

Wigton Moor Primary School

Inspection report

Unique Reference Number	107870
Local Authority	Leeds
Inspection number	363732
Inspection dates	25–26 May 2011
Reporting inspector	Nigel Cromey-Hawke

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	413
Appropriate authority	The governing body
Chair	Dr Linsey King
Headteacher	Mrs Julia Norton
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 23 lessons, observing 18 teachers and all classes. They also held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work and looked at a wide range of documentation including: development planning; pupils' work; safeguarding arrangements; self-evaluation records; policies; and performance data. Questionnaires from 150 parents and carers, 100 pupils and 33 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by pupils with special educational needs and/or disabilities.
- The effectiveness of recently introduced practices for assessing pupils' learning.
- The use of information and communication technology across the school.

Information about the school

Approximately half of the pupils in this larger-than-average primary school are of non-white British heritage, being mostly of Pakistani, Indian, Iranian and Chinese origin. The number speaking English as an additional language is well above average, and increasing, as is the number believed to be new to speaking English. The proportion of pupils with special educational needs and/or disabilities is well below average. The number known to be eligible for free school meals is below average. The school has a wide variety of awards, including Healthy Schools status and the Stephen Lawrence Education Standard. The school has undergone significant staffing changes over the last year, including some at senior leadership level. The school is part of a loose federation with other local schools. There is an independently managed before and after-school club on site that is subject to a separate inspection report. This can be found on the Ofsted website.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. It makes a considerable difference to the lives of the young people in its care. The vast majority of parents and carers who responded to the inspection survey are highly supportive of its work.

Despite significant changes in staffing over the last year the school has maintained its outstanding levels of performance in key areas. Children enter the Reception class with basic skills that are broadly typical for their age although these vary widely between individual children from below to above expectations. They make good progress in the Early Years Foundation Stage because of the good provision, leadership and management, and outstanding welfare arrangements. Attainment by the time pupils leave the school in Year 6 is high and progress across Key Stages 1 and 2 good. Progress for pupils with special educational needs and/or disabilities is also good, as is the progress of pupils who speak English as an additional language. This is because of the very effective additional support programmes put in place by the school.

Teaching is good overall, with some that is outstanding. Good pace and challenge, varied and often practical activities, good use of assessment and animated teaching are characteristics of the most effective lessons. There remains a small amount of satisfactory teaching. The curriculum is outstanding, providing pupils with stimulating experiences and opportunities to learn about the world. Behaviour is excellent and attendance good. Pupils' spiritual, moral, social and cultural development is outstanding, meaning that they are prepared exceptionally well for the next stage in their learning. Pupils say they feel very safe, their understanding of healthy living is very good and their contribution to the school and wider community is excellent. Care, guidance and support are outstanding, reflecting the high levels of commitment and skill amongst the staff.

The senior leaders and managers provide excellent direction for the school having focused staff very effectively upon improvement. Inconsistencies remain, however, in the monitoring role of subject leaders. Self-evaluation is very largely accurate, and plans for further development are excellent. As such, the school's capacity for sustained improvement is good. Partnership working is outstanding, as is the promotion of equal opportunities. Governance is good and, given the outcomes, the school provides excellent value for money.

What does the school need to do to improve further?

- Further develop the monitoring role of subject leaders so that:
 - they have a more accurate picture of the quality of teaching and learning in their areas

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- their actions for future improvement are better informed.

Outcomes for individuals and groups of pupils

1

Attainment is consistently high and achievement is outstanding because learning is good in the vast majority of lessons, with pupils well engaged as a result of the good and sometimes outstanding teaching. The vast majority of pupils acquire knowledge, develop understanding and learn and practise their skills well. They are keen to succeed and work at a good pace in lessons. They have very good relationships with the teachers and other adults in the classroom. The school has focused very well upon raising the achievement of specific minority-ethnic groups of pupils and all now make at least good progress from their starting points, as do pupils who speak English as an additional language. The progress of pupils with special educational needs and/or disabilities has been highly varied in the past and sometimes no better than satisfactory. It is now good and improving further due to the very high quality of support programmes put in place by the school, often led by well-trained teaching assistants and other specialists. Inspection evidence and the school's good tracking data show that attainment for current year groups is also high and that most pupils are on track to meet the challenging targets the school has set.

Pupils say they feel very safe in the school and enjoy their learning. As a result, their attendance is good and behaviour exemplary. The school has recently developed its resources for information and communication technology and pupils' skills in this area are well developed. Pupils have a very well developed understanding of what it means to lead a healthy lifestyle, reflected in the awards it has gained. Pupils take full advantage of the extensive range of sporting and cultural opportunities provided by the school and other activities made available through its excellent partnership working and federated links with other schools. The extent to which pupils take part in the daily life of the school is outstanding. Regular involvement by pupils in reviewing teaching and learning, supporting each other as trained peer mentors, as Red Hats to monitor playground activity, contributing to the school's organisation through the school and racial councils, and running community activities, all contribute strongly to their personal development. Pupils' spiritual, moral, social and cultural development is outstanding and is reflected in the warm, friendly and exceedingly cooperative atmosphere within the school, where learning and cultural diversity is very highly valued. Consequently, pupils are very well prepared for the next stage in their learning.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is some outstanding practice but also a small amount that is satisfactory. In the satisfactory lessons, teaching lacks pace, teachers talk too much and activities are not as well matched to pupils' needs as they could be. The school has an excellent support and training programme in place to tackle this. In the best lessons teachers demonstrate good subject knowledge and use this and different teaching methods successfully to make learning interesting and relevant. Challenge for the more-able pupils is good and is reflected in the well-above average proportion of high grades gained recently in national tests at Year 6. Pupils have clear targets for improvement, know them well and are highly effective in shaping their own learning, especially within English. Assessment and tracking systems have recently been reviewed and the school believes that it now has an even better understanding of pupils' progress and achievement. Marking and feedback are consistently good across the school.

The curriculum is outstanding and helps promote high quality outcomes. It provides memorable experiences and rich opportunities for high quality learning and is constantly reviewed to meet the changing needs of pupils. There are highly tailored programmes for a wide range of groups of pupils and a strong focus upon developing pupils' literacy skills to enable them to access learning as effectively as possible across all subjects. The school is at the forefront of successful curriculum design and innovation in the development of

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cross-curricular themes that develop pupils' understanding of the diversity of the real world, reflecting its leading status in the Stephen Lawrence Award. There is a wide range of extra-curricular activities as well as excellent residential experiences for pupils that help build their confidence, resilience and health.

The care, guidance and support provided by the school are outstanding. The success of this provision is seen in the often excellent progress pupils make in developing their personal skills by the time they leave the school. Transition arrangements for pupils joining and leaving the school are comprehensive and often involve older pupils supporting newcomers and younger children. Links with the pre- and after-school provision are excellent. The inclusion coordinator, learning mentor and interventions officer are highly effective in ensuring that the personal and learning needs of vulnerable pupils, especially those learning English as an additional language, are fully met. Pupils are highly confident any concerns they raise will be met, because the school's welfare practices are deeply embedded at all levels. Attendance is very well monitored and continues to improve. Punctuality is exemplary.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and other leaders and managers have an ambitious vision for the school. Within the context of significant changes in personnel over the last year, including some current temporary leadership responsibilities associated with succession planning, the headteacher has been highly successful in sharing this vision with all staff and members of the governing body. As a result, morale is very high and belief in the school's success permeates all levels of the school. Self-evaluation and monitoring practices by senior leaders are highly developed and contribute to very well-focused plans for driving further improvement. Elements of the leadership and management of teaching and learning remain inconsistent, however, notably the involvement of some subject leaders in the direct observation of teaching within their areas. As a result, their actions for bringing about further improvement are not as well informed as they could be. The promotion of equal opportunities is excellent, with minimal differences between groups due to recent action to target some relative underachievement of Indian pupils. There is no evidence of discrimination and excellent monitoring of this is an important part of the school's outstanding practices. The school recognises that, while the school is highly inclusive and the coverage of cultural diversity excellent within the curriculum, pupils' direct contacts with people from environments other than their own is more limited. As a result, community cohesion is good, rather than outstanding. The school works extremely well with a wide range of partners to support pupils in their learning and leads both locally and

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regionally in many aspects of leadership and management training. Safeguarding practices are good, with best practice clearly evident in staff recruitment and training and support given within the curriculum for raising pupils' understanding of safe practices. Engagement with parents and carers is good and the school is pursuing ways to further improve its contacts with some hard-to-reach groups. The governing body knows the school well. It carries out its support and challenge functions well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Children settle quickly and happily into the safe environment of the Reception classes, helped by the good induction arrangements and excellent welfare provision. There is a good focus upon developing children's language skills through drama and role play, especially those in the first stages of English acquisition. For example, during the inspection, imaginary driving of a train to London and conversations between puppets made by the children fired their enthusiasm. These children receive high-quality specialist support that ensures they can rapidly access other areas of their learning. Children's learning is well recorded and this information used to inform the next stages in their learning. Parents and carers are kept well informed about their children's progress and interests. Children make good progress because of the good teaching in an environment that caters well for their needs. Some children make outstanding progress, especially in their writing and personal development. Children with special educational needs and/or disabilities make good progress because of the additional support they receive. Behaviour is outstanding. Teachers plan a good range of activities with a good balance between those they direct and those that the children choose for themselves. Children play and work together very well because of the clear guidelines and routines they are given by staff, but sometimes these limit their independent learning. The outdoor learning area is well resourced and the recently appointed leader of the Early Years Foundation Stage

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setting is integrating it into the rest of the provision well. Leadership and management are good. Staff training is up to date and welfare requirements are met. Safeguarding practices are good. Plans for future improvement are of a high quality.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers who returned the inspection questionnaires are very happy with all aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wigton Moor 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 150 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	65	51	34	1	1	0	0
The school keeps my child safe	108	72	41	27	0	0	1	1
My school informs me about my child's progress	80	53	67	45	3	2	0	0
My child is making enough progress at this school	77	51	68	45	5	3	0	0
The teaching is good at this school	96	64	52	35	2	1	0	0
The school helps me to support my child's learning	83	55	62	41	4	3	0	0
The school helps my child to have a healthy lifestyle	101	67	45	30	3	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)	82	55	61	41	1	1	0	0
The school meets my child's particular needs	84	56	61	41	3	2	0	0
The school deals effectively with unacceptable behaviour	71	47	68	45	5	3	1	1
The school takes account of my suggestions and concerns	74	49	65	43	1	1	0	0
The school is led and managed effectively	107	71	41	27	1	1	0	0
Overall, I am happy with my child's experience at this school	106	71	43	29	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 May 2011

Dear Pupils

Inspection of Wigton Moor Primary School, Leeds, LS17 8RU

Thank you for the warm welcome you gave the team and me when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Wigton Moor Primary is an outstanding school. You get a good start to your learning in the Reception classes and make good progress there as a result of the good teaching and care you receive. The mainly good and sometimes outstanding teaching in the main school, and the excellent range of subjects that you cover in lessons, mean that you leave at the end of Year 6 with high levels of attainment. Well done. Those of you who find learning difficult also make good progress because of the outstanding levels of care provided by the school. You say you feel very safe in school, have a very well developed sense of what it means to lead a healthy lifestyle and are highly involved in the school and local community life. Your behaviour is excellent and your attendance good.

Your spiritual, moral, social and cultural understanding is also outstanding and, as a result, you are very well prepared for the next stage in your learning. The headteacher, the governing body and staff work very well together to make your school successful, helped by excellent working with partner organisations. I have asked the school to improve even further by giving the teachers who lead subjects the opportunity to observe lessons, so they can plan more specific developments.

You can help by telling your teachers how best you learn and letting them know if you have any problems. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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