

Wickham Market Community Primary School

Dallinghoo Road, Wickham Market, Woodbridge, IP13 0RP

Inspection dates 5–6 February 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- This is an improving school as a result of effective leadership by the headteacher and the good support from the deputy headteacher.
- Pupils are now making good progress and attainment is rising in reading, writing and mathematics.
- Pupils' behaviour in lessons and around the school is good. Pupils feel safe at school and their parents agree. No pupils have been excluded from school.
- Relationships across the school are strong. The majority of parents are content with what the school provides for their children.
- Teaching is typically good with aspects of excellent practice because of regular checking by the headteacher and other leaders. Teaching is outstanding in Year 6 and Year 4.
- Additional adults employed to support pupils' learning are effective and complement the work of the teachers.
- Pupils have very positive attitudes to their learning and they derive great satisfaction from being set harder work by their teachers and achieving well.
- Governors are effective partners in leading the school and fully discuss how well the school is doing with school leaders.

It is not yet an outstanding school because

- Whilst teaching is typically good and sometimes outstanding this is not yet sufficient to secure exceptional performance, particularly for the more-able pupils.
- Setting work which recognises that pupils are now making more rapid progress and therefore working at a higher level than in the past is not consistent across the school.
- Not all teachers ask sufficiently probing questions which encourage pupils to think more deeply about what they are learning.
- Expectations about the amount of work some pupils are capable of producing in lessons are not equally demanding in all classes.
- Whilst marking is greatly improved, some teachers' marking is not focused enough to show pupils how they can improve.

Information about this inspection

- Inspectors observed 13 lessons, four of which were joint observations with the headteacher. Inspectors also observed pupils moving around the school, in the dining room and at break and lunchtimes. They listened to pupils read.
- Meetings were held with pupils, senior leaders, subject and phase leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors took account of the 39 responses to Parent View (Ofsted’s online questionnaire for parents) as well as the views of a wide range of parents who spoke to inspectors and the school’s most recent parental questionnaire. Inspectors took account of the 28 staff questionnaires.
- Inspectors looked closely at a range of documentation including the school’s data about the progress of pupils, the school’s self-evaluation, improvement plans, safeguarding policies and records relating to the management of teachers’ performance.

Inspection team

Nichola Perry, Lead inspector

Additional Inspector

Andrew Lyons

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of the pupils are White British.
- The proportion of pupils eligible for the pupil premium funding (additional money given to schools for pupils known to be eligible for free school meals, children looked after by the local authority and some others) is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly in line with that found nationally. The proportion supported at school action plus or with a statement of special educational needs is significantly higher than average. This is because some pupils were previously attending the Specialist Support Centre located within the school that closed in 2011 and almost all the pupils remained at the school. This unit catered for pupils with a range of complex, moderate-to-profound and multiple learning needs.
- The school met the government's floor standards in 2013, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise attainment, particularly for more-able pupils, in reading, writing and mathematics by:
 - ensuring that all aspects of teaching, including lesson introductions, are sufficiently demanding and take account of pupils' improving rates of progress and higher attainment, so that more pupils across the school make good or better progress
 - encouraging pupils to think more deeply about what they are learning by asking more probing questions
 - requiring all teachers' marking to be more closely focused on what needs to be improved or developed so that pupils understand exactly how they can do better
 - having higher expectations that pupils in every class will produce a greater volume of work, specifically in writing and across a range of subjects, in the time available.

Inspection judgements

The achievement of pupils is good

- Achievement for the majority of pupils, from their relatively low starting points, is now good. Most pupils across the school make the progress expected for their age in reading, writing and mathematics. Increasingly, a higher proportion are making better than expected progress in all three subjects. This is because there has been good improvement in the quality of teaching, much of which was noted at the previous inspection and subsequent monitoring visits, along with significant improvements in the range and type of activities provided for pupils.
- In the past, pupils' rates of progress have not been fast enough as they progressed through the school which has meant that attainment by the time they left the school has been broadly average in all three subjects. The improved rate of progress now seen in the school, leading to rising attainment, is becoming equally secure across all year groups. This means that each year, there is less reliance on older pupils having to catch up on learning missed in earlier years due to some previously weaker teaching.
- Published national assessment data show a picture of improving attainment in reading, writing and mathematics by the end of Year 6. There was particularly good improvement in writing in 2013 so that standards in writing were above average for the first time. School assessments and work seen in the current Year 6 pupils' books show that attainment in writing continues to be above average. Work seen in pupils' books in all year groups indicates that writing is a developing strength in the school.
- School data show that attainment in mathematics and reading has also risen to above average by the end of Year 6. As with writing, work in pupils' mathematics books, along with what inspectors observed in lessons, confirms this. As a result of much improved teaching strategies for reading pupils read confidently and accurately. Pupils who find learning difficult are now making much better use of skills to help them read difficult or complex words because they are now more effectively taught how to apply these skills.
- Achievement has improved in the Early Years Foundation Stage so that in 2013 almost half of the children achieved a good level of development which is broadly in line with the national average. The re-organised arrangements for teaching in the Nursery and Reception class are working well so that teaching can concentrate more closely on the needs of each age group. Children in the Nursery make excellent progress in developing their speech, language and communication skills so that they quickly understand how to become 'good learners'.
- The children are given interesting activities to do and they benefit from being able to learn equally well indoors and outside. The good emphasis on teaching basic literacy and numeracy skills continues into the Reception class, again making sure that teaching and the activities provided enable children to achieve well. The teaching of phonics (the link between letters and the sounds they make) has improved significantly and is now taught well. This is reflected in the increased number of pupils achieving well in the Year 1 phonics screening check.
- A pattern of improving attainment at the end of Year 2, in reading, writing and mathematics, can be seen in national published data. As a result of better teaching, and specifically in methods of teaching skills such as phonics, the 2013 assessment for Year 2 pupils showed a very significant improvement. School assessment data, work seen in lessons and in pupils' books indicate pupils in the current Year 2 are on track for further improvement. Writing is now above average for the first time and attainment in mathematics and reading are continuing to rise.

- Disabled pupils and those who have special educational needs make good progress. Sometimes this progress is slower as a result of the severity or complexity of their needs. Government funding, with additional money provided by the school, is used to provide a wide range of additional sessions and one-to-one support for pupils with specific or more complex needs. This enables them to make up lost ground or provides additional help when pupils struggle with their learning. In particular, provision of speech therapy sessions is making a big difference to progress for children entering the school with weak speech and language skills.
- Pupils supported by the pupil premium fund also receive one-to-one tuition and additional sessions, funded by the premium and supplemented from the school's budget as necessary. 2013 national data show these pupils are now making consistent improvement and that they are keeping pace with improving trends for the school as a whole. Eligible pupils progressed faster than similar pupils nationally last year and better than their peers in reading and writing. In mathematics they progressed as well as similar pupils nationally and their peers. They are in the region of three terms ahead of their classmates in writing, one and a half terms ahead in mathematics and broadly in line with their classmates in reading.

The quality of teaching

is good

- Teaching is now typically good across the school. There are increasing examples of excellent strands developing within teaching in several classes. Outstanding teaching in Year 6 and Year 4 has contributed strongly to the improved rate of progress and rising attainment, especially over the last two years. This effective practice is being used well to help improve the quality of teaching for all staff.
- Teachers and additional adults use questioning to good effect. Pupils respond confidently because they know that their suggestions are highly valued by their teachers. However, only in a few classes have teachers developed especially effective ways of probing pupils' answers so that they are encouraged to think more deeply about what they are learning. Pupils work extremely well together and are very understanding of others' needs or difficulties. This is most notable when marking each others' work when comments are focused but sensitive.
- Improved marking is increasingly leading to a good dialogue between pupils and teachers. This is most effective where pupils are given time to really absorb what is being said. This is leading to sustained improvements in pupils' work and particularly in reducing basic errors such as capital letters, full stops and capital letters for proper nouns. Marking in Year 6 is an exemplar of good practice. This high quality approach to improving pupils' work is developing but is not yet embedded across all classes.
- Teachers ensure that activities for all groups of pupils are thoroughly planned and well-resourced. Most teachers provide good opportunities for pupils to practise their literacy and numeracy skills which are helping them to improve at a faster rate, particularly in writing, where pupils are now writing with greater confidence. However, in some pupils' books there are insufficient examples of pupils practising their skills across different subjects and expectations that pupils will produce an appropriate amount of work of a good standard in the time available are not always high enough. Work in pupils' books reflects teachers' high expectations of presentation very well.
- Where pupils learn quickly teachers plan lessons which are not too easy or too difficult, including the introductions. It is this level of planning and expectation which is ensuring that the most-able pupils, as well as some other pupils, achieve at the highest level in many aspects of their work. This is not secure practice across the school, however, so that expectations for the higher-attaining pupils are not always as high as they need to be in all subjects to ensure they achieve

the higher levels in national assessments.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in lessons, around the school, in the dining room and outside. Sometimes behaviour is better than this, such as in lessons where pupils are working at an extremely fast pace. Occasionally, in lessons where learning is slower, pupils become fidgety and disengaged. Pupils get on well together and genuinely care for each other. Pupils consider the behaviour seen during the inspection is typical. This is supported by their above-average attendance and the complete absence of exclusions.
- The atmosphere in school is calm. Pupils learn how to be polite both to each other and to adults because the school focuses strongly on developing good social and moral values. Pupils show a mature understanding that some pupils have difficulties which mean that they struggle to behave or communicate in the same way as other pupils. Pupils work effectively together, either in groups or in pairs. Even younger pupils understand the need for turn taking and sharing and adopt a democratic approach to such things.
- Pupils are proud of their school and they want to achieve well. Attitudes to learning are good. Pupils say they enjoy the range of different subjects and that they find the activities, particularly practical activities, interesting. All enjoy writing and this was evident from lesson observations and through their books where, from the Reception class upwards, writing is of an increasingly good quality.
- The school's work to keep pupils safe and secure is good. Regular checks are made to ensure all areas of the school are as safe as they can be. Pupils feel safe and their parents agree. They like and trust their teachers and other adults and feel listened to. Pupils understand well about personal safety, including e-safety and also about inappropriate use of language towards individuals or specific groups. They know what bullying is and is not and who to inform should it occur. They say that there has, in the past, been some isolated instances of name calling but these were swiftly dealt with and have not re-occurred.
- Liaison with parents, schools and other agencies who offer support for vulnerable pupils and their families is good and valued by the parents concerned. Pupils who transfer to the school benefit from clear boundaries being explained to them and also from other pupils' expectations that this is 'how we behave here'. This helps them settle quickly and learn well. Arrangements for pupils transferring into the Nursery and to secondary school are well planned and effective so that pupils feel well prepared for the next stage in their education.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher and the governing body, has successfully steered the school through a challenging period since the previous inspection. All staff, including support staff, are committed to improve and support senior leaders' ambitions for the school. They and the pupils themselves say the school is a happy place to work.
- Middle leadership roles are developing well, specifically, leadership of English, mathematics and the Early Years Foundation Stage, where strengths have contributed effectively to improving pupils' progress and attainment across the school in these areas. These leaders have played a key part in ensuring that the work planned for pupils, the quality of teaching and the monitoring of pupils' progress are the best they can be. Leaders at all levels have an accurate awareness of priorities to improve further and all now play a key part in the termly pupil progress meetings to

ensure that pupils are on track to achieve well.

- Regular checking of teaching and other aspects of the school has eliminated inadequate teaching and substantially raised the overall quality so that it is now typically good. Self evaluation is accurate and plans which guide the school provide clear and appropriate targets for action. Actions taken to address priorities for improvement at the previous inspection and subsequent monitoring visits have been well managed and moved the school forward. This demonstrates the school's capacity to improve further.
- Systems used to check and manage staff performance provide a regular dialogue with all members of staff which helps them improve their own performance and that of their pupils. The process has been effective over the last couple of years in helping underperforming staff to improve, as well as developing and rewarding good practice.
- Pupils' spiritual, moral, social and cultural awareness is developed well through the subjects and activities provided. There is good focus on developing basic skills and links are made between different subjects. The school uses additional funding for sport, enhanced with additional funding from the school budget, well. Pupils, who are not normally involved in sport, are provided with opportunities to engage in a range of activities to help them understand about healthy living and the enjoyment of team activities. This is contributing well to raising pupils' confidence and self esteem.
- The overwhelming majority of parents who have responded to questionnaires, as well as a significant number of parents spoken to during the inspection, are content with what the school provides for their children.
- The local authority has provided support for this previously 'requiring improvement' school as necessary and holds the headteacher in high regard for her work in supporting other local schools.
- **The governance of the school:**
 - Governors are well focused on the need to improve the school and have a very clear understanding of the school's strengths and weaknesses. They demonstrate good knowledge of published and school data about the school's performance and what it is telling them. Governors understand the systems used to improve staff performance well, including those used to reward good practice and those to manage underperformance. Increasingly, the governing body is recruiting new governors with specific skills from which the school can benefit in the future. Governors are extremely supportive of the school and are able to offer a good level of challenge to senior leaders. This is because they play a central role in shaping how the school needs to develop and have secure knowledge of the planned objectives to bring about improvement. Finance, including the pupil premium funding and additional sports funding, is managed prudently so that equality of opportunity is well promoted. The governors and the leadership team ensure that there is no discrimination within the school. Governors ensure that current requirements for safeguarding children are met and that regular checks are made so that the school is a safe place to be.

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	431624

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	185
Appropriate authority	The governing body
Chair	Peter Elliott
Headteacher	Joanne Stanley-Bell
Date of previous school inspection	13 September 2012
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