

Wicor Primary School

Hatherley Crescent, Portchester, Fareham, Hampshire PO16 9DL

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders' and governors' actions have secured a good quality of teaching, learning and assessment across year groups and subjects.
- The headteacher's distinctive curricular vision is shared successfully with staff, parents and pupils. The focus is on the environment, to inspire awe and wonder and to enrich pupils' experiences and responsibility.
- The headteacher is highly respected by staff, parents, governors and the local authority. His ambition, commitment and vision make Wicor a calm and purposeful place to learn.
- Staff work tirelessly to raise pupils' aspirations and help them to become successful learners. Staff are held closely to account by leaders for the difference that their work makes. Staff morale is high and staffing at all levels is very stable. Staff feel valued and respected.
- The quality of teaching and learning is good. In lessons, adults rarely miss an opportunity to extend learning. Expectations and aspirations for pupils are high. However, there are opportunities to further extend the depth of learning for pupils who have a high starting point.
- Most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), are making good or better progress.
- Pupils achieve very well at the school. In almost every year group, the proportion of pupils reaching at least the expected standard in reading, writing and mathematics is above the national average.
- Historically, most Year 1 pupils succeed in the phonics screening check. Outcomes were above the national average. However, currently, the quality of the teaching of phonics in Year 1 is not consistently good. Some of the reading books in Year 1 include sounds that pupils do not know. This affects their confidence and slows their progress.
- The curriculum builds pupils' knowledge and skills very well across a wide range of subjects and opportunities. It ensures that pupils' personal development, behaviour and welfare are outstanding. Pupils' experiences are notably enriched by environmental and ecological studies.
- The clear and effective behaviour system has resulted in pupils and staff having a good understanding of expectations and consequences. Pupils' attitudes to learning are extremely positive across the whole school.
- Children in the early years are prepared well for Year 1. Staff work effectively together to provide rich learning experiences that enable children to thrive.

Full report

What does the school need to do to improve further?

- Improve the consistency in the quality of the teaching of phonics and ensure that reading books in Year 1 are well matched to pupils' phonics skills and knowledge.
- Further develop teaching and learning so that a greater proportion of the most able pupils attain well and reach the higher standards in reading, writing and mathematics combined.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior and middle leaders work effectively together to secure a good quality of education for pupils in this school. They evaluate the overall performance of their actions accurately and maintain high expectations of staff and pupils. As a result of the previous inspection, leaders introduced pedagogy leaders and progress leaders to ensure that pupils' progress is linked closely to professional development and research-based actions. All staff are well supported in their practice and professional development to raise standards. Consequently, year-on-year, most pupils make strong progress across subjects.
- Leaders assess pupils' achievements routinely. Consequently, they know the pupils well and have an accurate understanding of achievement across the school. Pupils who are falling behind are identified swiftly, and appropriate additional support is arranged.
- The headteacher's distinctive curricular goals aim to instil in pupils a sense of delight and curiosity about the world around them. Pupils experience and enjoy a plethora of opportunities to develop their knowledge, skills and understanding across a vast range of enriched curriculum activities while reinforcing and developing their English and mathematics skills. The extensive school grounds are used effectively to provide fascinating experiences, for example beekeeping and horticultural work. Leaders continually explore ways to make this learning meaningful, for example by selling boxes of vegetables to the community and promoting sausages made by the local butcher that contain produce from the school grounds.
- The indoor learning environment is stimulating and inviting. Teachers' development of 'invitational learning' provides an ever-changing platform to attract pupils into finding out more about their learning by posing questions relevant to current teaching, alongside resources to explore. The quality of pupils' learning on environmental and ecological issues is widely recognised. For instance, the school recently won an award for its work on the threatened extinction of the pangolin and for the production of a soap without palm oil.
- Pupils are encouraged strongly to take up their role as local, national and global citizens. Leaders utilise every opportunity to expose pupils to experiences that teach them about the world around them. Pupils learn about themes such as democracy and tolerance, but not necessarily the vocabulary associated with British values.
- Leaders use additional funding creatively and efficiently to support those pupils whom it is directed towards. The difference that their work makes to pupils who attract the pupil premium is evident in these pupils' attendance and academic outcomes. Pupils with SEND are supported similarly well.
- Leaders use the extra funding for sport thoughtfully. For example, leaders identified the low number of pupils leaving Year 4 who had achieved the swimming standards set for physical education. As a result, Year 5 pupils have been invited back to swimming lessons this year and, consequently, a much higher proportion are now able to swim the required length with confidence.
- The parental community holds the school in high regard. They appreciate the strong

leadership of the headteacher, who has created a school community where aspirations are high. Parents and carers value the enriched curriculum and the opportunities it offers. One commented, 'The school promotes environmental issues and is centred on nature and the welfare of the world around them. This school should be held up as a beacon to others.'

Governance of the school

- Members of the governing body use their wide range of skills and experiences to support leaders and act as critical friends. Governors are very proud to be associated with the school, particularly in relation to the school's ethos and culture.
- As a result of the review of governance following the previous inspection, governors take a more active role in school than they did in the past. School documentation demonstrates that governors frequently visit the school, both as a group and individually, as part of their links to leadership. Governors are eager to immerse themselves in the work of the school so that they have a clear understanding of the school's areas of strength and areas to develop further.
- Scrutiny of the minutes from governing body meetings demonstrates that governors do question senior leaders but do not robustly challenge and hold them to account for all aspects of school leadership.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders ensure that the safeguarding arrangements and practice in the school are effective so that pupils are kept safe and secure. All policies are up to date and reflect the latest guidance.
- The safeguarding team maintains the required confidential records and, when appropriate, shares information with relevant external agencies. The online process for recording information ensures that chronological records are well maintained and that the sharing of information is efficient across the team.
- Appropriate background checks are made on all adults in school to make sure that they are suitable to work with pupils. Staff receive regular safeguarding training and weekly updates. They understand their responsibilities.

Quality of teaching, learning and assessment

Good

- Pupils learn well over time, because leaders' carefully thought-out approach to planning and assessment across the school enables teachers to meet pupils' emerging needs promptly and successfully.
- In lessons, pupils enjoy their learning and participate with enthusiasm. Pupils typically demonstrate positive attitudes, working diligently to apply their knowledge and develop their skills.
- Adults question pupils thoughtfully to build on their previous learning and, increasingly, to make links between subjects. Staff use pupils' assessment information to make

changes to their teaching during lessons to meet pupils' differing needs. Most pupils make strong progress in a range of subjects, although, as leaders have recognised, the proportion of the most able pupils attaining higher standards in reading, writing and mathematics combined could be greater.

- Pupils' learning is supported by a range of interesting and relevant first-hand experiences. For example, pupils visited the touring 'Wave of poppies', then completed artwork and wrote poetry and letters based on their study of World War I. Currently, an animated film created by pupils on the work of Leonardo da Vinci is displayed at Buckingham Palace. Pupils welcome the chance to use their skills in different ways and to learn new vocabulary.
- Teachers have a clear understanding of the structure and organisation of the teaching of writing. Teachers choose a wide range of challenging texts to inspire pupils. They prioritise the development of a rich vocabulary. Pupils have opportunities to use this new vocabulary orally before writing, often in rich drama work. Pupils write a range of genres which are well matched to the learning needs of pupils. Pupils appreciate that they are writing for an authentic reason, and this motivates them to achieve. As a result, pupils make good progress. The most able pupils confidently use higher-order vocabulary as a result of teachers focusing on vocabulary development and understanding.
- The teaching of phonics in the early years prepares children well for Year 1. The teaching of phonics in Year 1 is largely effective. However, adults who are teaching phonics do not have consistently good subject knowledge. Also, pupils' reading books are not precisely matched to their phonics knowledge, and this can have a negative impact on their reading fluency and confidence.
- Leaders have introduced a mastery approach to mathematics which has started at Year 1. In key stage 1, the majority of pupils move through learning at the same pace, with opportunities for support and extension. Within this, the pitch of the work is consistent with the school's aim to 'teach to the top'. The sequence of work is logical and well judged. Pupils develop fluency and confidence through overlearning and opportunities to rehearse prior learning before adding new skills and knowledge.
- The teaching of mathematics in key stage 2 is less consistent in quality. The sequence and progression of tasks is clear and thoughtful, promoting the progress which is evident in most pupils' books. However, leaders rightly identify less evidence of planning for depth in some key stage 2 classes. Opportunities for pupils to reason and explain mathematically are promoted especially strongly in key stage 1 and in some year groups in key stage 2.
- Staff know the pupils as individuals, and teachers ensure that lessons meet the various needs of most pupils successfully. Disadvantaged pupils and those with SEND are supported effectively to take part in lessons, with carefully chosen resources, a range of suitable tasks and appropriate adult support.
- Precise, specific teaching in music, based on strong subject knowledge, ensures that pupils achieve very well in this subject, as seen in the whole-class clarinet lessons. Adults model good practice by learning the instrument alongside pupils. Year 4 pupils demonstrate a secure knowledge of notation and are able to follow along to play tunes. This contributes to fostering a love of music and helps pupils to develop their musical

skills, knowledge and understanding.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to school and learning are overwhelmingly positive. Pupils are rightly proud of their school and the wide opportunities that they have to learn and develop in and beyond school. They are polite, confident, friendly and articulate.
- The highly stimulating environment throughout the school provides an atmosphere that radiates high expectations. Pupils welcome opportunities to widen their horizons about the world around them, considering themselves to be guardians of the planet. They embrace the wide range of opportunities offered to them, including within the school grounds. They flourish as a result of a wide and increasing range of opportunities to contribute to and participate in local occasions, such as a display of their poetry in a local nature reserve. This builds their confidence and helps them to become effective citizens.
- Pupils feel safe; parents and staff agree. Pupils are confident that any adult would listen to any worries and resolve their concerns.
- Pupils have a sensible and well-considered view of bullying. While some candidly admit that it does sometimes happen, pupils spoken to were unanimous in their view that adults will always take it seriously and do their very best to tackle it, usually with swift success. The school's 'Beat the bully' motto appeals particularly to younger pupils, who typically feel safe and free from harassment and anti-social behaviour.
- A popular and well-organised breakfast club supports vulnerable children and is well connected to the mainstream school through liaison with staff. Children enjoy the range of activities. Children are registered and fully supervised throughout.

Behaviour

- The behaviour of pupils is outstanding.
- The school's chosen approach to teaching has a strong emphasis on learning behaviours such as independence and resilience. Pupils behave very well in lessons, where there is a calm and purposeful learning climate. They are attentive to staff, apply themselves diligently when working individually and cooperate well when working with their peers.
- Leaders track, monitor and analyse behaviour effectively through an e-system to which all staff contribute. As a result, leaders have a strong knowledge of individual pupils. They identify patterns and needs, taking steps to resolve any emerging issues promptly.
- During playtimes and lunchtimes, pupils play games sensibly or socialise well with their friends. Leaders use funding to organise adult-led games and activities at lunchtime. These opportunities are very popular, and pupils look forward to participating.

- Leaders are passionate about the importance of pupils attending regularly. Leaders carefully track the attendance of individuals and have built good relationships with families. This means that strategies to improve attendance are successful, particularly for the very small proportion of pupils who are more frequently absent. Attendance is in line with the national average for primary schools.

Outcomes for pupils

Good

- Current pupils make good progress across a range of subjects, including English and mathematics. This is clear in pupils' books and the school's information for pupils' progress in this academic year.
- In 2018, the proportion of pupils attaining the expected standard in reading, writing and mathematics by the end of Year 2 was well above the national averages, both at the expected level and at greater depth.
- Historically, the school's results in phonics have been strong. By the end of Year 1, the proportion of pupils achieving the expected standard in the phonics screening check has been above the national averages for the last three years. However, early indications show that the proportion who achieved the standard this year will likely be lower than previously.
- In 2018, pupils' progress by the end of Year 6 was in line with the national average in reading, writing and mathematics. Pupils' attainment in reading, writing and mathematics was well above the national average at both the expected and higher standard.
- Disadvantaged pupils generally make good progress. In 2018, the progress of these pupils by the end of Year 6 was above that of other pupils nationally in reading. It was below that of others nationally in writing and mathematics. Current evidence in books and the school's pupil progress information show that, in the main, these pupils are making good progress.
- Pupils with SEND make good progress in the development of their social and emotional skills. However, their academic progress in some year groups is more variable. Senior leaders monitor ongoing progress and work with other leaders and teachers to identify and implement appropriate interventions.
- In 2018, the proportion of pupils achieving the expected standard in reading, writing and mathematics combined was higher than the national average. The proportion achieving at a higher standard in the combined subjects was in line with the national average. Consequently, pupils are well prepared for starting their secondary school when they leave Year 6.
- Pupils develop their learning very well across a wide range of subjects, beyond English and mathematics. Pupils talk with pride and enthusiasm about their learning. They confidently articulate their thorough knowledge and understanding of the subject-specific vocabulary and concepts that they have been taught.

Early years provision

Good

- Children in the early years are well prepared for key stage 1 learning. The proportion of children reaching a good level of development has been above the national average for the last three years. This is because of their high-quality experiences during the Reception year. Teachers carefully use conversation and questioning to model, extend and check children's understanding and vocabulary.
- Teachers work together to ensure a consistent approach across both classes. Early years provision, including the outdoors, is well resourced, interesting and stimulating.
- Children show sustained interest in a range of activities and opportunities. They listen and talk to one another, take turns and share resources. During the inspection, children delighted in the chance to take part in an outdoor performance and to make musical instruments out of junk materials.
- Phonics teaching is effective, with teachers and assistants demonstrating good subject knowledge. Activities are well matched to children's abilities and needs. Adults model and check on children's understanding through questioning, repeating and rehearsing around what has been previously taught. Overlearning is a strong feature of the early years.
- The early years leader is aspirational in her outlook. She has a secure grasp of what is going well and what could be even better. Close links with parents are fostered and developed across the year.
- Leaders pay close attention to the needs of individual children to ensure that they all do well, including the disadvantaged, those with SEND and the most able pupils. The careful use of funding and targeted training for staff helps to ensure that children get the support they need to catch up with their peers, for example in communication and language.
- Leaders check regularly to make sure that standards remain high. They identify accurate priorities for ongoing development. They ensure that legal requirements are fulfilled and that arrangements to keep children safe are equally effective as in the rest of the school.

School details

Unique reference number	115938
Local authority	Hampshire
Inspection number	10088119

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Ms Karen Kershaw
Headteacher	Mr Mark Wildman
Telephone number	0132 923 7412
Website	www.wicor.hants.sch.uk/
Email address	admin.office@wicor.hants.sch.uk
Date of previous inspection	March 2017

Information about this school

- Wicor Primary School is a community school. It is larger than an average primary school.
- The majority of pupils at the school are White British.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who are disadvantaged is below the national average for primary schools.
- The proportion of pupils with SEND is below the national average for primary schools.

Information about this inspection

- Inspectors visited classes across year groups to observe pupils' learning and look at their books. Most of these visits were made jointly with senior leaders.
- Pupils talked to inspectors about their views of the school in classes, at breaks and at lunchtime. Inspectors talked formally to two groups of pupils. There were two responses to Ofsted's online pupil survey.
- The lead inspector met with a group of seven governors, including the chair of governors. The lead inspector also spoke to representatives of the local authority by telephone.
- School leaders met with inspectors to discuss the impact of their work. The group included the headteacher, senior and middle leaders and the safeguarding team.
- Inspectors scrutinised school documents, including the school's self-evaluation, records of pupils' progress, behaviour and attendance, and safeguarding records.
- Account was taken of 21 responses to the staff survey. A meeting was also held with a group of teachers, including newly qualified teachers.
- Inspectors considered 147 responses to the Ofsted online questionnaire, Parent View, and to the 124 free text responses. An inspector talked informally with parents at the start of the day.

Inspection team

Marcia Goodwin, lead inspector	Ofsted Inspector
Peter Dunmall	Ofsted Inspector
Malcolm Willis	Ofsted Inspector
Clive Dunn	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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