

# Wickham Market Primary School

## Inspection report

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<b>Unique Reference Number</b>	124617
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	314986
<b>Inspection dates</b>	27–28 February 2008
<b>Reporting inspector</b>	Robert McKeown HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Doug Stewart
<b>Headteacher</b>	Mrs Joanne Stanley-Bell
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Dallinghoo Road Wickham Market Suffolk IP13 0RP
<b>Telephone number</b>	01728746405
<b>Fax number</b>	01728748129

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Wickham Market is an average size community primary school situated near Woodbridge, in Suffolk. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is higher than is typical for this size of school. Ten pupils have a statement of special educational need. A special support centre, run by the school, caters for pupils with more complex learning difficulties. The percentage of pupils entitled to free school meals is below average. Many children start school in the Foundation Stage with skills and aptitudes that are below that expected for their age. The school has achieved the Active-mark award and Healthy School Status accreditation. The headteacher has led the school since September 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Wickham Market Primary School provides a satisfactory education for its pupils. Some aspects of the school's work are good and suitable action is being taken to bring about further improvements. A majority of parents who returned the inspection questionnaire are pleased with the education the school provides. The school acknowledges that it has to involve some parents more in understanding its work and in supporting their children's learning. It offers satisfactory value for money and has good capacity to improve.

Pupils make satisfactory progress, although this varies as they move through the school. The school's assessment records show that progress is better for the younger children and for those in their final year. Progress is generally more consistent in writing, something the school has been working on, than in reading and mathematics. The school recognises that standards should be higher. The national test results for Year 2 and Year 6 have fluctuated in the last two years. Improved systems have been introduced to keep a tighter check on pupils' attainment and these, along with improvements in teaching, indicate that outcomes should be better this year. Teachers and teaching assistants provide good support for pupils with learning difficulties and/or disabilities, both academically and emotionally, so that most are making satisfactory progress. The very few pupils who are at the early stages of learning to speak English are making satisfactory progress. The school successfully manages a special support class for a small group of pupils with complex learning difficulties.

Pupils enjoy coming to school and this is reflected in their good attendance. Relationships between staff and pupils are positive. Pupils say they feel safe at school and they feel confident about asking their teachers for help should they have a problem. During the inspection, behaviour in lessons and around the school was good, although some pupils and parents commented on the challenging behaviour of one or two individuals. The school gives suitable support to pupils who behave less well. The school council meets regularly, and this gives pupils the chance to contribute their views on school improvements and helping others. Older pupils show responsibility by taking on routine tasks, and by supporting lunchtime play and after-school club activities.

Teaching and learning are satisfactory and this is reflected in pupils' satisfactory progress. Good teaching and learning are evident in the classes where pupils are making the most progress. High numbers of pupils in some classes make it a challenge for teachers to meet individual needs and keep up with marking pupils' work. The quality of marking is variable and does not always provide sufficient guidance for pupils on how to improve. Many pupils know the targets they have for improving their literacy and numeracy skills but pupils are not yet fully involved in assessing their own learning. The curriculum is good and provides an appropriate range of learning experiences. A strong emphasis is placed on learning in English, mathematics and science.

Leadership and management are satisfactory. The headteacher and senior leaders have a good understanding of how well the school is doing and what requires improvement. There is a strong commitment to raising standards and ensuring all pupils have an equal opportunity to succeed. Governance is satisfactory. The school recognises that governors need to know more about how well the school is doing to enable them to prompt further improvements.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get a good start in the Foundation Stage. The Foundation Stage Profile for 2007 showed that children made good progress in most areas of learning but progress in acquiring early literacy skills was not as good. An improved system for teaching phonics is now in place and working well. Children enjoy their learning, experiencing a good range of indoor and outdoor activities. A good balance of adult-guided and independent activities are organised and matched well to children's abilities. Teachers are particularly good at providing clear models of spoken language and at challenging children's thinking through precise questioning. Assessment is good and supports children's learning effectively. Teamwork between staff in the Foundation Stage is very good. Regular meetings and joint planning ensure that children's transition across the classes is positive. Links with parents are also good, particularly for children starting in the Nursery.

### What the school should do to improve further

- Continue to raise standards, particularly in reading and mathematics, and ensure all pupils make good progress as they move through the school.
- Sharpen the approach to marking pupils' work and raise expectations for the quality of presentation.
- Extend links with parents to enable them to become more involved and active partners in their children's learning.
- Strengthen the role played by governors in challenging the school to improve.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children leave the Foundation Stage with skills and aptitudes that are generally at or below the expected levels for their age. Standards at the end of Year 2 have been broadly average in recent years. In 2007, they were well below average, although there were many pupils with learning difficulties and/or disabilities in this year group. Attainment in reading and mathematics was particularly low. Teachers' assessments indicate that outcomes for Year 2 in 2008 will be much better with pupils meeting or exceeding their challenging targets. Standards at the end of Year 6 dipped sharply in 2006. Outcomes improved in 2007 when results achieved by Year 6 pupils in the national tests in English, mathematics and science were close to the national figures. Good improvements were made in science but fewer pupils than predicted achieved the higher Level 5 in mathematics. Teacher assessments indicate that further improvements are anticipated in the results in 2008. The school has set very challenging targets for these pupils, particularly in mathematics.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils engage in a range of physical activities and they know about the importance of keeping fit and healthy. They benefit from their regular swimming opportunities in Years 5 and 6. Pupils enjoy having 'golden time' and

taking part in award assemblies. They believe that their school is a safe place and that they are able to share any problems they may have with their teachers. Pupils say that if bullying occurs, teaching staff deal with it successfully. Regular assemblies led by local churches and opportunities to learn about other communities through a focused multicultural day enhance pupils' personal development. Older pupils take on responsibilities by doing useful tasks around the school. Pupil play-leaders help organise lunchtime equipment and activities, and support the staff who lead after-school clubs for younger children. Pupils also raise funds for charities and take part in local community and school events. They acquire suitable literacy, numeracy and information and communication technology (ICT) skills to prepare them for their future learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, although during the inspection a majority of lessons observed were good. In these good lessons, teachers' high expectations and secure subject knowledge help pupils to learn effectively. Pupils have the chance to engage in practical learning and problem solving activities, which captures their interest. Teaching assistants are deployed effectively, providing good support for individuals and groups. Most teachers use their whiteboards suitably to support teaching, although greater use could be made of their potential to enhance learning. Some teaching is less effective and the pace of learning is not brisk enough. This affects pupils' concentration and application and results in them making insufficient progress. Teachers are making regular assessments of pupils' progress in reading, writing and mathematics and this contributes to the improved knowledge they have of any underachievement. Additional teaching sessions are used in literacy, but not in mathematics, to help children who have fallen behind to catch up. The quality of presentation in pupils' books and teachers' marking are too variable.

### **Curriculum and other activities**

#### **Grade: 2**

Attractive displays in classrooms and around the school illustrate the positive outcomes of pupils' learning in a good curriculum. Displays of artwork are particularly striking and pupils enjoyed taking part in an Art week last year. There are good opportunities for practical and cooperative learning with pupils making visits to places of interest, such as Foxburrow Farm. Physical education (PE) and sport have a prominent profile and many extra-curricular activities and competitions are organised by the school's sports manager. Pupils also have the chance to attend sessions led by sports coaches. The school acknowledges that the provision in music could be extended to involve more pupils in instrumental work and choral singing. Pupils have regular opportunities to use ICT to support their learning across subjects. Positive links are established with local primary and secondary schools with pupils attending design and technology, drama and mathematics workshops. A secondary school modern foreign languages teacher leads French sessions for older pupils.

## Care, guidance and support

### Grade: 2

Staff provide a good level of care and support for all pupils. Suitable safeguarding arrangements are in place and risk assessment procedures are thorough. Staff have had recent first aid and health and safety training, which included the effective management of pupils' behaviour. Good emphasis is placed on promoting healthy lifestyles. One display in Years 1 and 2 reminds pupils about the importance of washing hands for good personal hygiene. Pupils are encouraged to follow the school's golden rules and are rewarded if they meet teachers' expectations. Assemblies are used well to promote positive attitudes and achievements. All classes have displays of pupils' targets in literacy and numeracy. Most pupils know which target applies to them. Although teachers closely monitor pupils' progress through the year, marking is not effective enough in helping pupils to know what they need to do to improve. Recent improvements have been made to the individual education plans written for pupils with learning difficulties and/or disabilities by defining their learning targets more precisely.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Senior leaders acknowledge that pupils' achievement is not yet good enough. This has led to positive action being taken to bring about improvements, such as introducing a new programme for teaching phonics to improve pupils' reading. Subject leaders for English and mathematics keep a close check on the quality of provision. Teamwork among staff is good. The teaching assistant team is well organised, skilled and feels valued by the school. The school improvement plan includes detailed action plans for each subject; some, but not all plans, include precise targets which relate to outcomes for pupils. The senior management team has worked together observing lessons and giving teachers guidance on improving their teaching skills. Leaders recognise that, observations are not sufficiently focussed on learning outcomes and teachers' use and application of assessment, including marking. Developing governors' influence and involvement through better-structured committee work is a current priority. Links with subject leaders have been set up to enable governors to find out more about the curriculum.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

29 February 2008

Dear Children

Inspection of Wickham Market Primary School, Wickham Market, IP13 0RP

Thank you for helping us with our inspection work when we visited your school. We enjoyed the two days we spent with you. Please thank your parents for completing the questionnaires about their views of the school.

It is our opinion that Wickham Market Primary School is satisfactory. Some things are good and some things need improving. We were impressed with the displays of your work around the school, especially the artwork, and like the idea of having targets to help you improve. It was good to know that you have the chance to do lots of PE and sport, which helps to keep you fit and healthy. We thought your behaviour was good and that most of you worked well in your lessons. We were pleased to see you have a school council to represent your views and that you have clubs to go to after school. Your teachers and the adults that support you are working hard to provide you with interesting lessons; they care for you well and want everyone to succeed.

At the end of the inspection, we asked Mrs Stanley-Bell and your teachers to keep working at helping you to do better in mathematics and reading. We also asked them to get your parents more involved in what is going on in school. We would like you to make sure the work you do is presented well, and asked your teachers to give you more ideas on how you can improve your work. Finally, we asked the governors to keep a closer check on how well the school is doing.

You have a lot to look forward to in the rest of the year; I hope you do your best and enjoy it.

With best wishes,

Rob McKeown

Her Majesty's Inspector