

Inspection of Wigton Nursery and Infant School

Longthwaite Road, Wigton, Cumbria CA7 9JR

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy at Wigton Nursery and Infant School. They are friendly, confident and welcoming. Leaders' values of 'learning, laughter and love' resonate throughout the school. Pupils, including children in the early years, enjoy coming to school. They arrive each day excited and ready to learn. There are strong relationships between pupils and staff. Pupils know that leaders will deal quickly with any worries they may have, including any concerns they have about bullying. This helps pupils to feel safe.

Leaders have high expectations for pupils' learning and behaviour. Pupils listen carefully to their teachers and do what is asked of them. They are polite and respectful. Pupils, including those with special educational needs and/or disabilities (SEND), do their best to meet leaders' expectations and work hard.

Pupils appreciate the opportunities they have to go on trips. For example, pupils, including those in the specially resourced provision for pupils with SEND, go swimming. Pupils also enjoy visits to the zoo, the beach, farms and local fells. They recently explored renewable energy and pond dipping at a local nature reserve. These varied experiences help pupils to develop a sense of place and responsibility. They also help them to build confidence and resilience.

What does the school do well and what does it need to do better?

Leaders have designed a broad and well-sequenced curriculum. They have carefully considered the essential knowledge that children in the early years need to acquire, and when, to help prepare them for key stage 1. Pupils have not achieved as well as they should over time. However, the new headteacher has been quick to develop a curriculum that is ambitious for all pupils, including those with SEND.

In a small number of subjects, leaders have not provided sufficient training to give subject leaders the knowledge and expertise they need to lead their subject as well as they should across the school. As a result, pupils' learning is inconsistent.

Leaders quickly identify any pupils with additional needs. These pupils are supported effectively to follow the same curriculum as their classmates. Pupils in the specially resourced provision experience a curriculum that is appropriate to their needs. They are taught by staff who know them well and are skilled in supporting their individual learning and behavioural needs. These pupils are included in the life of school wherever possible.

Teachers have the knowledge they need to deliver the curriculum well. Teachers give pupils clear feedback. They pick up pupils' errors and misconceptions. However, in some subjects, leaders have not developed ways for teachers to check what pupils

know and can remember. This can hinder some pupils from developing deeper knowledge and understanding over time.

Leaders have prioritised reading from the Nursery Year to Year 2. Pupils read widely and often, both in and out of school. Parents value the opportunities that leaders provide for them to come into school and read with their children. For example, many parents recently attended a family bedtime story session in school. Leaders have successfully introduced a phonics curriculum. Staff have been trained to teach this well. Pupils learn sounds in a logical order. The books that they read contain the sounds and words they know. This helps pupils to build confidence and fluency. Leaders closely track the sounds that pupils know and can remember. Pupils who need additional help to keep up with the phonics curriculum are supported effectively to do so.

Children in the early years follow established routines well. Staff help them to develop independence and social skills, such as taking turns and sharing. Older pupils are courteous and well mannered. They understand that pupils in school have varying needs, and they are considerate of this. Pupils behave well in their lessons. They have positive attitudes to learning and are proud of what they achieve. Learning is rarely interrupted by disruptive behaviour.

Leaders ensure that pupils have experiences that extend beyond the academic curriculum. They have forged close links with the community. For example, pupils are helping to develop a local park. Leaders also work closely with local sports clubs, such as the rugby and cricket clubs. Leaders have recently established links with schools in Chechnya. These varied opportunities help pupils to be active in the community. They also help them to learn about the wider world.

The school is well led and managed. Leaders have acted swiftly since the appointment of the headteacher to address the weaknesses in the curriculum. Governors know the school well and are effective in holding leaders to account. Staff appreciate the steps that leaders have taken to prioritise their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided training to ensure that staff identify any safeguarding issues that may arise. Staff know how to report and record any concerns they may have. Leaders act upon these quickly and appropriately. They keep detailed records of the actions they have taken to secure help for vulnerable pupils. Leaders work with other agencies to access additional help. Emotional literacy support staff also provide nurture and support for pupils.

Pupils learn how to keep themselves safe, including when they are online. Other agencies, such as the police and fire brigade, talk to pupils about risks and dangers and what to do if they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not provided sufficient training for subject leaders. As a result, some subject leaders do not have the knowledge and expertise to lead their subject as effectively as they should. Leaders should ensure that all subject leaders are given further support to lead their subject well across the school.
- In some subjects, leaders have not developed assessment strategies to check what pupils know and remember. As a result, teachers are less skilled in checking what pupils know in these subjects and using this to inform their teaching. At times, this hinders pupils from developing a deeper knowledge in these subjects. Leaders should ensure that teachers make effective use of assessment strategies to shape their teaching.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112126
Local authority	Cumbria
Inspection number	10241199
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chairs of governing body	Chris Scott Elaine Lynch
Headteacher	Joanne Lloyd
Website	www.wigtoninf.cumbria.sch.uk
Date of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection. There have also been some changes in staffing.
- The school hosts a local authority commissioned specially resourced provision for pupils with autism spectrum disorder and severe learning difficulties. There is provision for six pupils. There are currently four pupils across early years and key stage 1 on roll.
- Leaders do not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and other leaders in school. They also spoke with a range of staff.
- The lead inspector spoke with seven governors, including the co-chairs of the governing body. She also spoke with a representative of the local authority and a school improvement officer.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to the Ofsted surveys for staff and pupils.
- The lead inspector examined a range of safeguarding documentation. She checked how leaders ensure that safer recruitment procedures are in place. The inspector checked records of staff's safeguarding training. Inspectors also spoke to staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour at breaktimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics, art and design and music. They met leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They also looked at examples of pupils' work. Inspectors also considered the curriculum across some other subject areas.
- The lead inspector observed pupils reading to a trusted adult.

Inspection team

Sally Timmons, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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