

Wigmore Primary School

Ford Street, Wigmore, Leominster, HR6 9UN

Inspection dates 25–26 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Under the effective leadership of the headteacher and governors, the quality of teaching and pupils' achievement have improved since the last inspection.
- Leaders have taken decisive action to improve teaching and learning. As a result, standards have improved across the school and pupils are currently achieving well.
- The staff operate as a close-knit team and all teachers are keen to improve their classroom practice. Subject and other leaders play an integral role in improving teaching.
- Provision in the early years is good. Good leadership and teaching ensure that children make a positive start at the school and achieve well.
- The school's arrangements for safeguarding pupils and ensuring their well-being are good. Pupils feel very safe in school.
- Pupils' behaviour is good in lessons and around the school. Pupils are polite and friendly.
- Teaching is good. It ensures that progress over time is consistently good and standards are rising. Pupils in all year groups are learning well and are making good progress in all subjects.
- The stimulating curriculum and very positive culture of learning across the school contribute to pupils' consistently good learning and progress.
- Leaders measure pupils' progress accurately and often. Pupils at risk of falling behind are noticed quickly and well-organised support helps them to catch up rapidly.
- The school prepares pupils well for life in modern Britain. Many learning opportunities help pupils to take responsibility and strongly support their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is less strong than in reading and writing.
- Teachers do not always check to make sure that pupils act on their marking comments and advice.
- Some mathematics teaching does not enable pupils to apply their mathematical knowledge, understanding and skills effectively. It lacks the challenge needed for the most able to reach the standards of which they are capable.

Information about this inspection

- Inspectors observed pupils’ learning in 18 lessons. Five of these visits were conducted jointly with the headteacher. While visiting lessons, inspectors looked at the work in pupils’ books and talked to pupils about their learning. They also carried out a short walk around the school to observe behaviour.
- A group of pupils from Key Stage 2 talked to inspectors about the school’s curriculum, the pupils’ spiritual, moral, social, and cultural development, and pupils’ behaviour and safety.
- In addition to looking at pupils’ books during lessons, inspectors reviewed pupils’ work and heard individual pupils read. They also observed playtime and lunchtime activities.
- Meetings were held with the headteacher, other senior staff, and staff with responsibility for leading achievement and different subjects. Inspectors also met with governors and spoke with the Chair of the Academy Trust.
- Inspectors spoke informally with members of staff and pupils as they moved around the school.
- Inspectors viewed the results of the 36 responses to the online questionnaire, Parent View. They spoke informally with parents as they brought their children in at the start of the day. The inspectors also took notice of the school’s parental questionnaire which had 148 responses. The 16 questionnaires submitted by members of staff were taken into consideration.
- Inspectors looked at a range of documentation, which included: the school’s checks on how well it is doing and its plans for improvement; evidence about how teachers are set targets to improve pupils’ progress; records of the school’s checks on the quality of teaching; minutes of meetings of the governing body and the senior leadership team; information about pupils’ progress; and records relating to behaviour, attendance and safeguarding.

Inspection team

Terrance Mortimer, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Wigmore Primary is smaller than the average-sized primary school.
- Children attend the Reception class on a full-time basis.
- Most pupils are from White British backgrounds with a small number from minority ethnic heritages.
- The proportion of pupils for whom the pupil premium provides support is below the national average. The pupil premium is additional funding for pupils previously known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is around the national average.
- A high proportion of pupils join and leave the school partway through their primary education. In Year 6 in 2013/14, more than a third of the year group joined the school after the start of Year 5.
- Very few pupils speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club and an after-school club on site.
- The school is part of the Wigmore School Academy Trust. The Trust also includes Wigmore Nursery School, which uses part of the primary school building but is inspected separately, and the adjacent Wigmore High School.
- The headteacher, who was appointed in February 2015, oversees all three schools, and the schools also share a governing body.

What does the school need to do to improve further?

- Improve teaching and learning in order to raise achievement further, particularly in mathematics, by:
 - ensuring that, in all classes, work is set at the right level of difficulty, particularly for the most able
 - giving pupils clear guidance on how to improve their work, and checking that all pupils have acted on this advice
 - ensuring that the improvements made recently in the teaching of mathematics are consistently applied, particularly in increasing the number of opportunities for pupils to use and apply their mathematical skills in different subjects.

Inspection judgements

The leadership and management are good

- Well supported by the senior leadership team, the headteacher has provided strong leadership in promoting a positive culture in which good behaviour and good teaching are high priorities. The school's motto, 'Enjoying learning together', underpins its vision and values. It is clear that everyone is fully aware of the school's intentions. Pupils know what is expected of them, parents are clear about the school's commitment to their children, and staff morale is high.
- The school's curriculum is broad and very wide ranging. It has a strong focus on building pupils' literacy and numeracy skills, but is enhanced by a wide range of topics and activities that explore different areas of science and creative subjects, and develop pupils' understanding of other cultures and faiths.
- The school's self-evaluation is accurate. It is based firmly on the progress pupils are making. As a result, the school's leaders at all levels have a clear picture of the school's present position and what they need to do to improve its performance.
- Leaders' evaluation of the 2014 national test results revealed that there was a need to speed up pupils' progress in mathematics, so that they reach the same levels as in reading and writing. As a result, staff are very clear that the current focus is on raising achievement and challenge for more-able pupils in mathematics.
- Thorough, detailed and well-understood systems are helping teachers to do their work more effectively. Staff are positive about the support and coaching they receive to improve their teaching from within academy trust. Much support has come from the headteacher, but other senior leaders and all subject leaders in both the primary and high school are contributing effectively to improving teaching and learning as the school builds up its leadership capacity.
- Systems for performance management are well established. Teachers' development targets are closely linked to whole-school improvement. The whole-school focus in mathematics, for example, has resulted in a rise in standards and some exemplary teaching.
- Leaders' regular checks on pupils' progress promote equality of opportunity and ensure that all pupils do well, irrespective of gender, race, disability or disadvantage. The positive climate for learning, which pervades every aspect of the school, promotes pupils' spiritual, moral, social and cultural development well and fosters good relationships throughout the school. There is no discrimination in this school.
- The primary school sport funding is used very well. Most pupils participate actively in physical activities and competitive sports. External specialist coaches are working closely with teachers to improve their skills in teaching physical education.
- Pupil premium funding is used effectively to provide emotional, personal and academic support to disadvantaged pupils throughout the school. As a result, these pupils achieve well. Pupils who require specialist help receive it and gain personally and academically from the support they receive.
- Teachers promote British values effectively through a well-planned series of assemblies, visits and curricular activities, and pupils gain a good understanding of these values. For example, pupils democratically elect a school council. They held a 'Wigmore General Election' in which they learned more about the British democratic process.
- Pupils have many opportunities to take on responsibility by acting as 'buddies' or monitors. The school has a very clear expectation that pupils will behave with tolerance and kindness to each other. As a result, pupils understand the need for a rule of law to ensure that all are treated fairly.
- The school makes good use of a consultant employed by the Academy Trust to give support and appropriate challenge to the school. The support has proved valuable in bringing about improvements in

the quality of teaching and in accelerating progress.

■ The governance of the school:

- Governors know the school well. Their depth of experience in different areas from the world of work leaves them well equipped to challenge the headteacher and offer equally strong support. A review of their tasks conducted since the previous inspection has led to increased effectiveness, particularly in their ability to compare the school's performance with other schools nationally.
- Governors use the data about pupils' attainment and progress effectively to compare the school's performance with that of other schools locally and nationally, and identify where further improvement is required. Governors have links to individual subjects and specific areas of the school development plan so that they are kept well informed.
- Governors understand how teachers' performance is managed and how this is linked to salary increases, which are dependent on pupils making good progress. They have a clear and accurate overview of current teaching quality and have been an active force in making sure that less effective teaching is a thing of the past. Financial management is good, including the effective use of allocated funds for sports and disadvantaged pupils.
- Together with senior leaders, the governing body takes care to ensure that the school's arrangements for safeguarding its pupils are effective and meet all statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to each other and adults. The pupils themselves said that behaviour is usually good, both in lessons and on the playground. Pupils are well aware of the class and school rules and most follow them consistently. As a result, the school is a calm and welcoming learning environment.
- Parents and carers who talked to inspectors and those who responded to Parent View all agree that their children are happy at school. Parents' views from the online survey support the view that behaviour is good. As a result of teachers' good behaviour management, there have been no exclusions in the last three years.
- In lessons, pupils listen well to their teachers and are focused on their work. They come into school ready to learn and enjoy the many different activities that they do. Pupils are proud of their school and appreciate the displays and the spacious grounds, which are used to promote outdoor learning.
- The school council and 'buddies' assist greatly in maintaining the good standards of conduct and behaviour around the school. Older pupils look after younger ones to ensure they are playing safely and informally chat to them if they are sitting alone in the quieter areas of the playground.
- As a result of rigorous monitoring, attendance has risen to average and no pupils are persistently absent. The school has clear procedures for checking if pupils are present at the start of the school day and following up any absence promptly

Safety

- The school's work to keep pupils safe and secure is good. Pupils' well-being and safety are rightly given high priority by leaders, governors and staff. Safeguarding policies and procedures are regularly updated and are well understood and followed by the adults in school.
- Leaders and governors ensure that the appropriate checks are made on the suitability of staff prior to appointment. Teaching and non-teaching staff have received suitable child protection training and staff meetings include regular updates.
- Day-to-day procedures to keep pupils safe are fully in place. For example, any visitors to the school have to be admitted by a member of staff and are required to sign in and wear a badge.

- Pupils explained that incidents of bullying are rare and are always treated seriously by staff. Pupils are well aware of internet safety and the dangers of cyber-bullying. They also have a good understanding of different types of bullying, including homophobic bullying. They are very clear that everyone is unique and deserves respect. Pupils who spoke with the inspector reported that there was no bullying at Wigmore, and school records confirm this.
- Pupils told the inspectors how they are well informed about keeping safe when they go on residential trips to outdoor activity centres. These good opportunities have a significant impact in broadening pupils' horizons and ensure they learn about safety beyond their village community

The quality of teaching is good

- Teaching is good throughout the school and has continued to improve as a result of effective staff training and development and the good training links with the high school. Teachers set out clearly what they want the pupils to learn. As a result, pupils start quickly on the activities they have been set because they know what they need to do.
- The work in pupils' books and their rates of progress reflect the generally good teaching they receive throughout the school. Teachers have good subject knowledge and expertise that, in the main, they use to provide activities that promote pupils' reading and numeracy skills effectively.
- Teachers treat pupils with respect, using their contributions effectively to develop ideas. As a result, pupils are keen to learn and respond eagerly to tasks. Staff make effective use of a range of teaching methods, such as group challenges and partner cooperation to develop ideas and increase pupils' confidence, and especially their speaking skills.
- Displays are used positively, both in classrooms and around the central school hall, to celebrate pupils' achievement and stimulate their learning. Teachers know the pupils well and have positive relationships with them. They have high expectations of their classes and are committed to raising pupils' aspirations and self-confidence so that they believe they can achieve well. Consequently, pupils usually work hard and take a pride in their work.
- Teachers and teaching assistants use questioning well to check pupils' understanding and to probe their learning. For example, in a mathematics lesson, older pupils were challenged to complete a task on function machines by telling them that 'last year's Year 6 were not able to do this. Can you?' Pupils' responses were positive and they rose to the challenge. As a result, they were able to make very good attempts to solve the problem, enjoying the challenge and recognised the difficulty within it.
- The teachers make effective use of teaching assistants and additional teaching staff who make a good contribution to pupils' learning. Targeted support by assistants often helps disadvantaged pupils, disabled pupils and those who have special educational needs to concentrate as well as to make progress in their learning.
- Teaching is good in the Reception class, especially the teaching of phonics (the sounds letters make). Activities are well matched to what children know and can do and move their learning quickly forward. Adults provide imaginative activities that stimulate children's interest and develop their skills well, especially in language and mathematics. Here, and throughout the rest of the school, teachers make sure that learning is made interesting.
- The teaching of reading is good, and all teachers place strong emphasis on developing pupils' reading skills. Guided-reading sessions are targeted well so that pupils develop comprehension skills and appreciate the different authors that they read. Those who need extra help with their reading receive support in small groups. Teachers encourage pupils to read often, and pupils of all ages enjoy the challenge to read as many books as they can.

- The teaching of writing is effective. Pupils are given good guidance on how to structure their writing, as was seen in a lesson in Year 5 on superheroes where they were challenged to produce a graphic novel using all of the tools that they found when studying commercially produced graphic novels. They are encouraged to use interesting and imaginative vocabulary, and literary devices such as onomatopoeia. In most year groups, pupils have good opportunities to apply their writing skills in different subjects.
- The teaching of mathematics has improved as a result of the school's recent whole-school focus, though some areas for improvement remain. Opportunities have increased for pupils to apply their numeracy skills and solve real-life problems in mathematics. There are some examples throughout the school of pupils using their mathematical skills in other subjects, although teachers are not consistent in asking them to apply their knowledge and skills in unfamiliar situations.
- In many lessons, though teachers set challenges for all pupils, they do not always check that pupils are successfully completing the tasks they have been set. As a result, pupils' successes are not picked up quickly enough and some pupils, especially the most able, are not challenged further. This slows the progress they make.
- Marking is regularly carried out, though its quality varies. Not all teachers ensure that pupils act on the advice they are given. Consequently, some misconceptions persist, not only in English and mathematics but also in other subjects. Some good examples of marking were seen that gave pupils clear guidance on what they needed to do to improve their work. However, this is not a consistent feature of marking in all classes.

The achievement of pupils is good

- Children starting in the Reception class with weaknesses in their communication, language, and number skills. They make good progress in the Reception class in their work in reading, writing, number and shape and space. In 2014, a higher proportion than nationally achieved a good level of development by the end of the Reception year.
- In the Year 1 screening check on phonics in 2014, the proportion of pupils achieving the expected level increased but was still below the national average. Improved checks on phonics teaching and action by senior leaders where it was weak have led to rapid improvement in reading across the school. The school's current data indicates that the results this year will show further improvement.
- Over the last few years, attainment at the end of Key Stage 1 has fluctuated between below average overall and being broadly in line with national averages in reading and mathematics in 2014. The progress of current pupils' has accelerated sharply in reading, including phonics, writing, number, and shape and space and their attainment is now higher. Assessment data and the work seen in books and lessons show that the attainment of pupils in the current Year 2 is expected to be above average.
- In 2014, attainment at the end of Year 6 was broadly in line with national averages, having improved in writing and in English grammar, spelling and punctuation. The school's data for pupils in the current Year 6 shows an improvement from 2014, especially in reading and mathematics. This improving trend is consistent across the school. Progress has accelerated in Key Stage 2 so that a growing proportion of pupils, including the most able, are making better progress than previously.
- The school's accurate records, which were confirmed from pupils' work, observing pupils learning in lessons and speaking to pupils, indicate that achievement in reading and writing is now good and standards are rising. Pupils are making good progress in mathematics, reading and writing, though their attainment in mathematics is not as high as in reading and writing. Previous differences between the performance of girls and boys, especially in mathematics and writing, have been closed so they are reach similar standards.
- Pupils in the current Year 6 have made good progress in Years 5 and 6. They are working at levels that are much higher than those expected for their age in reading, spelling, punctuation and grammar. Their

mathematics, although above the levels expected for their age, is not as strong as for reading and writing. There is a similar picture in Year 5.

- Disabled pupils and those who have special educational needs have a positive approach to learning and make good progress overall. This success is due to the school's good systems, which enable teachers to identify pupils' specific learning needs much earlier than previously. The targeted support they receive is clearly focused on their needs and helps these pupils to achieve well, with some making better than expected progress. Strong links with external agencies and the high school also support both academic and personal needs of individual pupils.
- Too few pupils were supported through pupil premium funding in Year 6 in 2014 to comment on their attainment without risk of identifying individual pupils. However, a study of the school's test results, assessment data and pupils' work confirms that disadvantaged pupils across the school are making good progress from their starting points, and the gaps are closing with their peers. Pupil premium funding is having a positive effect on the achievement of these pupils. In some year groups they make better progress than other pupils in their class.
- The most-able pupils make good progress. Last year, the progress of the most-able pupils was not as fast as it should have been. The focus on the most-able pupils has meant that a much higher proportion of the most-able pupils in the current Year 6 class are now making good progress in reading, writing and especially in mathematics.
- The teaching of mathematics has improved. Pupils are taught essential skills of calculation and the mathematical operations well. They are now making good progress in mathematics, though this is not yet entirely consistent in every class. Pupils are increasingly applying their mathematical skills to investigate and to solve problems, which has been one of the school's priorities. However, the practice is not consistently good in all classes because not all teachers create enough opportunities for pupils to apply their mathematical knowledge in subjects outside mathematics.

The early years provision

is good

- Since the previous inspection, significant improvements in early years mean that all aspects are now good. Children settle very well in the Reception class. Prior to starting school, children and parents visit the class to understand the school's procedures and get to meet the staff. This gives staff an insight into what children enjoy doing and so activities are planned to engage them fully.
- During their time in the Reception class, children make good progress from their starting points. In 2014, the proportions reaching a good level of development were higher than the national average. All children are well prepared for learning in Key Stage 1, including disabled pupils and those who have special educational needs, the most able, and those supported by additional funding.
- Communication between school and home is strong. Staff are available at the start and end of the school day so that they can share relevant information with parents and carers. Parents are kept well informed of the progress their children are making through records known as 'learning journeys'. These are used by staff and most parents to record each child's achievements throughout their time in the early years, both in school and at home. Staff use these records to plan challenging activities that ensure children build on their experiences and make good progress.
- Good care is taken to keep children safe and ensure their good behaviour. When they are given free choice of activities in which to engage, children show respect for each other. They learn to be patient and take turns to use the equipment available to them.
- Children achieve well in the Reception class because of the good-quality teaching from the dedicated staff team, which is well led and managed. Staff meticulously follow up children's interests to extend their learning and strengthen their spiritual, moral, social and cultural development. For example, children have been captivated by the class book, *Can't You Sleep, Little Bear*. Staff prepared areas, both indoors

and outside, so that children could talk about the sun and the moon. Skilled questioning from staff made children think about sunlight and moonlight. One child, in response, said 'The sun is a big star.' The children thoroughly enjoyed the practical and fun way of developing their literacy skills.

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	136374
Local authority	Herefordshire
Inspection number	461812

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Steven Chilman
Headteacher	Dean Curtis
Date of previous school inspection	19 June 2012
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