

# Wicor Primary School

Hatherley Crescent, Portchester, Fareham, PO16 9DL

## Inspection dates

12–13 December 2012

Overall effectiveness	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	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 make good progress, often from low starting points.
- Most pupils, including disabled pupils and those with special educational needs, make good progress in English and mathematics.
- Teaching and learning are good throughout the school. Teachers clearly care about the progress made by each child.
- Pupils are encouraged to learn both alone and with others. Most pupils take responsibility for their own learning.
- Pupils behave well and feel safe. Their above average attendance shows how much they enjoy learning. Careful planning ensures there is effective provision for pupils' spiritual, moral, social and cultural development.
- The enquiry-based learning programme provides rich and varied opportunities for pupils to enjoy their learning.
- The headteacher, senior leaders and governors are effective. They have a clear view of the school's strengths and areas for improvement and focus well on teaching and pupils' achievement. Governors work closely with the school's senior leaders to help the school improve.

### It is not yet an outstanding school because

- Not all teaching is yet good or outstanding. This is because there are a few variations in teachers' expectations of what pupils can achieve.
- Though progress is good from their starting points, the standards reached by boys in writing are not always as good as they should be.

## Information about this inspection

- Inspectors observed 24 lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Inspectors talked to pupils, looked at a large sample of their work, and listened to three groups of pupils read.
- Meetings were also held with teachers, a group of governors, and with the school's senior leaders. A telephone conversation was held with a representative of the local authority to discuss the extent and impact of support provided to the school.
- In planning the inspection, inspectors took account of the 57 responses to the online questionnaire (Parent View), the views of 19 parents and carers who spoke to inspectors during the inspection, and 30 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents including minutes of governing body meetings, the school's self-evaluation, the school's development plan, performance management documentation, planning documents, monitoring and assessment information, school policies and records relating to attendance, behaviour and safety.

## Inspection team

John Collins, Lead inspector	Additional inspector
Alan Jones	Additional inspector
Carol Worthington	Additional inspector

## Full report

### Information about this school

- The school is an above average sized primary school.
- Pupils are taught in single-aged classes throughout the school and in ability groups for mathematics in Year 6.
- Most pupils are White British.
- A below average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals or in local authority care.
- The proportion of pupils supported at school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- A breakfast club is available on the school site. This is managed by the governing body and formed part of the inspection.
- The school meets the government's floor standards, which set the minimum standards for pupils' attainment and progress.
- The school does not use any alternative provision.

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

- Reduce the few inconsistencies in teaching by ensuring that:
  - the pace of all lessons is appropriately challenging for all pupils
  - all pupils know and understand what they are expected to do and to learn.
- Ensure that all pupils, especially boys, make the same good progress in writing as they do in reading and mathematics by developing basic skills of handwriting, spelling and punctuation more securely.

## Inspection judgements

### The achievement of pupils

**is good**

- Children enter school with levels of skills that are much lower than expected for their age and they make good progress across all areas of learning. They settle well into classroom routines and are happy and safe. Many now read and write simple words and short sentences and count accurately to ten and beyond.
- Pupils build on this good start throughout the school. Attainment has been mostly average over the last three years, with writing less strong than reading and mathematics. However, the most recent national tests, school information on pupils' progress and inspection evidence confirm that pupils' achievement is good and their attainment is rising.
- The school tracks the progress of all its pupils regularly and thoroughly. This shows that pupils make increasingly good progress as they get older. Disabled pupils and those who have special educational needs make good progress as a result of teaching that is mostly well matched to their needs. Pupils enjoy reading and this is reflected in their improving reading scores by the end of Year 2 and Year 6 which are average and rising. They use a range of skills, including sounding out letters to read unfamiliar words. They understand what they have read and can describe the story and its characters well.
- Skills in writing are weaker than those in reading and mathematics. Scrutiny of pupils' work shows that pupils, especially boys, lack confidence when writing and are slower than they should be in developing the basic skills of handwriting, spelling and punctuation. Pupils enjoy mathematics and this is reflected in the quality of their work. One pupil, trying to solve a challenging algebra question, said she did not need help because, 'I like thinking about it.'
- The school makes effective use of the funding provided for the small number of pupils supported by pupil premium. School records and average point scores show that these pupils are making the same progress as their peers and sometimes better.

### The quality of teaching

**is good**

- Teaching is typically lively, enthusiastic and captures the interest of pupils. Pupils enjoy their lessons and say that they learn a lot. Parents, carers and pupils agree that teaching is typically good.
- Most teachers ensure pupils know what they are to learn and what they have to do but in a few lessons seen this was not the case and on occasion the pace of learning did not fully challenge all pupils.
- In the Early Years Foundation Stage, staff are skilled at observing children and use this information to plan activities to build on what children can do. There is a good balance of activities that children can select for themselves and those directed by adults. Staff provide children with time to work and play independently and this helps develop their confidence to tackle new experiences.
- One-to-one teaching is especially effective in helping disabled pupils and those with special educational needs to make the same progress as other pupils. Learning support assistants are very effective in this role.
- Though occasionally teaching requires improvement, the great majority of teaching is good or better. Teachers' explanations are usually clear and helpful. They give pupils good opportunities to ask and to answer questions, often probing and extending pupils' understanding; learning is often linked to real life and to other subjects.
- Talk partners are used to help pupils check their ideas and understanding. In one outstanding mathematics lesson seen, all pupils were learning to solve problems in algebra at a level normally expected of secondary age pupils. They clearly enjoyed the challenge and almost all made good progress.
- Teachers mark pupils' work regularly and give comments to help them improve and provide

opportunities for pupils to mark their own and each other's work.

- Some teachers make very effective use of interactive whiteboards, short video clips and computer programs to motivate and involve the pupils. One class used the internet to find out about space and made rockets that they tested with their teacher; a recording was made of this on a compact disc (CD).
- The teaching of phonics (letters and sounds) is effective and this aids pupils in their reading and writing skills. English and mathematics are generally taught well and help pupils to make good progress.

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

**are good**

- Pupils' attitudes to learning are good. Many pupils told inspectors they love the enquiry approach the school encourages. For example, a group of five pupils from Year 3 worked outside the classroom, discussing ways of removing plaque from teeth and how they could make a fair test to support their claims. During lunchtime, pupils of various ages wrote a radio script and broadcast it for the other pupils in the school.
- Pupils' behaviour is good and sometimes outstanding. Pupils respect each other's feelings, their property and religious beliefs. They are well mannered, courteous to each other and to adults, and are excellent school ambassadors. When given the opportunity to appraise the work of others, they do so tactfully and with a mature sense of judgement. They engaged inspectors in confident, interesting, intelligent conversation and demonstrated good listening skills.
- Pupils' attendance is above average and they are almost always punctual.
- Relationships are good. The pupils' good behaviour is a direct result of their enjoyment of learning and the consistent application of the school's behaviour policy. It contributes substantially to the school's good ethos.
- Pupils say they feel safe. All parents and carers that responded online confirmed this, as did those that met with inspectors. Pupils have a good understanding of how to stay safe. For example, they know about road safety; they understand what bullying and cyber-bullying mean and know what the school has advised them to do about it; they recognise that sometimes this can take the form of racist or other unpleasant language. They say there is very little bullying of any kind, and if any happens it is dealt with quickly.

### **The leadership and management**

**are good**

- Since the last inspection leaders and governors have taken vigorous and successful action to improve the quality of teaching and pupils' achievement.
- The headteacher, ably supported by his deputy, provides clear and determined leadership. The senior leaders and school governors work effectively together. They have a clear and accurate view of the school's strengths and weaknesses, reflected in the school's self-evaluation, and have shown determination and commitment to make improvements. The good progress of all groups of pupils from their starting points shows that their improvement plan is working. This is especially evident in the latest national tests that show the best progress made in the past four years.
- The curriculum motivates and captures pupils' interests and promotes their spiritual, moral, social and cultural development well. It provides a rich and exciting programme of opportunities for pupils to learn. This happens not only through the subjects taught but also through educational visits, clubs and contributions from visitors; it includes learning useful snippets of French, German and Spanish. There are wonderful displays of pupils' work, and stimulating posters providing learning opportunities on corridor and classroom walls.
- Leaders and governors have focused effectively on improving teachers' skills so that teaching

is good throughout the school. Ambitious targets are set, mostly relating to pupils' progress. These also tackle the school's priorities and are closely linked to relevant professional development for teachers and support staff.

- The local authority has, since the last inspection, provided a good level of support for the school. This has helped to improve the quality of teaching.
- Leaders have analysed the use of extra money, known as pupil premium, to ensure that those pupils who are in the greatest need receive the most help.
- Procedures for safeguarding are effective. All adults are carefully checked and arrangements for protecting pupils are rigorous. Staff ensure that all pupils have equal opportunities and discrimination of any kind is not tolerated.

■ **The governance of the school:**

- Governors visit regularly and know the school well. They keep up to date through regular training and compare the school's performance with that of similar schools both locally and nationally. They are well informed about pupils' achievements so they effectively check the work of the school and hold leaders to account. Governors know the strengths of teaching and are well aware of how school leaders have improved teaching since the last inspection. They know about the checks on teaching quality, which enable them to make informed decisions regarding pay awards for staff. They manage the school budget well and ensure that the pupil premium funds are spent wisely to enable eligible pupils to achieve as well as their classmates.

## 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>	115938
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	405612

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

<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>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debra Higginbotham
<b>Headteacher</b>	Mark Wildman
<b>Date of previous school inspection</b>	8–9 December 2010
<b>Telephone number</b>	01329 237412
<b>Fax number</b>	01329 825572
<b>Email address</b>	Mark.wildman@wicor.hants.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

