

Wigginton Primary School

Westfield Lane, Wigginton, York, North Yorkshire, YO32 2FZ

Inspection dates 30 April–1 May 2013

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |
| Quality of teaching | | Inadequate | 4 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Achievement is inadequate. Pupils' progress in Key Stage 2, particularly in English, is too slow. By the end of Year 6 too many pupils do not reach the standards of which they are capable.
- The progress made by pupils with disabilities and those with special educational needs in Key Stage 2 is also inadequate.
- Teaching over time at Key Stage 2 is inadequate. The work in lessons does not always match pupils' needs and teachers do not ask probing questions to make pupils think.
- Some pupils in Year 6 have weak reading skills and a lack of awareness of the rules of spelling.
- Although teachers aim to develop pupils' literacy skills in subjects other than English, they do not expect enough of them.
- Pupils working on their own in reading lessons, are not set hard enough work and do not get help when they need it.
- The marking of pupils' work is inconsistent from class to class and does always not show pupils how to improve their work.
- In some lessons the work set fails to motivate pupils resulting in low-level disruption.
- The role of subject leaders is underdeveloped in checking and improving the quality of teaching.

The school has the following strengths

- Children in the Reception Years make good progress in all areas of learning. Standards at the end of Reception and Year 2 have improved over the last three years.
- Pupils enjoy school, feel safe and treat each other with respect. They attend regularly and are punctual.
- Pupils who are supported using pupil premium funding are making good progress.
- There is now stronger leadership from the governors to hold the school to account.

Information about this inspection

- Inspectors observed 15 parts of lessons taught by 12 teachers, one of which was a joint observation with the headteacher.
- Inspectors visited an assembly; observed break times and listened to pupils from Year 6 read.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body, and three other governors, two of which were parent governors, and two local authority advisers.
- Inspectors took account of 37 responses to the online questionnaire (Parent View). The returns from the staff questionnaires were also analysed.
- A number of documents was examined. These included information about pupils' progress, school improvement plans and records of governors' meetings. The work in pupils' books and records relating to behaviour, attendance and safeguarding were also scrutinised.

Inspection team

| | |
|------------------------------|----------------------|
| Naila Zaffar, Lead inspector | Additional Inspector |
| Sonya Williamson | Additional Inspector |
| Jan Lomas | Additional Inspector |

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Wigginton Primary is an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is also below the national average.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for support through the pupil premium is well below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- Over the last two years, the school has experienced a high turnover of staff particularly in Key Stage 2. There have also been changes to the senior leadership team.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good in order to accelerate pupils' progress and help them attain the standards of which they are capable, especially in English and in Key Stage 2 by:
 - improving the teaching of reading, especially in Years 5 and 6
 - planning lessons that meet the needs of all pupils including boys and those pupils with disabilities or special educational needs
 - ensuring lessons motivate and challenge pupils effectively to help them learn at a brisk pace throughout the lesson, as well as developing their independence
 - improving teachers' questioning skills so that all pupils are encouraged to think more deeply about the learning they are making
 - improving the quality of teachers' marking so that pupils are told clearly what they need to do next to improve their work
 - ensuring teachers have high expectations of their pupils and encourage them to take greater pride in their work
 - raising teachers expectations of pupils' literacy skills in subjects other than English.
- Improve the effectiveness of leadership and management by:
 - developing the expertise of subject leaders so that they can contribute more effectively to improving teaching and pupils' progress
 - implementing a rigorous programme of checks and an analysis of pupils' progress so that school leaders are better able to understand how well pupils are doing and know whether actions to speed up progress have worked.

Inspection judgements

The achievement of pupils

is inadequate

- Standards by the end of Year 6 have declined over the last two years and were much lower than they should have been. Currently pupils' achievement in English, particularly in reading is inadequate at Key Stage 2.
- Attainment at the end of Key Stage 1 has improved over the last three years. The phonics screening check carried out at the end of Year 1 in 2012 was below the national average, especially for boys; however leaders have already taken effective action to address this.
- There is a minimal amount of work recorded in topic books and this does not help pupils understand what they have learned. Too often pupils' work is not finished and this together with incorrect spellings, inaccurate punctuation and the poor presentation of work is not challenged by teachers. Teachers have lower expectation of pupils in their topic lessons than in English lessons.
- Pupils in Key Stage 2, particularly those in Years 5 and 6, make poor progress in improving their reading skills. Older pupils struggle to read unfamiliar words. Too many pupils are unable to break words down into groups of letters and then recognise the different sounds these groups make.
- Disabled pupils and those with special educational needs are underachieving in reading, writing and mathematics compared to their peers nationally and other pupils in the school. However new strategies in place are helping to improve pupils' progress particularly when they are supported by capable teaching assistants. The school does not promote equal opportunities well enough because it is not ensuring that all pupils across the school make enough progress and the gaps between the outcomes for different groups of pupils are still too wide.
- Progress in mathematics at Key Stage 2 is improving. Teachers are becoming more skilled in the teaching of mathematics, because of the improved training and support for staff that the leadership team has provided. Extra adult support in class is also helping pupils to improve their mathematical understanding.
- The school has used the pupil premium monies prudently to increase the learning support given to those pupils known to be eligible for the funding and this has enabled them to make good progress. As a result, the pupils known to be eligible for free school meals are about a year ahead of similar pupils nationally in their reading and are more than a term ahead of others in their writing by the end of Key Stage 2.
- In the Reception classes there is a good balance of adult-led activities and activities that children choose for themselves. Good attention is given to developing their early communication and social skills and children do well in these classes.

The quality of teaching

is inadequate

- Teaching over time in Key Stage 2 is inadequate. There is not enough good teaching to boost pupils' progress and to eliminate past underachievement.
- The work set by teachers is not matched well enough to pupils' abilities and interests, especially in English lessons. As a result, more-able pupils are not given hard enough work and do not make fast enough progress. Disabled pupils and those pupils with special educational needs sometimes find the work too difficult to complete without the support of adults.
- Teachers' expectations are not high enough, especially in topic work. They accept work that is poorly presented or unfinished and there are insufficient occasions for pupils to learn without relying heavily on an adult.
- Marking is not of consistently good quality. Too often it fails to provide pupils with suggestions as to how they can improve their work. Teachers do not ask pupils demanding questions that make them think.

- The teaching of reading in Key Stage 2 is not meeting the needs of all pupils in lessons. Pupils working independently are not given the right work to ensure they make enough progress. Teaching assistants do not always have the skills needed to develop pupils' reading ability.
- There is considerable inconsistency in the use of homework. Reading books are changed infrequently by older pupils. Pupils say that they get spelling homework only occasionally and rarely do they get homework to develop their English or mathematics skills.
- Teaching in mathematics is improving because teachers are providing pupils with more interesting work that is a better match to pupils' abilities. In particular, more opportunities are being given for pupils to practise what they have learned through solving problems.
- Overall, teaching in the Reception class is good and consistently stronger than elsewhere in the school. The curriculum is closely linked to children's needs and interests. Good teaching ensures that children play together well, take turns and listen to one another and share their ideas.

The behaviour and safety of pupils requires improvement

- Although pupils' behaviour is often good and they are kind and considerate to each other, their behaviour requires improvement. This is because when lessons fail to motivate them, or when they are unsure about what is expected of them, their concentration wanes and they stop working.
- Pupils are too dependent upon help from adults to complete their work and many lack confidence in learning without this support. Pupils are not given enough chances to work in groups, for example to solve problems. When they are given the opportunity they take their responsibility seriously and eagerly; for example, as part of the school council.
- Pupils have good relationships with adults and feel safe. Pupils are confident that any poor behaviour is dealt with promptly and effectively. They know of the different forms of bullying, such as name-calling and cyber-bullying, that can take place and know what to do should it happen.
- Pupils are excellent ambassadors for school. For example, one pupil guided the inspector around the outside areas of the school. These areas are carefully planned to encourage play and to support learning in lessons. Playgrounds are well supervised with no pupils left looking lonely or afraid. Pupils say that 'We help those who are upset' and 'There is no bullying.'
- Attendance and punctuality are good. Pupils' say that they like coming to school as they enjoy 'fun' lessons and their break-times when they play with their friends.

The leadership and management requires improvement

- The headteacher's contributions to raising ambition and the drive for improvement are being strengthened by the development of a larger team of leaders. Subject leaders and teachers with leadership responsibilities now have more opportunity to find out what is working well and what needs to be improved. All have increased awareness of their responsibility for whole-school improvement and share the vision and commitment of senior leaders.
- School leaders understand the school's overarching strengths and weaknesses, and have well-thought-out plans in place to bring about improvement. Their judgements on the school's performance are sometimes over generous.
- The action taken by leaders and managers is improving the achievement of some groups of pupils and the quality of mathematics teaching in Key Stage 2. Leaders now have better information about the progress of different groups of pupils but the checks on pupils' progress are not frequent enough and the school cannot always rely on their accuracy. Teachers and leaders meet to discuss pupils' progress and identify underachievement and some additional teaching sessions have been introduced in an attempt to improve pupils' progress.
- The newly appointed special educational needs co-ordinator has improved the way that pupils with disabilities and special educational needs are supported and these pupils have started to

make better progress.

- Although the curriculum is planned to make some links between subjects, topics are not used well enough to improve pupils' basic skills particularly in literacy. Music is a strength of the school and makes a strong contribution to the pupils' spiritual and cultural development. Singing is celebrated; for example with the whole school singing, smiling and joining in the assembly. The pupils' guitar playing in an assembly observed was a wonderful celebration of their skill and added to everyone's enjoyment of music.
- Teachers are now provided with clear targets for their pupils to achieve and their performance is regularly reviewed by the headteacher. Teachers are being held accountable for the school's performance through pay awards.
- The local authority has established an effective link with other local schools to share good practice and this has contributed to the school's capacity to improve the quality of teaching. It has, for example, helped improve the way mathematics is taught.
- **The governance of the school:**
 - The governing body has changed substantially. There are several new governors and they are settling well into their roles and responsibilities. They have arranged themselves into committees that concentrate on the quality of teaching, pupils' achievement and safeguarding. Governors have studied closely the data about pupils' attainment and progress and they have evaluated the school's performance. They are clear on where precisely they need to hold the school to account. Governors play an effective role in managing the school's budget and are well informed about teachers' performance management. This influences their decisions on their pay. They have received a comprehensive report from the headteacher on how the pupil premium is being spent and are aware of the positive impact this has had on the pupils' achievement. Governors have ensured that the school meets safeguarding requirements.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 121366 |
| Local authority | York |
| Inspection number | 412945 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 282 |
| Appropriate authority | The governing body |
| Chair | Robert Lister |
| Headteacher | Pat Boyle |
| Date of previous school inspection | 10 March 2010 |
| Telephone number | 01904 552225 |
| Fax number | 01904 758350 |
| Email address | wigginton.primary@york.gov.uk |

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