

Wicklewood Primary School

Inspection report

Unique Reference Number	121205
Local Authority	Norfolk
Inspection number	339896
Inspection dates	17–18 November 2009
Reporting inspector	Andrew Stafford

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Paul Sully
Headteacher	Judith Beardsworth
Date of previous school inspection	5 June 2007
School address	Hackford Road Wicklewood Wymondham
Telephone number	01953 602333
Fax number	01935 602333
Email address	head@wicklewood.norfolk.sch.uk

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school development plan, policies, including those relating to safeguarding and equal opportunities, and the 60 questionnaires completed by parents and carers, and those from pupils and staff.

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

- the achievement of individuals and groups of pupils, especially the more able, and particularly in English
- the impact of developments to the curriculum
- the quality of teaching across the school and the quality of provision in the Early Years Foundation Stage.

Information about the school

The school is smaller than average and draws its pupils from a rural area to the west of Norwich. The vast majority of pupils are White British, the remainder representing a range of other heritages. All speak English fluently. The percentage of pupils who are eligible for free school meals is very low. The percentage of pupils with special educational needs and/or disabilities is below average. The proportion of pupils with a statement of special educational needs is above average. The school has received several awards including Healthy Schools and Sports Active Mark. The school provides day care for children aged three to four years in the Nursery, together with before- and after-school care. Both aspects of childcare are managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good standard of education for its pupils. This reflects the clear vision of school leaders which promotes pupils' personal development and academic success well. Pupils' behaviour is outstanding and attendance is well above average. The school provides a wide range of interesting activities for pupils, which contribute to their considerable enjoyment of school. Pupils contribute well to the community and demonstrate a good commitment to adopting healthy and safe lifestyles.

Pupils get off to a flying start in the Early Years Foundation Stage, where they make outstanding progress. Pupils' progress in Years 1 to 6 is good. Attainment in mathematics and science in Year 6 has been above average for the last three years, both at the expected and higher levels. Attainment in English has not been as high, especially for the more able pupils. This has been the picture for a number of years and the school recognises, rightly, that it needs to be addressed through providing teachers with further training. Almost all pupils make satisfactory progress in English but evidence in their written work shows that there are too few opportunities for them to select their own topics or themes to inspire their writing.

In good and outstanding lessons, pupils are totally involved in learning and are challenged to use their skills well. The more able are equally challenged and are achieving well, especially in English. While no teaching is inadequate, there is some variation in quality. For example, a minority of teachers do not use the skills of the teaching assistants effectively to support all aspects of pupils' learning.

Given its track record of continuing improvement and the maintenance of above average standards and effective provision, the school demonstrates a good capacity to sustain improvement. Self-evaluation is robust and accurate and the school is well led by the headteacher and other leaders. As a result, there are effective plans to bring about further improvements. These are well underway. The impact of these can be seen in the higher standards achieved in the national tests in 2009, particularly in mathematics and science. There are signs of improvement in English though not yet at the higher levels. The school tracks pupils' progress effectively to inform planning and teaching, though pupils are not fully aware of how to achieve the higher levels in their learning in English.

What does the school need to do to improve further?

- Raise standards in English over the course of the academic year by:
 - implementing plans to provide professional development for staff in teaching English to achieve high quality across the school

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- giving pupils more regular opportunities to select their own topics and themes to inspire their writing.
- Involve pupils more fully in assessment, especially in English, by:
- setting clear individual performance targets so they all know what needs to be done to achieve the higher levels.

Outcomes for individuals and groups of pupils**2**

Pupils really enjoy school. They achieve well because they respond positively to the good variety of learning experiences provided. All pupils, boys and girls, and those with special educational needs and/or disabilities achieve good outcomes. The school's surveys showed that some children mentioned literacy as one of their favourite subjects but inspection found there was some lack of enthusiasm for writing. Otherwise, pupils show commitment to the task in hand and work at a good pace. The trend of above average attainment was sustained in Year 6 in the most recent 2009 unvalidated tests. Almost all the current Year 6 are already working within the levels expected of 11-year-olds in mathematics and science.

Behaviour is exemplary. Relationships throughout the school are very positive and pupils say they feel safe in school. Pupils respond well to the school's provision to teach them how to lead healthy lives, not only in wanting to take plenty of exercise but also in eating more fruit and vegetables. As one pupil explained, 'We like chocolates and sweets but know fruit is better for us'. Pupils show strong spiritual, moral and social awareness. They mix easily with each other and there are very few disputes which they cannot resolve themselves. They show respect to those they meet from different backgrounds, and are developing better understanding of cultures different from their own. The small number of pupils whose circumstances make them vulnerable, such as those with physical or social and emotional difficulties, indicate that they are well cared for and are helped to develop independence and to play a full part in the life of the school.

Pupils are very enthusiastic about contributing to the work of the school and the local community. For example, they act as play leaders and help to organise games, and act as playground friends who keep an eye on other pupils who may need social support. With their good attitudes to work, good basic skills, excellent attendance and very good teamwork, pupils have the skills necessary for a successful future.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good quality relationships between staff and pupils and the lively way in which most lessons are presented are major strengths in the good teaching. There is good support for pupils with special educational needs and/or disabilities and teaching assistants contribute skilfully to supporting their learning. In the best lessons, pupils are really challenged to use their skills well. For example, in one lesson pupils confidently and accurately applied their literacy skills to analyse difficult texts on myths and legends. While most teaching is good or better and leads to pupils' overall good progress, there is some variation across the school. The teaching of writing is improving as a result of a whole school focus. Recent developments in the approach to assessing pupils' work are enabling staff to have an improved understanding of what needs to be done to help pupils to make the progress of which they are capable. As yet, the use of this information is not consistent as a means of raising aspirations and enabling pupils to reach the higher levels¹ in English.

The school has successfully developed a curriculum that is relevant to the pupils and that links areas of study to key skills. Good attention is paid to the key skills of literacy and numeracy in all subjects. There is a good international dimension to the curriculum that includes links with Ghana. Modern foreign languages are a strong feature of the curriculum and there is a wide range of after-school clubs. Pupils say that extra activities are one of the best things about school. For example, pupils from Years 1, 2 and 3 were bursting with enthusiasm about their trip to museums to study Victorian toys. The use of visiting staff, including a sports coach, enhances provision further.

Outstanding aspects of the care, guidance and support the school provides include the

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system to support excellent attendance and pupils' outstanding behaviour. Partnerships with outside agencies to support pupils with special educational needs and/or disabilities are very good. The school provides effective support for families, and those with emotional difficulties, through the family link worker and other agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

There is a very strong shared sense of purpose for continuous improvement among leaders and managers, which stems from good leadership by the headteacher and senior leaders. The school has an effective school development plan, identifying clearly what needs to be improved. In particular, concerted efforts in improving the curriculum have proved successful. Checks on the quality of teaching and learning are thorough and the information gathered is used to help drive up standards. However, while teaching is good overall, it is not consistently effective throughout the school. The governing body shares in many aspects of leadership and management and provides good support. Governors have a good knowledge of the school's strengths and weaknesses and are very much involved in shaping the direction of the school.

Safeguarding procedures are thorough. These are updated appropriately and staff are trained regularly. The school makes sure that pupils are safe. There is robust checking on staff and vigilant scrutiny of the safety of the school site. The school works well with the local community. Visits further afield give pupils an understanding of life in other parts of the United Kingdom and international links promote their understanding of other cultures, thereby promoting good community cohesion. School leaders take effective steps to ensure that equality is promoted and discrimination is tackled. The school ensures that all pupils have the opportunity to participate in all school activities and outings.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Many children join the Reception class from the on-site Nursery, which is independent of the school but run by the governing body. The Nursery provides children with a good start to their school lives because staff are well-qualified and very good at responding to children's learning and pastoral needs. All procedures for safeguarding the children are good, and risk assessments are rigorous. There is a good range of activities, designed to help children on their learning journeys. Good systems for tracking children's progress help adults plan children's next steps and these are shared with parents. Many of the children who are part time in the Reception class attend the Nursery in the afternoon. Because of the good provision in the Nursery, almost all children join the Reception class with the expected skills for their age and some exceed them.

The provision for, and management of, the Reception class is outstanding. Skilled teaching in assessing and acting upon children's pastoral and learning needs ensures that they make rapid progress. Adults give the impression that they are sharing learning with the children. Children are respected and show high levels of responsibility as they share and help each other during the day. A very effective mixture of teacher-directed learning and opportunities for independent learning ensure that children acquire and practise new skills very effectively with sustained concentration. Resources are planned specifically to extend children's learning in all they do. The children themselves have an impact on the teacher's planning because she notes what interests them and plans new work around this. This is why they are so eager to learn. Basic skills in literacy and numeracy are taught rigorously. Activities give children ample opportunities to practise and extend their skills. Skilful questioning enables children to share their knowledge. Children are confident and very articulate. For example, one child told the teacher that it was 'silly' to print her fruit using yellow paint on yellow paper: the teacher humbly agreed.

The excellent planning for learning is firmly rooted in ongoing assessments of children's progress. Home-school diaries ensure parents know how well their children are doing and some contribute to the children's 'learning stories'. The very good links with parents and transition arrangements from the Nursery and to Year 1 help children seamlessly and confidently move to the next stage in their education. Levels of care are exemplary.

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Children with statements of special educational needs are catered for extremely well, supported by skilled teaching assistants so that they make good progress in relation to their starting points. By the time they leave the Early Years Foundation Stage, almost all children exceed the expectations for their age across all areas of learning and many have made excellent progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A good proportion of parents responded to the questionnaire and of these well over three quarters were happy overall with the school's work. A minority of parents and carers expressed a few of concerns about their children's progress and their enjoyment of school, their behaviour, how well children are prepared for the future and how well the school meets their children's needs.

Inspectors agree with all the positive views expressed by parents. Inspectors do not share parents' and carers' concerns about a number of aspects of the school's provision. Inspectors judge that children enjoy the good progress they make. Behaviour is outstanding. If there is any behaviour that does not meet the high expectations of staff and other pupils, it is dealt with very successfully. Inspection findings show that the school prepares children well for the future through the excellent systems of guidance and support. These also provide very well for the different needs of all pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wicklewood Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	52	20	34	8	12	1	2
The school keeps my child safe	27	46	31	52	1	2	1	2
The school informs me about my child's progress	17	35	32	55	5	8	1	2
My child is making enough progress at this school	20	34	33	56	5	8	2	3
The teaching is good at this school	26	44	26	44	3	6	3	6
The school helps me to support my child's learning	25	42	30	50	4	6	1	2
The school helps my child to have a healthy lifestyle	23	40	34	57	1	2	0	0
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)	20	34	28	47	11	17	1	2
The school meets my child's particular needs	20	34	30	50	7	12	2	3
The school deals effectively with unacceptable behaviour	21	36	24	39	9	14	6	10
The school takes account of my suggestions and concerns	21	36	32	58	4	6	2	3
The school is led and managed effectively	23	40	30	50	6	9	1	2
Overall, I am happy with my child's experience at this school	30	50	22	38	6	9	2	3

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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 November 2009

Dear Pupils

Inspection of Wicklewood Primary School, Wicklewood NR18 9QJ

Thank you for the very friendly welcome you all gave the inspectors when they visited your school recently. We really enjoyed our time with you and joining you in lessons. I am pleased to tell you that if you need help you get it. You make good progress in your work and reach standards that are high for your age. You work very hard in lessons and behave outstandingly well; you are very polite. You told us that you feel safe in school and that if a problem occurs an adult will sort it out quickly when you tell them about it. Staff take very good care of you. The school council is busy on your behalf and does a good job. The standards you reach in English are improving but they are not as high as the standards you reach in mathematics and science. There are a couple of things we have asked the school to do. These are:

- improve the way they teach you to read and write and get you to suggest some of your own topics for writing
- let you know how well you could achieve and what you need to do to reach the higher levels, especially in English.

I hope you keep on working hard so you can continue to play a big part in ensuring that your school becomes even more successful. Also, keep up your excellent attendance record. It is a long time since I have been in a school where attendance is so high.

Yours sincerely

Andrew Stafford

Lead inspector

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