

Wiggonby C of E Primary School

Wiggonby, Wigton, Cumbria, CA7 0JR

Inspection dates 2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress to reach standards that are above average in reading, writing and mathematics.
- The quality of teaching is good and some is outstanding. Teachers inspire and motivate pupils so that they develop a love of learning.
- Teachers mark pupils' work accurately and provide good feedback to help them improve and this helps pupils to make good progress. Teachers have high expectations and pupils work hard to produce their best work.
- The school's work to promote safety is outstanding. Pupils thrive in a happy, safe environment.
- Behaviour is outstanding. There is mutual respect between pupils, staff, governors and parents. Pupils take responsibility for each other and enjoy school. As a result, pupils develop into confident, polite and articulate learners, who are justifiably proud of their school.
- Leadership and management are outstanding. All who work in the school, including governors, hold the headteacher in high regard and share her determination to provide the very best education.
- The headteacher regularly checks the quality of teaching and the progress of each pupil. Consequently, the quality of teaching and achievement are improving rapidly.
- All parents agree that the school is very well led and managed.

It is not yet an outstanding school because

- Teaching is not outstanding because pupils are not always challenged sufficiently, particularly the most able.
- The proportion of pupils making better than expected progress is similar to that found nationally rather than above average.

Information about this inspection

- Inspectors observed five lessons taught by three teachers, as well as making shorter visits to look at pupils' work. One observation was carried out jointly with the headteacher.
- Inspectors talked with pupils at break and dinner times, and heard others in Year 1, Year 2 and Year 6 read.
- The views of 28 parents who responded to the on-line questionnaire (Parent View) were taken into account, as well as the views of parents who visited or telephoned the school to talk with inspectors.
- Inspectors met with the headteacher, teachers and members of the governing body. A telephone conversation was held with a representative of the local authority and a representative of the diocese.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Five staff submitted their views about the school via a questionnaire and the inspector took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Gordon Alston

Additional Inspector

Full report

Information about this school

- Wiggonby Church of England Primary is much smaller than the average-sized primary school. Pupils are organised into two mixed-age classes.
- Only a very small number of pupils are supported by the pupil premium. 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 who are looked after by the local authority.
- All pupils are of White British heritage and speak English as their first language.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is slightly higher than that found nationally.
- The government's floor standard, which is the minimum expectation for attainment and progress in English and mathematics at the end of Year 6, do not apply in this school.
- There is a pre-school nursery in the school which is open on two afternoons a week. The provision was inspected in January 2014 and judged to be outstanding.
- The headteacher took up post in September 2012.
- The school has recently gained a silver 'eco-award'.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding and ensure that more pupils make rapid progress by:
 - making sure activities are always challenging enough, particularly for the most able pupils
 - moving pupils on more quickly when it becomes apparent that they already understand the work set.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress across a wide range of subjects because they enjoy working in a stimulating environment where teachers plan interesting experiences and activities.
- The numbers of children starting school in the Reception class each year are very small, so that their skills and abilities are evaluated on an individual basis and vary considerably. Children make good progress from their individual starting points and gain the skills they need to make a good start in Year 1.
- This good progress continues throughout Key Stage 1 and Key Stage 2 so that pupils reach above average standards in reading, writing and mathematics at the end of both key stages. While a higher proportion of pupils in Year 6 make expected progress than is found nationally, the proportion making better than expected progress is similar to the national average. This means that pupils' overall achievement is good rather than outstanding.
- Pupils in Years 1 and 2 use their knowledge of letters and sounds to read to a good level for their age. By the end of Year 6, all pupils are avid readers and the majority are attaining high levels for their age. These older pupils help to encourage reading by organising and running a book club for younger pupils and by listening to them read.
- Pupils make good progress in writing throughout the school. All Year 6 pupils reached an above average Level 5 in the English, grammar, spelling and punctuation test in 2013. These high standards are seen in pupils' written work, where handwriting is neat and spelling and grammar accurate. For example, a Year 4 pupil wrote an excellent, well-organised description of her visit to Wordsworth's home.
- Pupils develop good mathematical understanding as well as good calculation skills. For example, pupils made a 500ml magic potion by combining different amounts of five different liquids. They measured accurately and recorded their results appropriately.
- The most able pupils make good progress because they have opportunities to extend their knowledge and understanding. Some of these opportunities are outside lessons, for example, the most able Year 6 mathematicians attend lessons with a teacher from their local secondary school. Two pupils reached a high standard to gain a gold certificate in a national mathematics challenge competition. The work in pupils' books is almost always correct because it is sometimes set at a level lower than their targets suggest they could reach.
- Disabled pupils and those with special educational needs make good progress to reach higher standards than usually found. This is because the school tracks their progress closely and provides very good additional support when needed.
- Because typically, the proportion of pupils supported by the pupil premium is tiny in this school, any comparison between their achievement and that of other pupils would be statistically invalid. However, the very small number of these pupils made good progress.

The quality of teaching

is good

- Teachers use their excellent subject knowledge to plan lessons that motivate pupils so that they want to learn. This knowledge helps teachers give very clear explanations so that pupils know exactly what to do and what is expected of them. Reading, writing, communication and mathematics are taught well.
- Teachers plan interesting work, including homework, which sparks pupils' imagination. For example, all pupils and staff were invited to take part in an 'extreme reading' competition, where they were photographed reading in unusual places. Pupils thoroughly enjoyed this and individual pupils were photographed reading at the top of a mountain, in a field reading to sheep and dressed as a Spartan warrior!
- Teachers' high expectations prompt pupils to work hard and take care with the presentation of

their work. As a result, pupils are proud of the good quality work in their books.

- Teachers assess pupils' work accurately and use this information to plan subsequent lessons that match the wide range of ages and abilities in each class. Sometimes the most able pupils are not challenged enough and moved on when they are ready for more difficult work.
- Teachers ask questions in a way that help pupils to understand because pupils are expected to explain their thinking. For example, in a Key Stage 2 mathematics lesson, a Year 6 pupil was asked to explain how to calculate the perimeter of a rectangle efficiently so that younger pupils in the class understood her approach.
- The quality of marking and feedback is excellent. Teachers provide pupils with good advice to help them know how to improve their work and pupils are expected to respond to this advice so that they make good progress.
- Teaching assistants are effective in helping pupils to learn and behave well.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils flourish in a stimulating environment where adults expect the highest standards. Staff nurture extremely positive relationships with pupils and their parents so that all hold each other in high regard.
- Pupils' attitudes to work are exemplary. They have a keen love of learning and take an avid interest in the wide variety of activities the school provides. The quality of presentation in pupils' workbooks is excellent.
- Older pupils have many opportunities to take responsibility for themselves, each other and the school. Some pupils are taking part in the 'Archbishop of York's Young Leaders' award and pupils on the school council run a book club to encourage younger pupils to read.
- There is a wide range of opportunities for pupils to be involved in their local community and the world at large. They have outstanding opportunities to develop their spiritual, moral, social and cultural understanding.
- The behaviour of pupils with disabilities or special educational needs is managed extremely well so they settle well and make good progress alongside their peers.
- The school's work to keep pupils safe and secure is outstanding. The school follows a published scheme that helps pupils to develop an excellent understanding of how to stay safe. The school involves parents in this work, for example, through workshops to help pupils stay safe online.
- There are extremely few incidents of bullying or poor behaviour. In the rare instances that do occur, the school takes effective steps to tackle the behaviour so that it quickly improves. There have been no exclusions in recent years.
- All the parents who responded to Parent View and those spoken with during the inspection strongly agree that behaviour is managed well and that their children are safe and looked after well.
- Attendance is above average and there are no pupils who are persistently absent.

The leadership and management are outstanding

- The headteacher is ambitious and personable. Her drive and enthusiasm are shared by staff, governors, pupils and parents so that all are working together to improve the school. As a result, standards are rising, the quality of teaching is improving and behaviour and safety are outstanding. The school has successfully tackled the improvement areas from the last inspection and this demonstrates the school's outstanding capacity to continue to improve.
- There are no appointed leaders in the school other than the headteacher. However, all teachers lead the school extremely well as a team. They have high levels of confidence in the headteacher who involves them fully in activities to check how well they are doing. As one

teacher said, 'the headteacher has hit the ground running. She is very supportive and listens to us so that we feel encouraged and valued.'

- The headteacher regularly checks the quality of teaching and learning by visiting lessons, analysing performance data and looking at pupils' work. This makes sure that she knows how well teachers are performing. Teachers are given detailed feedback to help them improve. This information is used to further improve performance and make decisions about pay awards.
- The curriculum is lively, varied and fun. Children in the Early Years Foundation Stage and Key Stage 1 have eggs hatching in their classroom and this is stimulating much excitement so that pupils are eager to learn. The curriculum is enriched by visits out, for example, all Key Stage 2 pupils participate in a residential visit. The whole school met the Queen recently, with one girl appearing on national television because she had spoken with her.
- Parents hold the school in high regard. All the parents who responded to Parent View or spoke with inspectors would recommend the school to another parent.
- The primary school sport funding has been used to extend the range of sports offered by working in partnership with the local secondary school. This approach also ensures more competitive opportunities so that pupils participate in a broader range of sports.
- The local authority provides 'light touch' support to this good school through the work of a School Improvement Adviser who reports to the governing body. The local Diocesan adviser has also supported the headteacher in jointly observing teaching during the first year of her headship.
- The school is a safe environment where safeguarding practices meet statutory requirements.
- **The governance of the school:**
 - Governors have an excellent knowledge of the strengths and weaknesses of the school. This is because the headteacher keeps them very well informed and because they visit regularly to check for themselves. They have received training in understanding pupils' progress data so that they are able to interpret pupils' achievement well.
 - Governors attend meetings regularly and have frank and open debates. This means that they regularly challenge the headteacher and each other to make sure they make the right decisions.
 - Governors have a good understanding of the performance of teachers and other staff. They are involved in pay decisions to reward good teaching.
 - Governors check the budget regularly and rigorously so that it balances. While the number of pupils eligible for the pupil premium is very small, governors ensure the money is spent well and know that eligible pupils are making good progress.
 - The school's plans for improvement are precise and accurate and governors check progress regularly to make sure they are on track.

What inspection judgements mean

School		
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

Unique reference number	112309
Local authority	Cumbria
Inspection number	431386

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	39
Appropriate authority	The governing body
Chair	Mark Gilroy
Headteacher	Nicky Corfield
Date of previous school inspection	6 February 2009
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