 and below at the end of Year 2. Inspection evidence and data from the past two years shows that attainment has risen at a good rate, particularly at Year 6 in English where it was above the 2011 average in 2012 national assessments.
- Pupils of all ages enjoy reading and talking about the books they read. At Year 6, attainment is above average in reading and at Year 2, below. Younger pupils talk about the characters they like in their reading scheme books.

The quality of teaching

requires improvement

- Teaching in the Nursery and Years 3 to 6 is good.
- In Reception and Years 1 and 2, teaching requires improvement. Teachers do not teach the use of letter sounds rigorously enough to help pupils make rapid progress in learning to read and spell effectively.
- The main reason that teaching in Years 1 and 2 requires improvement is that teachers are new to the age groups and have only recent experience of teaching early literacy skills and have not yet completed all the training the school has planned for them. These teachers have a successful track record of good teaching and increasing the rate of the older pupils'

progress, particularly in writing. The headteacher has moved these teachers to the younger classes in order to promote increased progress in Key Stage 1.

- Observations in these classes indicate that pupils are making reasonable progress but that more training to learn and develop appropriate methodology for the age groups is needed and this is already planned.
- In Years 3 to 6, teachers plan lessons which challenge pupils of all abilities. As a consequence, pupils make good progress and are very positive about learning.
- Where teaching is good or outstanding in the older classes, teachers use their depth of understanding of what pupils already know and understand to underpin or extend learning. In the best lessons, teachers promptly note if pupils are quick, or not, to grasp an idea and adjust their teaching accordingly.
- Throughout the school, teachers mark pupils' work well. Pupils know how to improve their work, have time to do this and take pride in doing so.

The behaviour and safety of pupils are good

- Pupils' behaviour around the school and in lessons is good. They are polite and friendly to those they know and welcoming to visitors.
 - Pupils know and try very hard to keep the school's 'Golden Rules'. They think that the rules are fair and thoroughly enjoy 'Golden Time' provided as a reward for good behaviour.
 - Dinner times are friendly occasions where pupils demonstrate good manners and social skills.
 - In lessons, pupils have positive attitudes and take pride in working hard. They work well together and demonstrate a good level of respect for each other's views and efforts when they discuss ideas for their work. When the task is too difficult for them, younger pupils soon lose interest but are not disruptive.
 - All pupils are known well by staff. Good relationships between staff and pupils and pupils themselves are an important feature in the evident high self-esteem of pupils who find learning or managing their own behaviour difficult.
 - The learning mentor provides an effective link between home and school and good support for individual pupils experiencing emotional difficulties. Pupils feel very secure in the knowledge that should they need help, it will be provided.
 - Pupils know about different types of bullying, such as what is meant by cyber or racist bullying. They are confident incidences of bullying are very rare in the school and that, should they have concerns, any member of staff will help them.
 - Pupils like taking on responsibilities, such as class helpers in Reception or being members of the school council. They have a good idea of how to keep themselves and others safe.
 - Attendance is average.
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The leadership and management require improvement

- A shared ambitious vision, good management systems and high-quality teaching by the senior team are at the heart of the school's success. Since the last inspection, the headteacher has driven forward improvement at a good rate. The rate of pupils' progress has increased particularly well at Key Stage 2 where attainment is broadly average. There are no significant gaps between the attainment and progress of different groups of pupils.
 - The recent closure of the Specialist Support Centre has been managed effectively by the headteacher and governing body both in financial terms and in the care for pupils attending the centre so that their education has continued almost seamlessly.
 - The headteacher, senior team and governing body have a good understanding of the school's strengths and areas for improvement. This understanding is based on the recent more rigorous use of a systematic approach to evaluating the work of the school.
 - The school's tracking data for pupils' progress is used well to check if they are making enough progress from their starting points. It is also used well to ascertain that different groups of pupils make enough progress, for example, those pupils known to be eligible for support from additional government funding and those who have special educational needs or disabilities.
 - The local authority has provided effective support in areas requested by the headteacher. As a result, the headteacher and deputy headteacher have a very secure understanding of the features of good and better teaching. They have planned for training in the teaching of phonics for teachers moving to Key Stage 1 at the start of this school year.
 - Termly meetings, held with teachers to discuss pupils' progress, are robust with outcomes of these meetings used to promote, or not, movement to a higher pay scale, plan training, or deploy staff to areas where improvement is needed.
 - At the time of the inspection, the second week of a new school year, the well-considered strategies put in place to improve progress in Key Stage 1, especially in writing, have not had enough time to show a measurable impact. However in a literacy lesson observed, inspectors noted the teacher's good subject knowledge and how well pupils were enthused to write.
 - **The governance of the school requires improvement:** over half of the governing body are new to the role, and governance is developing well.
 - The governing body support the school effectively and ensure that safeguarding procedures meet requirements.
 - They have a good understanding of the budget and influence the prioritising of school spending.
 - The governing body have identified their training needs. They have made a good start on developing their knowledge of school data regarding attainment at Year 6 to compare with national data to see if the school is doing well enough. However, they have yet to develop an incisive understanding of data regarding pupils' starting points in the Nursery and their progress through Key Stage 1.
 - The governing body have ensured that the headteacher's performance targets are closely linked to pupils' achievement and hold her to account for progress in this area most effectively.
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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

Unique reference number	124617
Local authority	Suffolk
Inspection number	406257

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	172
Appropriate authority	The governing body
Chair	Peter Elliott
Headteacher	Joanne Stanley-Bell
Date of previous school inspection	2 December 2010
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