

# Wickham Common Primary School

Gates Green Road, Coney Hall, West Wickham, BR4 9DG

**Inspection dates** 20–21 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Teaching is good and improving. Senior staff and governors work well together to drive improvement. As a consequence, over time the school has maintained above average standards of attainment across all years.
- Additional adults support small groups of pupils well both inside and outside the classrooms. Pupils funded through the pupil premium make good progress as a result.
- Pupils have very positive attitudes towards their learning. They behave with maturity beyond their years, and show care and consideration towards others.
- The strong emphasis in the curriculum on giving pupils different learning experiences of the arts, and pupils' active involvement in different sports makes a strong contribution to their spiritual, moral, social and cultural development.
- Leaders and managers share their responsibilities well, and they have an accurate view of the school's strengths and weaknesses. Governors have increased their role and provide well-informed support and challenge to leaders.
- Effective use is made of different funds, for example the pupil premium fund and the sports fund. These close gaps in pupils' learning and have a positive impact on pupils' health and well-being, and ensure that the school is a safe and caring place.

### It is not yet an outstanding school because

- Teaching sometimes does not meet the needs of all pupils, especially in writing. As a result, in some lessons boys do not achieve as well as girls, and more able pupils do not achieve as well as they could.
- Marking in some subjects is not as helpful in guiding pupils to improve as it is in English and mathematics.
- Pupils are not always encouraged to take care when completing activities, so sometimes their work is untidy.

## Information about this inspection

- Inspectors visited 19 lessons or part-lessons. Some observations were carried out alongside the headteacher or deputy headteacher and other senior leaders. Inspectors also made a number of other short visits to classrooms and small groups supported outside the class.
- Inspectors looked at work from each year group, and samples of work from the previous year, much of this with the headteacher and senior leaders.
- Inspectors looked at a range of documents, including the school improvement planning, and records on behaviour, safety and attendance. They also looked at information on individual pupil's progress and teachers' performance, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 140 responses to the on-line Parent View survey. Written comments from 40 members of staff were also considered.

## Inspection team

Brian Netto, Lead inspector	Additional Inspector
Alistair McMeckan	Additional Inspector
Bimla Thakur	Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school.
- Most pupils are from White British backgrounds. A small number are from a wide range of minority ethnic backgrounds. Few of these speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding provided for children looked after by the local authority and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- There are breakfast and after-school clubs that are managed by an external provider. These are inspected separately.
- At the time of the inspection, one pupil was attending the local authority's nurture group at 'The Groveland Centre. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, a new extension to the school has been built. A new Chair of the Governing Body was appointed in May 2013, and there have been significant changes to staff who hold additional responsibilities.

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

- Increase the proportion of good and outstanding teaching so that pupils' progress, especially in writing, is accelerated in all lessons, particularly for boys and the most able pupils, by:
  - making sure that activities are consistently well matched to the needs and interests of all pupils
  - making sure that all teachers' marking consistently helps pupils to improve their work, and gives them regular opportunities to demonstrate their new literacy skills, especially in subjects other than English and mathematics
  - making sure that pupils are encouraged to present their work to the highest possible standard at all times.

## Inspection judgements

### The achievement of pupils is good

- Attainment in reading, writing and mathematics has been above national averages at the end of Key Stages 1 and 2 for over three years. Pupils' spelling, punctuation and grammar were above average for Year 6 in 2013.
- Current information shows that pupils make good progress in each subject from their different starting points. The teaching of letters and sounds to small groups of pupils is very strong and leads to good progress. Pupils who did not reach the expected level in the screening check at the end of Year 1 quickly catch up. Pupils' reading skills are well developed, there are many opportunities for them to read, and as a result they enjoy reading and achieve well.
- Children come from a range of different pre-school experiences, and generally have typical skills when they start in the Reception classes. They have many opportunities to develop their language, writing and number skills, so by the time they enter Year 1 they have made good progress and have skills higher than those typically found. However, at this early stage boys fall behind girls in some areas.
- Pupils' skills in writing conventions are very well developed. Across the school they use a range of grammar, punctuation and spelling with growing confidence. Pupils have well above average skills in using vocabulary and certain grammar and punctuation. This was clear in a Year 5 literacy lesson where they used colons and rhetorical questions with great skill as they wrote an explanation text using a complex sentence. As one wrote using vivid imagery, their own monster had 'a head like a tiger with massive jaws and teeth, legs like a kangaroo to jump into trees, and a scorpion tail full of poison'.
- Mathematics lessons are characterised by a strong focus on problem solving and investigation. A wide range of well-designed resources helps to meet the needs of different pupils and ensure their good progress. For example, Year 4 pupils used their understanding of number bonds and doubling numbers to identify patterns and tricks to help them make calculations easier.
- Pupils funded through the pupil premium are given good support in the classroom, and in small groups outside their usual classrooms. As a result the gap in achievement with their peers is small and reducing. In 2013, the gap in reading was less than four months. There was no gap in writing and mathematics.
- Disabled pupils and those who have special educational needs are also given effective support. Although work is not always sufficiently well planned to meet their individual needs, careful questioning and guidance help them to progress in line with their peers.
- The small numbers of pupils who speak English as an additional language gain confidence quickly in speaking and listening, and make good progress.
- Sometimes teachers do not plan work which sufficiently challenges pupils and which meets their needs and interests. This results in some not making the progress of which they are capable, especially some boys and more able pupils.

### The quality of teaching is good

- Much of the teaching is good in all subjects, including English and mathematics, and there is some that is outstanding. Teachers and other adults use highly effective questioning skills so that pupils can reflect more deeply on their learning.
- Relationships throughout the school are characterised by respect and consideration for others. Pupils respond quickly to adult guidance and questioning, so the school is a very positive place in which to learn.
- Teachers have high expectations, and this means the pace of learning is often quick. Expert questioning and clear demonstrations and explanations by the teacher helped pupils in Year 3 develop excellent awareness of how question marks and exclamation marks can be used in a variety of contexts.

- Teaching in the Early Years Foundation Stage is good because children are given many opportunities to develop a wide range of skills. They have a vibrant environment to work in, both indoors and outdoors, and make good use of a wide range of well-organised equipment.
- Additional adults provide effective support for small groups inside and outside the classroom. They use their questioning skills well to help pupils focus and develop their understanding. This particularly benefits disabled pupils and those with special educational needs.
- Occasionally, teachers set the same work for the whole class. Sometimes this means that more able pupils finish the work quickly, and do not move onto more challenging work.
- Sometimes pupils' written work is untidy and poorly presented. Pupils are not always encouraged to produce their best work.
- Improvements have been made to the way that teachers mark pupils' work. Pupils are given clear guidance on what they do well, suggestions on how to improve their work, and frequent opportunities to correct their work. However, although this is improving in literacy and mathematics books, it is inconsistent in other subjects.

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

- Pupils say that bullying is rare in the school. This is shown in the strong care and consideration they show to each other. The assembly theme of 'cool to be kind' was very visible in many small acts of kindness as pupils moved around the school. They understand how being friendly can prevent bullying and bad behaviour. They are confident that adults will deal quickly and fairly with any minor disputes.
- Pupils feel very safe in the school, and have regular opportunities to learn about how to keep themselves safe. They are confident in using computers using e-safety rules, and know how to avoid cyber bullying. Parents agree that the school places a high value on safety, and speak warmly about the school, praising its community focus. This helps the school to ensure that no one is left behind, including pupils educated at alternative provision, and confirms its strong commitment to equality of opportunity.
- Pupils have extremely positive attitudes towards all learning, and engage willingly with partners and in small groups. They show eagerness to respond to questioning, and are keen to find out more when set challenges. These positive attitudes are reflected in their improving rates of attendance, which are above the national average.
- The school environment is very attractive, and three-dimensional interactive displays are used well to promote pupils' curiosity and interest. The grounds are used well to promote healthy lifestyles and active play. This provides a very positive learning climate.
- Pupils take on a range of responsibilities around the school. As playground buddies older pupils help to sort out any minor problems. Members of the school council and the eco-group provide useful contributions to the school.
- The school uses a range of services to support the needs of the pupils. An effective partnership with the local authority behaviour support team provides support to improve behaviour and emotional development. This complements the school's work and ensures that behaviour is typically good at all times.
- Occasionally in some lessons, the activities provided do not offer challenges at the right level, and some pupils lose concentration.

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

- School leaders, including the governing body, are accurate in their evaluation of the school's strengths and weaknesses. Governors' evaluations are based on secure first-hand knowledge acquired through visits to the school.
- 'Successful learners, confident individuals, responsible citizens.' The school is very successful in its ambitions to achieve its vision for all pupils. A wide range of subjects based on promoting creative skills, coupled with many opportunities to take part in musical, cultural and sporting

activities, makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

- The school's plans correctly identify the main priorities that need to be tackled. Teachers' performance is robustly checked, so that they are held to account for the progress of the pupils, especially those whose circumstances make them vulnerable. As a result they are appropriately rewarded.
- Subject leadership is shared among senior leaders and other teachers. They take their responsibilities very seriously, and in many cases their regular checks on pupils' learning have led to improvements. For example, marking is now much more consistent in English and mathematics books and there are some examples of outstanding practice.
- The school benefits from its different school partnerships. Teachers are given frequent opportunities to improve their work through these links with other schools. These provide a wide range of opportunities for teachers at different stages of their careers to develop their skills. For example, all teachers receive training in promoting physical education and well-being as part of the primary sports fund.
- The school makes effective use of its different funds, for example so that pupils funded by the pupil premium achieve well, and all pupils benefit from the sports fund.
- The local authority provides a 'light touch' approach to the school, as it has maintained good levels of performance over a number of years. This is one indication that the school has a good capacity to sustain this performance.
- **The governance of the school:**
  - Following changes in the governing body, including the Chair, members of the governing body have taken a more decisive role in helping the school to improve. Many have undertaken a wide range of training opportunities. This has helped to develop considerable skills, and these have been used to good effect to support and challenge the school. Each governor has specific responsibilities, such as safeguarding. This ensures that all statutory duties are met. They have a thorough grasp of the impact that the pupil premium fund is having on raising the achievement of these pupils. They know how plans for the sports fund are ensuring that the school continues to be successful in competitions and in promoting the health and well-being of the pupils. They work closely with the headteacher to make sure that teachers' performance is carefully monitored so that they are suitably rewarded. They have helped the headteacher to balance the responsibilities held by staff, so that these are now shared equitably. The governors are well informed about how well the school is performing in relation to other schools, and how the school is improving the quality of teaching.

## 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>	107595
<b>Local authority</b>	Bromley
<b>Inspection number</b>	425611
<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>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katharine Cowley
<b>Headteacher</b>	Sheila Taplin
<b>Date of previous school inspection</b>	6 October 2008
<b>Telephone number</b>	020 84624927
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