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Mr Paul Laycock
Headteacher
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Dear Mr Laycock

Short inspection of Wigginton Primary School

Following my visit to the school on 18 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since you became headteacher in September 2017 you have led the school with drive, commitment and determination. You and your leadership team are keenly focused on supporting all pupils to become rounded individuals, who have the skills and attitudes needed to become successful lifelong learners. The school's vision, 'to develop open and enquiring minds and above all a love of learning that will last a lifetime', is threaded throughout all elements of school life. Assemblies, displays and rewards for pupils all support the school's values and the building of pupils' resilience.

The leadership team has changed considerably since the last inspection. The staff team has embraced the changes and wholeheartedly supports you as you strive for improvement. You have developed a team that works well together and has the skill to help teachers to develop and improve. Teachers explained how they feel supported and listened to by the leadership team, with one teacher commenting that 'it is a brilliant school to teach in'.

Pupils enjoy coming to your friendly, happy school. They spoke excitedly about the recent whole-school trip to the Yorkshire Arboretum. The pupils I spoke to were looking forward to starting a range of lessons linked to the visit, particularly about a book called 'The Lost Words'. You are successfully harnessing pupils' enthusiasms to develop the wider curriculum. Pupils report that they feel supported by their teachers and challenged to do even better in their work. Pupils clearly feel that the

school is a special place to be. For example, one pupil told me, 'Everyone communicates; everyone is being nice to each other; it just makes it a really nice school.' As pupils move around the school, they are polite and courteous and this is supported by the good relationships that they have with their teachers and other adults.

Governors fully understand their strategic role and have a broad range of expertise that enables them to carry out their responsibilities effectively. While they are supportive of you and your colleagues, they also provide a high degree of challenge. Governors visit school regularly to look at the impact of the changes made by you and your staff. They are continuously looking for ways to develop their skills and knowledge and to help drive further improvements in the school.

At the previous inspection, inspectors found that achievement in writing was not as strong as in reading and mathematics. You have learned from best practice in the teaching of writing in other schools and invested in the professional development of your teachers and teaching assistants. In 2018, by the end of key stage 2, the overall progress made by all groups was above that made by pupils nationally. The percentages of pupils achieving the expected and the higher standard in reading were above the national average.

Inspectors also found that pupils had too few opportunities to use and apply their mathematical skills and knowledge to investigate and solve practical problems. You have revised your approach to the teaching of mathematics and ensured that opportunities for pupils to solve problems and take part in practical activities are at the heart of every lesson. In 2018 the proportions of pupils at the end of key stage 2 achieving the expected and the higher standard in reading were above the national average.

Inspectors found that the provision for outdoor learning in the early years was limited. The school has taken part in a project to develop the equipment available outdoors and to train staff in supporting pupils effectively. The area is now well planned and resourced, with a wide range of opportunities for children to develop their physical, creative, literacy and mathematical skills. The good level of development for children in the early years has been significantly above the national level for the last three years.

Inspectors found that the expectations of what pupils can achieve were not always high enough. You now fully analyse information about pupils' achievements. All pupils are carefully monitored to check whether they are falling behind or could be challenged even further. This has resulted in the positive attainment in reading, writing and mathematics for pupils at the end of key stage 2.

Safeguarding is effective.

There is a strong culture of keeping pupils safe. The school has a nurturing ethos and this was clear during my visit. Parents said they value how safe and secure the school is physically, and how it supports pupils socially and emotionally, so that they

become confident, resilient learners. Your work to support this is a strength and is recognised by staff and governors as well as parents. Leaders ensure that safeguarding arrangements are fit for purpose and staff are vigilant in making sure that safeguarding is always a high priority. The staff team is well trained and kept up to date with new information and changes to procedures. The single central record is compliant and the school's recruitment procedures are secure.

Pupils said that they feel safe. Pupils who spoke to me or responded to Ofsted's survey said that they feel safe in your happy, caring school. Pupils know that there is always someone they can talk to if they have worries or concerns, and feel that these are resolved satisfactorily. The school equips pupils with the knowledge and skills to keep themselves safe online. Pupils also recognise that they are helped to stay safe through fire practices and swimming lessons. Governors contribute well to the school's strong culture of safeguarding. They meet leaders regularly to check that arrangements are fit for purpose

Inspection findings

- I looked to see if high-prior-attaining pupils were being sufficiently challenged in their mathematics lessons. In 2018, not enough high-prior-attaining pupils reached the expected standard in mathematics or the higher standard at the end of key stage 2. They made slow progress across the key stage.
- You have identified progress in mathematics as a priority for the school and have put strategies in place to address it. You have looked carefully at each year group to check what pupils should be learning to achieve well in mathematics. Pupils can also check to see what they need to do next to improve. Leaders have looked at test results to see which skills and concepts pupils are struggling with and are using this to focus improvements. The school has bought a range of high-quality practical equipment, which supports pupils in their mathematical thinking. In most lessons pupils choose a piece of equipment successfully to help them solve a problem. However, occasionally the amount of equipment is overwhelming and some pupils are not sure how to use it all correctly. From our observations in lessons it was clear that teachers ask pupils to explain their methods and prompt them to complete harder tasks. However, a few most-able pupils could be challenged more to achieve the higher standards in mathematics at the end of key stage 2.
- I looked at whether pupils in key stage 2 are making strong enough progress in reading. In 2018, not as many high-prior-attaining pupils reached the higher standard in reading, compared to their peers.
- The majority of pupils across the school perform well in reading. In 2017 attainment and progress in key stage 1 and key stage 2 was above the national standard. In 2018 attainment for the majority of pupils at key stage 2 was also above the expected standard. However, the most able pupils did not perform as well. You have identified the attainment and progress of this group as a focus for your work in school this year. You have already met as a staff team to discuss what skills in reading pupils need to achieve at the highest levels. Teachers are now asking pupils to explain their answers more thoroughly and are providing

word ideas to support pupils to express their ideas. The pupils who read to me were able to talk about what was happening in the book and answer questions about characters and what might happen next. Pupils also knew how to use their phonics skills to help them read words they were unsure of. They said that they enjoyed reading at home and at school, but felt that they could read books that were even harder.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- mathematical equipment and other supportive tools are used effectively across the school
- the proportion of most-able pupils who achieve the higher standard in both reading and mathematics at the end of key stage 2 is increased.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for York. This letter will be published on the Ofsted website.

Yours sincerely

Helen Hussey
Ofsted Inspector

Information about the inspection

During the inspection I met with you and the school's leadership team. I also met with two members of the governing body, including the chair of governors and a representative from the local authority. Together, we visited a range of classes covering all year groups, observing pupils and talking with them about their progress in mathematics. I also scrutinised a sample of pupils' work in mathematics, with the subject leader. I looked at all the responses to Ofsted's online questionnaires, including the views of 35 parents. I also spoke to parents at the start of the school day. I listened to pupils read and met with a group of pupils to ask them about their experience of school. I evaluated documentation, including the school's self-evaluation, the school development plan, information about pupils' progress, attendance records and information about safeguarding.