

# Wickham Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116325
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338793
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	Susan Gadd 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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Roger-Jones
<b>Headteacher</b>	Miss M Ackland
<b>Date of previous school inspection</b>	7 May 2001
<b>School address</b>	Buddens Road Wickham Fareham PO17 5HU
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed 15 lessons each taught by seven different teachers. They also conducted two learning walks, one focusing on teaching and learning across the school and the other on behaviour. They also scrutinised samples of pupils' work. Meetings were held with groups of students, staff, governors and the local authority. They observed the school's work, and looked at a range of documentation including policies, data and analyses, records of the school's monitoring, governors' minutes and questionnaires completed by two staff, 109 pupils and 37 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- evidence about attainment, learning and progress for all groups of pupils, particularly in mathematics
- whether pupils are clear about how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, on ensuring that good steps are taken to embed ambition and drive improvements forward
- whether the school has been effective in addressing the issues raised in the last inspection.

## Information about the school

Wickham Church of England Primary School is a smaller than average school with one class in each year group. The proportion of pupils entitled to free school meals is lower than average as is the percentage of pupils from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above average. They include pupils with specific learning difficulties, autism, those with emotional, social and behavioural difficulties and those with physical disabilities. A club managed independently from the school provides breakfast and after-school care for pupils; the school also has a children's centre on its site. Both of these provisions will be inspected separately. The current headteacher has been in post since September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wickham Church of England Primary School is a satisfactory school. It has some good features. One comment from a parent captures the views expressed by the majority and concurs with inspection findings: 'The new headteacher has made an enormous impact on the learning and ethos of the school.' There has been an unavoidably high level of staff absence this year, although the school has worked to limit the negative impact of this on pupils' outcomes. Inspection evidence shows the following.

- Children in the Early Years Foundation Stage make satisfactory progress in Reception.
- By the end of Key Stage 2 pupils have made satisfactory progress and attainment is broadly average, although this achievement is inconsistent in English and mathematics as pupils move throughout the school.
- The headteacher provides clear leadership with a strong focus on improving the learning experiences of pupils and developing the leadership skills within the school. As a result of this emphasis on leadership the senior leaders are now beginning a cycle of regular monitoring. Self-evaluation is detailed and accurately identifies the school's strengths and weaknesses, but many improvements are recent, and it is too early to evaluate their full impact on pupil outcomes. Past information about pupils' progress is inaccurate and does not fully inform the school about pupils' learning needs. However, overall, the school's capacity for sustained improvement is satisfactory.
- Adequate progress has been made towards achieving the improvement points from the last inspection.
- Teaching and assessment are satisfactory, although there are pockets of good practice within the school. In these pockets, pupils are challenged to do their best and are fully engaged in their learning. In the best lessons learning proceeds at a brisk pace and planning is informed by accurate prior assessment of pupils' attainment. Together with good questioning this ensures that pupils in these lessons achieve well and their behaviour is good. In other lessons, however, the work set does not provide sufficient challenge to meet the needs of different groups and pupils become restless and lack the concentration required to make good progress. As a result, overall behaviour within the school is no more than satisfactory. Pupils have limited understanding of their targets in English. Where marking is at its best it provides pupils with their 'next steps to learning' but this good practice is not consistently applied in all subjects.
- Pupils are clear about what makes someone healthy and understand the importance of eating in a healthy manner and taking regular exercise. Pupils enjoy attending

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the many active clubs offered by the school but many find it difficult to adopt healthy eating habits at break time.

- Care, guidance and support are good. The school has established good partnerships that help promote the well-being of its pupils.

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

- Raise achievement in mathematics and English and extend existing good practice in teaching to all areas of the curriculum by:
  - focusing leaders and managers at all levels on accelerating pupils' progress
  - regularly monitoring the outcomes of initiatives and the impact they have on pupils' progress
  - developing an approach to marking that provides pupils with clear guidance on how to improve their work and ensuring that pupils know and understand their targets in English
  - ensuring that work set always meets the needs of different groups of pupils and provides the appropriate challenge
  - developing the accuracy of assessment so that pupils' progress and attainment can be effectively tracked throughout the school.

**Outcomes for individuals and groups of pupils****3**

Pupils' progress is satisfactory and attainment is broadly average. In lessons where work is well matched to the needs of different groups of learners pupils enjoy their learning. Evidence in work books suggests that attainment in writing is already rising. They develop their social skills well through working in groups cooperating and listening to one another. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support given to them in groups and as individuals.

The school has a caring atmosphere in which pupils feel safe. They enjoy their many responsibilities around the school and are proud of being members of the school council. They have helped to develop the playground facilities and are currently considering new ways of reducing litter. Some children forgo their lunchtime to become 'reading buddies' for younger children within the school. Beyond the school, pupils make a good contribution to others by raising money for charity events, suggesting how to improve the village square and otherwise actively contributing to village life.

The spiritual, moral, social and cultural development of pupils is good. Pupils enjoy assemblies and appreciate the provision of 'circle time'; as one pupil stated, 'It feels good to talk about your feelings'. There are satisfactory opportunities both in and out of the formal curriculum, such as 'Asian Arts Festival', for pupils to learn about a variety of cultures. Pupils are able to apply their literacy, numeracy and information and communication technology skills to sound effect within lessons and this, along with the development of their personal skills, prepares them adequately for their next stage of development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Resources are well used to stimulate learning including the effective use of interactive whiteboards. Learning support staff actively engage in pupils' learning throughout the different parts of each lesson. However, the quality of these interventions varies across year groups and subjects such that pupils are not always challenged to achieve their best.

The curriculum is broad and balanced; in the morning pupils are engaged in literacy and numeracy while in the afternoon a cross-curricular approach to learning is adopted where pupils learn through topics. However, arrangements are not yet flexible enough to take account of pupils' many different needs and interests. The formal curriculum is well supported by enrichment activities such as the many extra-curricular clubs and visits. Some pupils in Year 6 talked with enthusiasm about the forthcoming trip to France and how they were looking forward to practising their French and tasting French food.

The school is highly focused on ensuring that the care, guidance and support pupils receive are good. They have established close links with a range of outside agencies to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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ensure that vulnerable families are well supported and that appropriate interventions support pupils' personal development and well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

Since September the new headteacher has ensured that leaders and managers have been engaged in monitoring activities to improve the quality of teaching and raise pupils' attainment. Extensive staff training has helped to develop staff confidence and good practice within the classroom. The school has now set challenging targets for pupils' progress. The school's effectiveness in promoting equality of opportunity and tackling discrimination is satisfactory. Governors are aware of the areas for improvement and are beginning to hold the school to account. They have established two committees to consider standards and outcomes and resources. Safeguarding procedures are good. This is an inclusive school which makes a strong contribution to its local community but now needs to develop its links with other schools both within the United Kingdom and abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Staff establish effective partnerships with parents through home visits before children start school; this helps them to settle into school life. Children's behaviour overall is satisfactory. They generally listen carefully and act responsibly, although sometimes take a while to settle to task. When children begin in Reception, their skill levels range from below those expected for their age to broadly in line. Performance levels in personal, social and emotional development, communication, language and literacy and mathematical development are relatively weak and below those normally expected.

The rich indoor learning environment is a particular strength of the provision. It is used well to help build children's confidence and encourage their independence and learning. Consequently, children make good progress in their social and emotional development and satisfactory progress overall. There is a balance of adult-led activities and those which children can choose for themselves and children move seamlessly between indoors and outdoors. The outdoor area is less well developed than indoors, although plans are in place for significant improvements. Staff effectively support children's work in small groups; however, on occasions there are missed opportunities to extend children's learning through appropriate questioning and support in child-initiated activities. Children respond well when they are encouraged to take an active part in lessons. A good example of this was seen during a story-telling session when all pupils listened spellbound and excitedly predicted what would happen next.

The Reception class teacher and her teaching assistant regularly share information about individual children to ensure that they feel safe and well cared for. Assessment and planning are generally effective, identifying some differences in the needs of groups of children. The Early Years Foundation Stage leader knows what is needed to improve the provision.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents who responded to the parental questionnaire were overwhelmingly positive about the school and of the appointment of the new



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headteacher. They all agreed that the school keeps their children safe and the majority agreed that their children enjoy school and the inspection evidence concurred with this. A few parents were rightly concerned that their children do not make swifter progress as they move through the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wickham Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 172 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	13	35	1	3	0	0
The school keeps my child safe	25	68	12	32	0	0	0	0
The school informs me about my child's progress	19	51	17	46	1	3	0	0
My child is making enough progress at this school	14	38	18	49	5	14	0	0
The teaching is good at this school	12	32	21	57	3	8	0	0
The school helps me to support my child's learning	15	41	19	51	2	5	0	0
The school helps my child to have a healthy lifestyle	16	43	19	51	1	3	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	46	15	41	1	3	0	0
The school meets my child's particular needs	15	41	19	51	3	8	0	0
The school deals effectively with unacceptable behaviour	14	38	20	54	2	5	0	0
The school takes account of my suggestions and concerns	10	27	22	59	3	8	0	0
The school is led and managed effectively	22	59	12	32	1	3	0	0
Overall, I am happy with my child's experience at this school	16	43	18	49	2	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 March 2010

Dear Pupils

Inspection of Wickham Church of England Primary School, Fareham, PO17 5HU

You may remember that three inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable.

Your school provides you with a satisfactory education and these are the best things about it.

- You make satisfactory progress in your work and reach broadly average levels.
- You like attending the many clubs.
- It is a happy place where you get on well with each other.
- You know the adults keep you safe.
- You understand how to stay healthy.
- You enjoy taking on responsibilities within school and contributing to events within the village.
- Your headteacher and staff care for you very well and they work closely with other adults outside of school to support you.

We have asked your school to do four things to make it even better.

- Improve the quality of teaching and learning in lessons.
- Make sure that the work you are given is at the right level for you.
- Use marking to regularly show you how to improve your work.
- Get better at knowing how well you are learning and how much progress you are making as you move through the school.

You can help by regularly attending school and continuing to work hard in all lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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