

Wicklewood Primary School

Hackford Road, Wicklewood, Wymondham, NR18 9QJ

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school offers all pupils a wide range of activities in a nurturing, caring environment. As a result, pupils achieve exceptionally well both academically and personally. They develop into confident young people who have a desire to learn and take responsibility for themselves and others.
- The headteacher, governors and other leaders have high ambitions for the pupils. They work well together as a team and make the most of their skills. As a result, teaching and pupils' achievement since the last inspection have risen to outstanding.
- Governors have a wide range of skills and have clear roles and responsibilities. They rigorously monitor the work of the school and check that pupils achieve as well as they should. They also provide excellent support for school leaders.
- Transition arrangements with the on-site nursery are outstanding and children enter the Reception class knowing the classroom environment and the adults they will meet. This allows them to get off to a good start and make rapid progress. As a result, they leave Reception well prepared for Key Stage 1.
- Teachers have high expectations of all pupils. They use pupil achievement data well to set work that is interesting and challenging, allowing pupils to make outstanding progress.
- School leaders frequently visit classrooms to observe learning and provide high-quality support and training for teachers so they can continue to develop their teaching skills.
- The number of pupils leaving Year 6 with higher levels of attainment is consistently well above average in reading, mathematics and English punctuation, grammar and spelling. The proportion of pupils making outstanding progress in writing remains average.
- Behaviour in lessons is outstanding because pupils want to learn. They show perseverance in their learning and enjoy work that challenges them. They frequently ask questions because they want to learn more.
- Behaviour around the school is exemplary. Pupils care for one another and older pupils talk about their role in ensuring that younger pupils are safe and happy in school.
- Pupils are given a high degree of responsibility, for example, acting as 'Bully Busters' who ensure that pupils are not bullied. This, and other leadership opportunities, means that pupils feel valued and very proud of their school.
- Pupils feel very safe in the school and know how to keep themselves safe.
- The curriculum is outstanding as it provides pupils with a wide range of subjects and opportunities to learn about the wider world and supports their spiritual, moral, social and cultural development. Pupils are well prepared for secondary school.
- Parents are highly supportive of the school. They value the opportunities available for their children and the high level of care they receive.

Information about this inspection

- Inspectors visited 10 lessons to observe learning. Senior leaders joined inspectors for four of these observations. Inspectors also looked at work in pupils’ books in lessons and conducted two work scrutinies with the headteacher and deputy headteacher in order to judge pupils’ progress in writing.
- Inspectors listened to two groups of pupils reading.
- Inspectors visited two assemblies.
- A range of documents were examined, including the school’s analysis of its own work and its improvement plan, information on pupils’ academic progress, and documents relating to the quality of teaching, behaviour, attendance and safeguarding.
- Inspectors talked to two groups of pupils and held informal discussions with pupils at break, lunchtime and at breakfast club.
- Discussions were held with the headteacher, seven members of the governing body, senior leaders subject leaders and the early years teachers. The lead inspector also spoke to the manager of the Wicklewood Nursery and a representative of the local authority.
- The inspectors took account of the 40 responses to the online questionnaire, Parent View, and the school’s own parental survey. They also spoke to parental informally in the playground at the start of school.
- The inspectors received and considered the views of the 31 staff that completed questionnaires, along with the responses to the school’s own staff questionnaire.

Inspection team

Caroline Parry, Lead inspector

Additional Inspector

Ian Evason

Additional Inspector

Full report

Information about this school

- Wicklewood Primary School is smaller than the average-sized primary school.
- The early years provides full-time education for children in the Reception class.
- Most pupils are White British. Only a small proportion of pupils are from minority ethnic backgrounds and only a very small number speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A below-average proportion of pupils is eligible for the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since September 2014, the headteacher has worked in school three days a week and, on the remaining two days, the deputy headteacher has taken on the role of acting headteacher.
- The school is part of the Wymondham Cluster of Primary Schools, in partnership with Ashleigh Primary School, Barford Primary School, and Barnham Broom C of E VA Primary School, Browick Road Infants School, Morley C of E VA Primary School, Robert Kett Junior School, Spooner Row Primary School and Wreningham VA Primary School. As part of the extended school provision, there is a separate nursery on the school site which is managed by the governing body of the school although it is not part of the school.

What does the school need to do to improve further?

- Improve pupils' achievement in writing by providing work that is more demanding so that pupils make the same outstanding progress in writing as they do in reading and mathematics.

Inspection judgements

The leadership and management are outstanding

- 'Be the best you can be' is the school's mission statement and this applies to pupils and staff. The headteacher, senior leaders and governors have promoted this vision by creating a culture wherein all members of the school community are listened to, respected and feel valued. The school provides a caring environment where each pupil is valued and able to join in with all that the school offers. As a result, pupils enjoy learning and achieve exceptionally well.
- Senior leaders have a determination to ensure that teaching is outstanding and have taken effective steps to support teachers to improve their classroom practice through training. Teachers are keen to improve and work with one another and other schools in the area to develop their teaching. Several teachers commented on how much the training they have received has helped them to improve their teaching. As a result, teaching is never less than good and has led to a year-on-year improvement in pupils' achievement. Teachers' pay awards are linked to the impact of their teaching on their pupils' achievement.
- Subject leaders are knowledgeable about their subjects and the standard of teaching within their subject area. They visit lessons, talk to pupils and look at their books in order to monitor progress. They also support teachers to develop their teaching and in developing learning activities. Another of their roles is to develop the curriculum. An example of this is a recent visit from a visiting author, who came into school to talk to pupils about writing books, resulting in the pupils working with a publishing company to produce their own books.
- The school rigorously tracks pupils' progress each half term. The information from this tracking is used very effectively to improve pupils' progress. Teachers use it to plan lesson activities that challenge pupils to accelerate their progress. It is also used to quickly identify any pupils who may be falling behind with their learning. Appropriate support is swiftly put into place for such pupils. Work in books and school data show that this support is effective in helping pupils to catch up. For example, the school noticed that, in Reception, children were not making as much progress in mathematics as they were in other subjects. Extra support was provided and they are now making rapid progress in this subject too.
- The pupil premium funding is used to ensure that disadvantaged pupils have the same opportunities as others in the school. The school provides academic support; for example, support with their reading, spelling and mathematics, and home learning activities (specific work to complete at home). Pupils have access to counsellors and the money is used so that eligible pupils are able to attend school trips and visits and join in with after-school activities.
- The headteacher strongly believes that pupils should be inspired and motivated by the subjects they study. The curriculum is outstanding as it offers a rich range of subjects to supplement English and mathematics. Pupils study art, music and drama, and the school offers three modern foreign languages. Subjects such as geography are studied through themes. During the inspection, pupils were learning about recycling as part of 'eco week'. The school is linked with a school in Germany and another in inner city London, and pupils correspond with pupils from these schools and have shared work with them. There is a wide range of trips and visits, such as residential trips and museum visits, which also support pupils' spiritual, cultural, social and moral development. Pupils are exceptionally well prepared for life in modern Britain, as tolerance and respect for others are taught in a variety of subjects. Pupils also understand the importance of democracy.
- Through the sports funding, pupils have the opportunity to take part in a wide range of sporting activities, including cricket, football, tag-rugby, athletics and orienteering. Pupils greatly enjoy these lessons, which contribute to supporting pupils in being healthy. Pupils also take part in sporting competitions with other local schools.
- The school provides activities beyond the ordinary school day, including a wide range of before- and after-school activities. Pupils have the opportunity to take part in activities such as dance, music, drama, self-defence and cookery. These activities change regularly as pupils are involved in deciding which activities are offered. Parents pay to use this additional provision on an hourly basis.

- The school works extremely closely with other schools in the Wymondham primary schools extended schools cluster. Until recently, the headteacher was chair of the cluster. The schools support one another in improving achievement for pupils within the schools. All schools are currently exploring ways in which they can improve writing. The school has links with the University of East Anglia for students wishing to enter the teaching profession.
- The local authority does not provide any support for the school unless it is requested. It has supported the school this year in reviewing its performance.
- The school's safeguarding and child protection procedures meet statutory requirements. Senior leaders and governors carry out frequent and rigorous checks to ensure that pupils are safe.
- The school has a good relationship with parents and carers, and this is reflected in the comments some parents made to inspectors informally. Several parents said they felt 'privileged to have their child in the school'. Staff unreservedly feel that the school is well led and managed.
- **The governance of the school:**
 - Governors are highly skilled and use their individual strengths to ensure that the school is providing the highest standard of education. They support senior leaders well but also challenge them. Governors know how achievement at Wicklewood compares to other schools nationally as they understand pupil achievement data. They receive regular and comprehensive information about pupils' achievement and the quality of teaching. They visit the school regularly to monitor its work. Governors ensure that pay awards are linked to pupils' progress. They set challenging performance targets for the headteacher.
 - Governors carefully manage the school's finances and monitor the spending of the pupil premium and sport funding, ensuring that these are having the desired impact on improving outcomes for pupils. Governors are diligent in fulfilling all of their statutory duties.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are proud to attend Wicklewood School and are extremely positive about the behaviour of others and the support they receive from their teachers. Pupils show respect for each other and older pupils show great consideration for those younger than themselves. Pupils who joined the school mid-way through the year told inspectors that they were made to feel welcome by pupils.
- Pupils have excellent manners and show respect for one another and adults. They respond immediately to requests by teachers and, when the bell is rung at the end of break and lunchtime, they promptly go to their classrooms and are ready to learn.
- In class, pupils show enthusiasm for learning and acquiring knowledge. They ask questions as they want to know the 'how' and 'why' of any subject. Pupils show perseverance when working and they enjoy solving challenging puzzles. Inspectors observed pupils in a mathematics lesson working on algebraic equations; they found these challenging but they would not 'give up' and they were proud of their success. Their excellent attitudes to learning contribute to their outstanding achievement.
- Pupils appreciate the opportunities to take on leadership roles within the school. They take their responsibilities seriously and are proud of their positions. The school's democratically elected school council has representatives from all year groups, including Reception. These pupils also form the school's 'leaders of learning' pupil committee. The pupils talked to inspectors about a recent survey they had carried out on learning within the school and how, as a result, some teachers had arranged their classrooms differently so that pupils can learn in the way that most suits them. They have also been involved in the development of the progress grids used to measure progress on the new National Curriculum. Pupils say that they 'liked to be asked and involved in decision making'.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school

because there is always a member of staff to support them.

- Pupils are aware of all forms of bullying due to the high-profile anti-bullying campaign driven by the 'Bully Busters'. These pupils are the Bully Intervention Group and their role is to 'look out' for pupils sitting on the friendship bench, or who may feel they are being bullied. They are trained in this role and are supported by staff. All pupils talk about the work of the 'Bully Busters' and younger pupils aspire to taking on the role.
- Pupils are aware of how to keep themselves safe when using the internet. Younger pupils told inspectors they should always check with an adult before using a website. Pupils told inspectors that racism does not happen, nor does homophobic bullying. They are taught through personal, social and health education and religious studies to respect the lifestyles and cultures of others.
- The school site is secure and safety checks are carried out regularly. The identity of visitors to the school is checked and no adult is allowed into pupil areas unless they are accompanied by a member of school staff. The school runs information sessions for parents on subjects such as cyber-bullying and the dangers of the internet. These are appreciated by parents, as they are well attended.
- Staff and parents unanimously agree that pupils are safe in the school.

The quality of teaching

is outstanding

- The quality of teaching is outstanding because teachers prepare interesting activities that are well matched to the pupils' level of skills, knowledge and understanding. Activities challenge pupils to think and develop their knowledge and skills. Inspectors observed a religious education lesson where pupils in lower Key Stage 2 were asked to consider what salvation meant and whether it only applied to Christians. Pupils enjoyed talking about this topic and presented interesting ideas about God in all faiths and whether anyone was without sin.
- Pupils are keen to learn more, and inspectors observed them frequently asking or talking about other methods of solving a problem in mathematics. This has led to pupils achieving exceptionally well by the end of Key Stage 2. As a result, Year 6 pupils are well prepared for the next stage in their education.
- Relationships in class are very positive and pupils show a resilience and perseverance to their learning. Teachers use questions skilfully to judge pupils' understanding and identify when they need extra support or are ready to be moved on to the next stage in their learning. Teaching assistants provide very effective support for disabled pupils and those who have special educational needs.
- Teachers provide pupils with clear targets for improvement, either in writing or verbally. When looking at work in pupils' books, inspectors were able to see how this guidance enabled pupils to progress. Books are marked frequently and relevant home learning is set regularly for all pupils.
- Pupils have the opportunity to use their reading, writing and mathematical skills in a wide range of other subjects. Work in pupils' books shows evidence of different types of writing and use of mathematical skills. Inspectors observed an orienteering lesson where pupils were using mathematics skills.

The achievement of pupils

is outstanding

- Due to outstanding teaching, pupils achieve exceptionally well across the school. At the end of Key Stage 2, the proportion of pupils gaining a higher level in mathematics, reading and writing has increased in the last three years. In 2014, pupils left Year 6 with attainment that was more than two terms ahead of pupils nationally. In English grammar, punctuation and spelling, pupils were ahead by more than a year. The progress pupils made over their time in Key Stage 2 was in the top 20% of schools nationally, although it was better in reading and mathematics than it was in writing.
- The work in pupils' books shows that pupils are making rapid progress, especially in reading and

mathematics, and good progress in writing. Outstanding progress is made in other subjects.

- The small number of disabled pupils and those who have special educational needs are exceptionally well supported. The school rigorously monitors their progress and provides extra help to meet their individual learning needs. As a result, they make consistently good progress.
- As a result of teachers' high expectations and the challenging work they set, the most-able pupils achieve exceptionally well. At the end of Year 6, the most-able pupils left the school with higher levels of attainment in all subjects. They did particularly well in mathematics.
- In the 2014 national tests in Year 6, the attainment of disadvantaged pupils in reading was about six months ahead of pupils nationally and in line with other pupils in the school. In writing, disadvantaged pupils were in line with pupils nationally and other pupils in the school. In English punctuation, grammar and spelling their achievement was just over six months ahead of pupils nationally and just below six months behind other pupils in the school. Current pupil progress data for the school shows that there is no gap between disadvantaged pupils and other pupils in the school.
- The proportion of pupils meeting the threshold in the end of Year 1 screening check in phonics (sounds that letters make) was below average. However, inspectors listening to pupils read found they read fluently and made very few mistakes. Pupils understand what they are reading and read a wide range of books. Most pupils have reading ages above those expected for their age. The support given to pupils who fall behind in their reading has rapid and notable impact on pupils 'catching up' with their reading. 'Everyone reads in class' sessions are supporting reading effectively and are enjoyed by most pupils.
- Mathematics teaching stretches pupils as it deepens their mathematical skills and knowledge through problem-solving activities and in subjects such as science.
- Pupils make good progress in writing but the proportion of pupils gaining higher levels of attainment, especially in Key Stage 1, is lower than in mathematics and reading. The school has recently introduced a different approach to teaching writing and inspectors could see that this is resulting in improved work in pupils' books. School data also shows that pupils' progress in writing has accelerated.

The early years provision

is outstanding

- The majority of children join the Reception class from the on-site nursery but there is a proportion who join from other nurseries or who have had no nursery experience at all. Transfer arrangements for the children are outstanding. Children from the nursery have the opportunity to visit the Reception class, both with and without nursery staff, and to work with Reception children to familiarise themselves with the school environment and meet the staff who will teach them. Reception staff accompany the nursery on their summer term outing so teachers can get to know the children better. All parents are involved in the assessment of their child at the start of Reception Year, and staff carry out home visits.
- Although children's starting points vary each year, in most years, the school assesses approximately half of the children to have levels of development that are below those typical for their age, especially in their language skills, writing and understanding of shape and number.
- Teachers are highly skilled at assessing children and providing activities that allow them to make exceptional progress. As a result, the proportion of children leaving the Reception Year with a good level of development is well above that seen nationally. Children are well prepared for Key Stage 1, although writing remains a relative weakness.
- Extra adults work well with the teachers and, as a result, they are highly effective in supporting children with special educational needs or the more able. They are skilled in identifying when children need help.
- Teachers know the children very well and, as a result, they plan topics that capture the children's imagination. Teaching methods are highly engaging, so that children greatly enjoy their learning. For example, during a phonics session, children were saying letter sounds using different voices, writing

letters with their 'magic pen' and making the letter shapes with their body.

- Pupils are developing good learning behaviours. They immediately respond to adults' requests and know the classroom routines. They enjoy learning and work together exceptionally well taking turns, listening to and helping one another. They talked enthusiastically to the inspectors about the visit of 'Goldilocks' and how they had tasted porridge. The children were also keen to show inspectors their work and invite them to read the letters they had written.

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	121205
Local authority	Norfolk
Inspection number	448521

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Peter Meacock
Headteacher	Sheila Greenacre
Date of previous school inspection	17 November 2009
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