

Inspection of Wigton Moor Primary School

Barfield Crescent, Leeds, West Yorkshire LS17 8RU

Inspection dates: 4 and 5 October 2023

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2011. The school received an ungraded inspection under section 8 of the Act on 12 December 2019.

What is it like to attend this school?

Pupils and staff exemplify the school motto 'everyone learns and everyone achieves, because everyone matters'. At Wigton Moor, they really do!

Pupils here are phenomenal. They are polite, sensible and considerate of others. They live up to leaders' high expectations. Pupils excel in their learning. Oracy is at the heart of the curriculum. Pupils achieve exceptionally well and are articulate learners.

One of the school's many strengths is equality. It is a truly inclusive school. Pupils are kind. They are highly respectful of others. 'One World Week' celebrates the school's diverse community. Pupil equality councillors are passionate that everyone is represented. Pupils work with leaders to check that everyone has a voice.

Pupils' behaviour is exemplary. Bullying is rare. Pupils know the school's '4C' behaviour rules (courtesy, care, cooperation and common sense). Pupils, including those with special educational needs and/or disabilities (SEND), feel safe and are happy. Leaders ensure that they are kept safe.

Staff develop pupils' individual talents. Pupils look forward to their residential trips in key stage 2. They attend extra-curricular clubs such as choir, production and gardening. The gardeners recently planted bulbs and harvested their bean crops. Many pupils take part in the school's lunchtime sports clubs. They enjoy this chance to play together.

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

Leaders have designed a broad and ambitious curriculum. From early years, they identify the knowledge, skills and vocabulary they want pupils to remember. Curriculum plans are broken down into manageable steps so that pupils know the basics before moving on to more complex work. The curriculum builds opportunities for pupils to recap previous learning so that they remember things in the long term. Consequently, pupils perform exceptionally well, particularly in reading, writing and mathematics.

Teachers constantly check what pupils know and can do. For example, in mathematics, teachers change the pace of learning to ensure pupils understand the smallest steps. This helps pupils deepen their knowledge, so they can tackle more complex problems. Leaders have created detailed curriculum plans to support staff to deliver a high-quality curriculum. Staff pre-empt misconceptions and model the highest expectations for learning.

Staff have high aspirations for all pupils, including those with SEND. Pupils with SEND are fully included in all lessons. Curriculum adaptations enable most pupils to work alongside their peers. Where needed, all pupils receive effective support.

Reading is a priority. Pupils love to read. Daily story time happens in all classes. Teachers make sure that the books pupils read match the sounds that they know. This helps pupils to become more fluent readers. Staff are well trained in how to teach early reading. They are quick to identify pupils who need extra help. These pupils are making rapid progress. Pupil reading ambassadors are proud of their role. They share new books in assemblies. They want pupils to 'see themselves' in book choices. They make sure different characters and cultures are represented.

A culture of high expectations and routines is embedded across the school. This does not happen by chance. Leaders plan this from day one. Relationships between pupils and staff are strong. Lessons are rarely interrupted. Adults model expectations and children respond. Despite only being in school for a matter of weeks, Reception Year children understand expectations. For example, outside, staff model safe ways to use the climbing frame. Children then are quick to copy these examples in their play. Social times across the school are harmonious. Year 6 pupils enjoy being 'red hats' and supporting younger pupils. They teach pupils how to interact and play together. Pupils take turns and share equipment. They bring in toys and games from home to supplement the playtime offer. Their high level of self-regulation means there are few disagreements with others.

Vocabulary and oracy are meaningfully planned. 'Wow Me Wednesdays' promote confidence and articulation. Pupils enjoy speaking about a specialist subject to their peers. Staff encourage high levels of oracy at all times. Pupils relish their roles and responsibilities. Elections take place for the green and school councils. Pupils were keen to share their inspirational speeches with inspectors. Pupils' knowledge of world faiths is exceptional. The school offers a wide range of enrichment opportunities. Visits and visitors are planned across all year groups throughout the year. These add to pupils' learning experiences in the curriculum and support their personal development.

Staff feel valued and say leaders are mindful of their workload. They are proud members of the team. Leaders prioritise high-quality professional development for all staff. Senior leaders mentor new and existing staff. This enables staff to continually develop and refine the curriculum offer for pupils. Governors hold leaders to account. They provide effective support and ensure the school's vision is enacted in all aspects of their work.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107870
Local authority	Leeds
Inspection number	10289950
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair of governing body	Julie Taylor
Headteacher	Elaine Bown
Website	www.wigtonmoor.leeds.sch.uk
Date of previous inspection	12 December 2019, under section 8 of the Education Act 2005

Information about this school

- Wigton Moor Primary School is larger than the average-size primary school.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders from the school, six members of the local governing body, including the chair of governors, and two representatives from the local authority.
- The inspectors carried out deep dives in the following subjects: early reading,

mathematics, science, music and physical education. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour during discussions.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents were sought face-to-face, and the inspectors considered the responses to Ofsted Parent View.
- The inspectors considered the views of staff from meeting with staff and from the responses to Ofsted's staff questionnaire.
- The inspectors met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Ian Clennan, lead inspector	Ofsted Inspector
Angela Spencer-Brooke	Ofsted Inspector
Katy Cox	Ofsted Inspector

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