

# Inspection of a good school: Wigginton Primary School

Westfield Lane, Wigginton, York, North Yorkshire YO32 2FZ

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Inspection dates:

9 and 10 November 2023

## **Outcome**

Wigginton Primary School continues to be a good school.

## **What is it like to attend this school?**

In the words of one pupil, 'Every day is an adventure at Wigginton.' The school provides a happy, caring and stimulating environment which challenges pupils to solve problems, be resilient and support others. Pupils are proud to come to this school. They enjoy learning here.

The school's values underpin all that happens in both lessons and at less structured times of the day. Pupils enjoy learning because the curriculum is planned to encourage creativity, respect for others, independence, enthusiasm and success. The school has high expectations for pupils.

Behaviour is exceptionally good here. This is because showing respect for others is seen as essential. In lessons and in the playground, pupils help each other. They are polite and kind. Any form of bullying is extremely rare. If it does occur, pupils know that staff will deal with it swiftly. Pupils are keen to solve minor issues independently. They do this by talking about worries and feelings.

The outside environment provides extensive and unique spaces for pupils to learn valuable life skills, such as sharing and caring. Pupils have freedom to make choices and use their imagination as they play with exciting and challenging resources. Pupils of all ages work together, with great enthusiasm, to build dens or use the tractors in the giant sand pit. There is something to interest every pupil during playtime at Wigginton.

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

The school makes careful decisions to ensure that the curriculum constantly evolves and improves. Leaders, at all levels, are ambitious, confident and knowledgeable. They work together to ensure that the curriculum is broad, balanced and accessible for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils say learning is interesting. They enjoy the opportunities that they are given to use technology in lessons. An example of this could be seen in computing lessons where pupils benefited

from clear teaching about how to use an animation programme. This empowered all pupils to use their knowledge independently and explore and extend their learning. Leaders ensure that the important knowledge that pupils need to remember is clearly identified. Pupils recall past learning well. The school recognises that there is more to do, in some subjects, to ensure that the specific learning they want pupils to remember is defined further.

Reading is at the centre of the curriculum. Words, sentences and books are evident throughout the school. Pupils read regularly. In lessons, they access a range of carefully chosen texts which challenge, interest and inspire their discussions. There is a determination to give pupils opportunities to learn to love words, use their new vocabulary and read widely.

The school's chosen phonics approach is well embedded and used consistently. Staff are well trained and knowledgeable. They use resources effectively, which are matched to pupils' abilities. Children in the early years get off to a good start with reading. No moment is missed in helping children to hear sounds in words. Pupils who find reading difficult are quickly identified and supported. They are given extra support, both in lessons and through interventions, to help them to catch up quickly. The school monitors phonics lessons regularly.

The mathematics curriculum is carefully planned. Pupils, from Year 1 to Year 6, are given daily opportunities to explore, explain and extend their learning. Lessons follow a consistent approach. Teachers regularly check what pupils know and remember. The school ensures that pupils have short, daily opportunities to focus on developing fluency with number and pattern. This supports pupils to build confidence. In the early years, children have daily mathematical challenges. However, leaders recognise that there is more to do to ensure that mathematics is taught consistently so that it supports future learning when in Year 1.

The school knows the pupils well. Pupils with SEND are identified and support is put in place when needed. External agencies, such as speech and language therapy, are used to ensure that pupils' needs are met. The school recognises that historically, there have been delays in ensuring that support is put in place for pupils with SEND. This has been addressed now and all pupils receive the support that they need in a timely manner.

The school has woven its chosen values throughout the personal development curriculum. Pupils are given wide and varied opportunities to be creative, resilient and independent. Examples of this can be seen in the breadth of musical opportunities and enrichment activities that they are offered. Pupils talk about cello, piano, guitar and viola lessons with great enthusiasm. The 'Sing Stars' visit local community events. Pupils go to local theatres and museums to learn about and embrace creativity. The school reviews its enrichment offer regularly and seeks ways to improve it. An example of this is the introduction of a science, technology, engineering and mathematics club. Pupils are given opportunities to take part in local sporting competitions. The school is now actively seeking ways to extend pupils' understanding of diversity and difference in modern-day society.

The governing body knows the school well. It ensures that staff are well supported, and their well-being is considered when changes are made to policies or practice. Staff value the support they are given. They are proud to work at the school. Parents are equally positive and proud of the school. Many comment on how caring the staff are and how happy their children are to attend the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a minority of subjects, the school has not clearly identified the important knowledge they want pupils to know and remember. This means that learning does not always build over time from the early years to Year 6. The school should ensure that teachers have sufficient information in the curriculum to support them to plan lessons which help pupils to build on prior knowledge.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

## **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

<b>Unique reference number</b>	121366
<b>Local authority</b>	York
<b>Inspection number</b>	10297311
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Amanda Windass
<b>Headteacher</b>	Paul Laycock
<b>Website</b>	<a href="http://www.wiggintonprimary.co.uk/">www.wiggintonprimary.co.uk/</a>
<b>Date of previous inspection</b>	18 September 2018, under section 8 of the Education Act 2005

## Information about this school

- This is an average-size primary school, with some pupils taught in mixed-age classes.
- The school currently uses two alternative providers. One of these is not registered with Ofsted.
- There is a breakfast and after-school provision available for all pupils, which is managed and run by a private company.

## Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with school leaders, the chair of the governing body and other members of the governing body. The inspector also spoke with representatives from the local authority.

- The inspector carried out deep dives in these subjects: reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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 inspector observed pupils' behaviour in lessons and around school.
- The inspector considered responses to Ofsted Parent View, including free-text comments. They met with groups of staff and pupils and considered responses to Ofsted's staff survey.

### **Inspection team**

Andrea Batley, lead inspector

His Majesty's Inspector

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