

INSPECTION REPORT

WIGTON INFANT SCHOOL

Wigton

LEA area: Cumbria

Unique reference number: 112126

Headteacher : Mrs. D. M. Summerfield

Reporting inspector: Mrs. P. A. Simpson
1515

Dates of inspection: 9 -11 October 2001

Inspection number: 195096

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Longhwaite Road Wigton Cumbria
Postcode:	CA7 9JR
Telephone number:	016973 42649
Fax number:	016973 42649
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. L. Hind
Date of previous inspection:	13 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1515	Mrs. P. A. Simpson	Registered inspector
9511	Mrs. E. A. Longfield	Lay inspector
31175	Mr. A. Allison	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wigton Infant School is located in the small market town of Wigton which is 8 miles west of Carlisle. There are 181 full-time pupils (86 girls and 95 boys) on roll, ranging from four to seven years of age and two children attend the school part-time. At the time of the inspection 107 children were under six years of age. There are seven classes and the school roll is rising. About 90 per cent of the children live in Wigton and the surrounding villages but some pupils come from further afield. A number of the children travel to school by bus, car or taxi. There are no children for whom English is an additional language. The number of pupils (23.6%) eligible for free school meals is above average. The percentage of pupils (24.7%) identified as having special educational needs (SEN) due to learning or behavioural difficulties is above the national average. The percentage of pupils with statements of special educational need (11.5%) is well above the national average. The school is working towards the designation by the local education authority of a Strategic Day Facility for pupils with statements of SEN. The majority of children have attended a nursery or pre-school playgroup prior to entering compulsory schooling. Attainment on entry to the Reception classes is broadly average in numeracy, reading and writing.

HOW GOOD THE SCHOOL IS

Wigton Infant School is a successful school with some notable qualities. Standards of attainment are higher than the national average in mathematics and writing and they are broadly average but steadily improving in reading. The quality of teaching is a strength of the school, as is the leadership of the headteacher. Staff work well together as a team. The pupils, staff and community are valued. As a result of its effective educational provision including that for pupils with special educational needs, and the higher than average income received per pupil, the school provides good value for money.

What the school does well

- The 2000 test results at the end of Year 2 were well above average in mathematics and above average in writing. Compared with similar schools, 2000 results exceeded the expected standards in reading, writing and mathematics.
- The overall quality of teaching is good and makes a positive impact on pupils' learning.
- The leadership of the headteacher and the established working relationships provide a very good climate for teaching and learning.
- The provision for pupils with special educational needs is very good, which results in them making very good progress.
- The school is committed to meeting the needs of all of its pupils and, as a result, their attitudes, behaviour and personal development are very good.

What could be improved

- Extending the involvement of all subject co-ordinators in the formal monitoring of the curriculum, teaching and learning, supported by updating schemes of work for the Foundation Stage, science and the non-core subjects that reflect the revised National Curriculum 2000 and the school's assessment policy.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in May 1997. From the evidence available, the school has made good improvement in the areas highlighted in the report and almost all of them have been dealt with fully. The deputy headteacher has a clear job description, a teaching and learning policy has been formulated and appropriate attention has been given to the administration of attendance registers and the health and safety matters pointed out. The physical development of all pupils, including those with special educational needs, is a high and ongoing priority for the school and the resourcing and facilities for this area of its work have improved significantly. In March 2001, the school was awarded the Sport England National Activemark. This award is for quality experiences in physical activity, both within and outside the curriculum. Schemes of work were written as required but they are now outdated in science, the non-core subjects and the Foundation Stage of the curriculum. Formal monitoring and evaluation of the curriculum, teaching and learning is conducted by senior staff in English and mathematics, but as yet not all subject co-ordinators are involved in this process. The school has an assessment policy which is implemented in the Foundation Stage, and in English and mathematics, but assessment information is still not used consistently enough in the non-core subjects of the curriculum and science. Raising standards at all levels in the core subjects of the curriculum and information and communication technology is a key priority and, as a result, the standards in these subjects are improving steadily. There was no unsatisfactory teaching observed during this inspection and this is a significant improvement on that reported in 1997.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	C	A	C	B
writing	B	A	B	A
mathematics	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information above shows that results in 2000 for mathematics were well above the national average; they were above average in writing and broadly average in reading. Compared with schools which have pupils with a similar background, results were well above average in writing and mathematics and above average in reading. There is no comparative national performance data available at this time for the 2001 end of Year 2 test results, but the school's results show a similar trend to those of 2000 in mathematics and reading, with a greater number of pupils attaining the expected Level 2 or higher in writing than in 2000. The inspection findings are consistent with this pattern of achievement. There is no significant difference between the standards that boys achieve in comparison with girls. In information and communication technology (ICT) pupils' achievements are broadly average. Children in the Foundation Stage of the curriculum are on course to reach the early learning goals by the end of the Reception year in the six areas of learning. The school has identified appropriately the need to continue to target literacy and numeracy as priority areas for development. This includes reducing the number of pupils who attain the lower than expected Level 1 and increasing the number of pupils attaining the higher than expected Level 3 in reading, mathematics and writing. A whole-school goal is to make reading and writing standards comparable by 2003. As a further means of achieving this goal, improved resourcing and further staff training on the literacy strategy are planned. Information and communication technology continues to be an area of ongoing development in terms of teaching and learning within the strategic management plan of the school. Pupils with special educational needs make very good progress in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They work hard, listen well and are very interested and involved in the activities provided.
Behaviour, in and out of classrooms	Very good. There have been no exclusions over the past 11 years. The school admits pupils who have been excluded or who have been deemed unsuitable for their former school placements.
Personal development and relationships	Very good. Pupils form constructive relationships with one another and with teachers and other adults.
Attendance	The attendance rate is broadly average and the level of unauthorised absence is in line with the national average. The rate of attendance is on occasions affected by long-term sickness and by families taking their children on holiday during term-time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Not applicable

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall the quality of teaching is good. This is the view of those parents who were able to comment on the teaching in the parental questionnaire sent out before the inspection. This is a significant improvement since the last inspection where one-fifth of the teaching observed was unsatisfactory. As a result of the good quality of teaching and support provided, all pupils are achieving to the best of their capabilities. Particular strengths of the teaching are the effectiveness of the teaching methods employed in the Foundation Stage and Key Stage 1 English and mathematics curriculum. The management of pupils is very good throughout the school. Time, resources and assessment are used particularly well in the Reception classes. Children's intellectual, physical and creative effort was particularly noticeable in the Reception classes given that they have only been in school for one month. Time allocations do not feature sufficiently in the daily lesson plans in Key Stage 1 and on occasions teachers do not share the lesson objectives with pupils or link them into the whole-class plenary sessions at the end. The high quality of teaching and contributions made by support staff are instrumental in helping pupils, including those with special educational needs, to make at least good and at times very good progress, particularly in literacy and numeracy. In Key Stage 1, the use of assessment in science and the non-core subjects is inconsistent in its quality and quantity despite the school having a comprehensive assessment policy. From time to time children are given simple tasks to do at home including spelling and number work. All children are encouraged to read at home.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but schemes of work are outdated for science and the non-core subjects. The strategies for teaching the basic skills of literacy and numeracy are effective.
Provision for pupils with special educational needs	Very good. Activities are adapted well to suit pupils of all ages who learn at different rates or who have particular needs. Support staff give focused support to pupils with or without statements and, as a result, they make very good progress. Pupils with SEN join in everyday activities with other pupils. Monitoring and record keeping are thorough. The school is working towards becoming a designated Strategic Facility for pupils with a statement of SEN.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. The provision for pupils' moral and social development is very good including the considered attention given to 'Thought for the Week'. Good displays of pupils' work and artefacts enhance pupils' awareness of their own and other cultural traditions.
How well the school cares for its pupils	The procedures and practices for child protection and ensuring pupils' welfare are good. The procedures for meeting the day care needs of pupils as outlined in statements of SEN are of a high standard.

In the Foundation Stage of the curriculum there is good coverage of all areas of learning supported by the very good resources. The curriculum in both stages is supported well by extended visits and visitors to the school. The scheme of work does not reflect the National Guidance on the Foundation curriculum and the schemes of work other than those for English and mathematics do not yet reflect the revised Year 2000 curriculum or the school's assessment policy.

The curriculum provided is inclusive by ensuring equality of access and opportunity for all pupils. The established climate for learning pervades everything the school does. Procedures for assessing pupils' attainment and progress and the use of assessment to inform planning fall short of what is expected in the school's assessment policy in regard to science and the non-core subjects of the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. This view is strongly supported by parents. She has established a very good team of staff around her. In 1999 the school achieved the Investors in People Award. There is a shared commitment to strive for greater achievements, especially in English, mathematics and ICT.
How well the governors fulfil their responsibilities	The governors are beginning to be more active in school development planning and monitoring the school's work. There are omissions in their Annual Report to Parents about attendance and the provision for pupils with disabilities. Policies of the governing body are often unsigned and are not always dated.

Aspect	Comment
The school's evaluation of its performance	The senior management team are involved in the formal monitoring of teaching and learning in English and mathematics. Across the curriculum as a whole most subject co-ordinators are not yet sufficiently involved in this process but it is planned for.
The strategic use of resources	Finances and day-to-day administration of the school are managed well. Plans incorporate appropriate financial considerations. The school seeks to obtain best value for money, for example when purchasing ICT resources to meet the planned curriculum. The addition of a third Reception class and the provision of a sensory room will reduce the budget surplus to about five per cent in 2001/02. The quality of available resources is very good in both stages of the curriculum.

The school has sought the help of an external consultant in analysing its performance data as a means of monitoring the progress made during the time pupils are in the school. This information is used well to inform future target setting in English and mathematics. The school is very committed to the implementation of its Performance Management Policy and there is a clear linkage between this, school improvement planning and staff development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils' progress is good. • Pupils' behaviour is good. • The teaching is good. • They are informed about their children's progress. • They are comfortable about asking questions or discussing problems. • The school has high expectations of all its pupils. • The school works closely with parents. • The school is very well led and managed. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • Information about homework and the amount of homework provided. • The range of activities outside lessons.

Inspectors agree with the positive comments made by parents and with the suggested improvements. Although the school has a homework policy which is based on the national guidance, a significant number of parents do not know of the homework policy and there is some uncertainty by some of them as to what constitutes homework. A statement is given in the prospectus as to the type of work to support activities at home. At the time of the inspection there were no extra-curricular activities offered. A significant number of parents reported that they did not know of any such provision and several disagreed with the range of activities provided outside lessons in the past. The school is intending to start running sport and music extra-curricular activities, including a choir, and parents will be informed of these plans through the regular newsletters.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The 2000 test results at the end of Year 2 were well above average in mathematics and above average in writing. Compared with similar schools, 2000 results exceeded the expected standards in reading, writing and mathematics.

1. In the 2000 national tests standards attained in mathematics were well above the national average. They were above average in writing and broadly average in reading. The number of pupils exceeding the expected level (Level 2) and gaining a Level 3 was higher than average in mathematics in 2000. In the school's 2001 results there has been an increase in the number of pupils who gained the higher Level 3 in reading than in 2000 and a small number of pupils gained Level 4. There is no comparative national performance data available at this time for the 2001 end of Year 2 test results, but the school's results show a similar overall trend to those it gained in 2000 in mathematics and an increase in the number of pupils attaining the expected Level 2 or above in writing than in 2000.
2. Compared to those schools which have a similar proportion of pupils eligible for free school meals, the 2000 results were well above average in writing and mathematics and above average in reading. Taking the three years 1998-2000 together, the performance of Year 2 boys and girls over this period exceeded the national average for their age group. There is no significant difference between the standards that boys achieve in comparison with girls.
3. The inspection findings are consistent with this pattern of achievement. The analysis of pupils' work, assessment information and observations in lessons indicate that the majority of pupils are achieving or exceeding the expected level in their reading, writing and mathematics work. Pupils with special educational needs make very good progress in relation to their prior attainment.
4. In the Foundation Stage of the curriculum, pupils respond well to questioning and they are developing good listening skills. When working in small groups they pay attention to each other. In a language and literacy session the children were able to accurately match initial sounds in words with articles on a tray, for example 'l' for lion and 'd' for duck. Language skills are encouraged by the use of praise. Year 1 pupils joined in enthusiastically with the class teacher during the reading from the big book 'You Noisy Monkey'. As the text was well chosen, it captured pupils' interest and led to good progress being made by all groups within the class. Pupils were keen to read their completed writing to others in the whole class plenary session at the end of this lesson. They reflected upon and explained what they had learned as a means of clarifying their thinking. Good attention was given to reviewing the use of capital letters and full stops in sentences. A Year 2 lesson on fostering library skills showed that two-thirds of the class were able to locate books from details on a chart. Pupils are beginning to use contents, index and their knowledge of the alphabet to locate information in books. Handwriting is generally accurately formed in Year 2 and it is of a reasonably consistent size. Information and communication technology is used enthusiastically by all ages as a means of presenting written work and consolidating earlier learning of the alphabet, letters and familiar words. The range of learning opportunities provided in literacy sessions from Reception to Year 2, the setting of home reading activities and the development of basic literacy skills in other areas of

the curriculum and for those identified on the register of SEN enable at least good learning gains to be made in English.

5. Children at the end of the Reception year can recognise numerals up to nine and count reliably up to ten using a range of everyday objects. They use mathematical language correctly such as 'more' or 'less'. The use of computers enables the children to talk about and recognise simple patterns. Year 1 pupils can read and write numbers and count reliably to 20. Mental calculation strategies are developing efficiently and, when asked, pupils explained their reasoning orally. When measuring different shapes a Year 1 class recognised correctly 2-D shapes using the 'memory game'. They are gaining a secure command of mathematical vocabulary such as faces, corners, sides and patterns. Pupils in Year 2 described with accuracy the properties of 2-D and 3-D shapes and they have a very secure command of mathematical vocabulary such as 'sphere' and 'cylinder'. Pupils use units of time and know the relationship between them. They can reliably count up to 100 and have a secure recognition of even and odd numbers. Mental calculation strategies are good by the end of Year 2. At all ages pupils communicate their findings in tables, graphs and simple lists, often using information and communication technology to present their work.
6. The school has identified appropriately the need to target literacy and numeracy as ongoing priority areas for development. This includes reducing the number of pupils who attain Level 1 and increasing the number of pupils attaining the higher than expected Level 3 in reading, mathematics and writing. A whole-school goal is to make reading and writing standards comparable by 2003. As a part of achieving this goal, further staff training in literacy is planned and improved resourcing including the use of facilities such as the library. The school has a 'more able' policy but none of its pupils are as yet designated gifted or talented, despite individuals achieving well above the expected standard in 2001, for example in their reading. Information and communication technology makes a good contribution to teaching and learning in English and mathematics and it continues to feature as a priority within the strategic management plan of the school.

The overall quality of teaching is good and makes a positive impact on pupils' learning.

7. Overall, the quality of teaching is good. Parents who responded to the pre-inspection questionnaire agreed that the teaching is good. As a result of the good teaching, the learning is at least satisfactory and more often it is good or very good. The different groups of pupils in the school are achieving to the best of their capabilities. In the 19 lessons observed, which were mainly English, mathematics, ICT and the Foundation Stage of the curriculum, all of the teaching was satisfactory or better. The teaching in two-thirds of the lessons observed was good, just over one-quarter was very good and less than one-fifth was satisfactory. There was no unsatisfactory teaching. This is a significant improvement on the teaching quality reported in 1997, when one-fifth of the teaching observed was judged to be unsatisfactory. Particular strengths of the teaching are the effectiveness of teaching methods in the Foundation Stage of the curriculum and the National Literacy and Numeracy strategies employed by the school. English and mathematics are taught well with a strong emphasis placed on the development of literacy and numeracy skills on entry to the Reception classes. In-class and withdrawal sessions for pupils with SEN tend to focus appropriately on consolidating their basic literacy skills. The management of pupils is very good throughout the school. Time, resources and assessment are used particularly well in

the Reception classes. Time allocations do not feature sufficiently in some daily lesson plans in Key Stage 1 and, as a result, the pace of the teaching is not brisk enough. On occasions teachers did not share the lesson objectives with pupils or link them into the whole-class plenary sessions at the end of lessons as a means of enabling pupils to clarify what they had learned. Overall, the high quality of teaching and contributions made by support staff are instrumental in helping pupils, including those with special educational needs, make at least good and more often very good progress, particularly in literacy and numeracy. Although the school has a comprehensive assessment policy, it is inconsistently applied, in particular in science and the non-core subjects of the National Curriculum, as a means of informing future lesson planning.

8. Routines are established early in the Reception classes. Adults provide a rich environment for learning in which the children can participate fully in the range of activities provided. Very good attention is given to the physical development of children; this is an improvement on that reported in 1997. The Early Years Physical Play policy is very sound and the planned provision is enhanced by the designated physical playroom. The children have only been at this school a month and during this time they are beginning to move with control and co-ordination. During a session which focused on children's creative development, they made very good gains in their knowledge of different sounds. This was reinforced by making sounds using maracas and parts of the body. Non-teaching support staff ensured that pupils with SEN participated fully in the tasks of making sounds using their bodies. The very high expectations made by the teacher of the children, along with the choice and use of very good resources, ensured a high level of interest and concentration from all of the learners. In another reception lesson, the class teacher made very good use of time when demonstrating the selection and movement of objects on the computer. Changing facial features led to much humour and observation skills were much in evidence. Where pupils with SEN had short attention spans, they were kept well on task by the learning support assistants and made very good progress at the same rate as their peers. This well-managed and organised lesson with very good use made of available resources captured the interest of the pupils and led to very good learning.
9. In Year 1, a good mathematics lesson used a detailed lesson plan which gave clear learning objectives, including an emphasis on developing mathematical vocabulary, leading to very good progress being made by all of the groupings present. Good attention was given within the plan to the use of assessment to inform future plans to meet the needs of individual pupils. Independent activities were facilitated appropriately by the teacher so as to develop pupils' responsibility for their own learning. The whole-class plenary session at the end reinforced well what new mathematical learning had taken place including describing shapes with accuracy. Enthusiastic teaching led to motivated learners.
10. In a Year 2 lesson on mathematical shapes, the pace of the teaching was brisk and the use of everyday packaging to reinforce 3-D shapes enabled a secure understanding of the properties of shapes. Pupils with SEN were fully integrated and they made good progress which was recognised by the class teacher through praise. The good rapport that teachers and support staff have with the pupils ensures that they respond well to this established climate for learning. The end of session plenary where pupils talk about and show each other what they have achieved makes a good contribution to their personal and social development. From time to time pupils are given simple tasks to do at home including spelling and number work. All children are encouraged to read at home.

The leadership of the headteacher and the established working relationships provide a very good climate for teaching and learning.

11. The headteacher provides very effective leadership by ensuring that the school has a clear educational direction. This is the view of parents, staff and governors. Of those who returned the parent questionnaire, a significant majority strongly agreed that the school is well managed and led. In 1999 the school was awarded Investors in People status. This quality model means that the school is well placed to embrace the requirements of the National Performance Management Initiative. A key focus of the school's development since 1997 has been to develop all staff within the organisation in line with its strategic goals. The role and responsibilities of the deputy headteacher are now clearly defined and known to all staff. The long-term school development plan 1998/2002 is closely linked to the staff development plan. An operational yearly management plan is formulated following a review of the outcomes of the previous year. The review process is formally conducted by the senior management team to determine whether the objectives set have been met and their impact on standards and the quality of education provided. This informs the agenda and action required for the next management planning year. Four main areas have been targeted for 2000/01, they are curriculum, literacy and numeracy, ICT, and the personal and social development of the pupils, particularly linked to the school behaviour policy and care of the environment. Potential costings are documented appropriately for the current planning year. A draft plan is put to the governing body who are encouraged to comment and contribute accordingly. The addition of a third Reception class from September 2001 and the planned provision of a SEN sensory room are planned so as to reduce the budget surplus to about five per cent in 2001/02.
12. There is a shared commitment to school improvement. The school's eight aims and its mission statement are reflected fully in all of its work including a commitment to equality of opportunity. The school mission statement says "We believe every child can achieve success and we can help in that success". The school's Performance Management policy is fully integrated into the management system and structures at all levels within the school. All staff have agreed job descriptions and these are reviewed annually. Staff work together as a team and good practice is shared readily through the established framework of professional dialogue. Central features of the established relationships and teamwork within the school are openness, trustfulness and the thoughtfulness of the headteacher. Parents reported that they feel comfortable when approaching the school with questions or problems.
13. Formal monitoring and evaluation of teaching and learning have begun in regard to English and mathematics. The headteacher and deputy headteacher have formally visited classes on a timetabled basis to observe the implementation of the National Literacy and Numeracy strategies. A member of the local authority education advisory service and a member of the governing body have also visited selected classes. The school has sought to have its performance data analysed so as to determine what progress pupils make during their time in school. This information is used appropriately to inform the actions needed to meet future targets and the raising of standards in reading, writing and mathematics. A particular emphasis is to improve the number of pupils attaining the higher than expected Level 3 in writing by the end of Year 2. Over the past two years, the percentage of pupils attaining Level 3 or above in writing has been consistent. As a result of this flat trend, writing is identified appropriately as a strategic priority for school improvement.

14. The school is well resourced. The attention given to improving the accommodation, including the library and ICT facilities, is good. The library is a good resource for personal study and its timetabled use in Key Stage 1 contributes well to the further development of literacy standards. Since the last inspection there have been a number of improvements in the resources for pupils' physical development. The school now has a designated physical playroom which is used on a regular basis by Reception children and pupils with special educational needs. The school has provided a stimulating and well-maintained place for pupils to learn and play.

The provision for pupils with special educational needs is very good, which results in them making very good progress.

15. Following the last inspection in 1997, the provision for pupils with SEN was reported as very good. Special educational needs was judged to be a strength of the school. At that time the number of pupils with a statement of SEN was reported as being well above the local and national averages for a school of this size. The provision for SEN is still a strength of its work and the pupil numbers on the SEN register have remained constantly above the national and local averages. The percentage of pupils (24.7%) identified as having SEN due to learning or behavioural difficulties is above the national average. The percentage of pupils with statements of special educational needs (11.5%) is well above the national average. Pre-school children with a statement of SEN are admitted on a part-time basis into a Reception class. At the time of the inspection two children were attending the school on a part-time basis. Many of the statemented pupils travel long distances to Wigton Infant School by car or taxi.
16. Wigton Infant School has established a reputation for being one of the most inclusive schools in the local education authority. It continues to provide for a range of pupils from within and outside the traditional catchment area of the school. The school has access and facilities for pupils with disabilities. The range of disabilities/difficulties that the school cares for include physical, visual, hearing, speech and communication and severe learning difficulty. A number of visiting professionals visit the school regularly, including the educational psychologist, speech therapists, school nurses and the community paediatrician. The school is working towards becoming a designated Strategic Facility for pupils with a statement of SEN. Consultation is currently taking place on the strategic provision for pupils with SEN in Wigton and the Solway plain. There are several criteria that have to be met in order for the local education authority to designate the school as a Strategic Facility. The school is willing and does accept relevant pupils outside its natural catchment area, including those who have been excluded by other schools. Provision for SEN is paid for from the school's own resources and additional funding is made available from local education authority funds to meet the statutory provision specified in individual statements of SEN. The school uses the additional funding it receives for statemented pupils to buy in the services of teaching and non-teaching support staff. It has access to the skills and expertise of appropriately qualified and experienced teaching and learning support staff who comprise a specialist SEN co-ordinator and eight support staff who are known as special attachment welfare assistants. The procedures and practices for meeting the day care and welfare of pupils as outlined in their statement of special educational need are of a high standard. The school is actively working towards providing in 2001/02 a sensory room and equipment in conjunction with the local community.

17. The provision for pupils without statements of special educational need in Years 1 and 2 is largely for development in basic literacy skills. This teaching support is either in class or by withdrawal to a small, designated SEN base. All pupils on the register of SEN have individual education plans (IEPs). These detail specific targets for individual pupils and how these will be met. They address basic skills, aspects of behaviour, study skills and physical and welfare needs as appropriate. Pupil performance is monitored thoroughly by teaching staff and support staff and the IEPs are reviewed on a termly basis. Parents are encouraged to be fully involved in this process and they are all given a copy of the completed IEPs. The progress of pupils is measured using the school's own assessment scheme. Pupil portraits are detailed with regard to language and literacy and against other individual learning welfare or behavioural developments and/or needs. The overall rates of progress made by pupils with SEN based on their prior attainment are very good indeed.
18. All pupils are achieving as much as they can according to their individual needs because the school gives considered attention to how pupils will derive the maximum benefit from being at Wigton Infant school. The school has recently admitted pupils who have been excluded by other schools. The headteacher is actively involved in the resettling process as the leading professional. The diverse needs of pupils are given significant attention from the outset so that the teachers and learning support staff can modify tasks to maximise individual learning. Such attention leads to rapid progress and a willingness by the pupil to succeed. This was often seen when they expressed how they felt orally, by facial expression and other body language. As a result of the school's commitment to inclusivity, its strategies for meeting the needs of pupils with SEN are very effective. All pupils, including those with severe learning difficulties, are fully integrated in the life of the school, both in and outside classrooms.
19. When working with pupils who have learning and behavioural difficulties, staff use appropriate language in lessons to enable the pupils to understand what is expected of them. The learning resources are modified to enable better access to information. Good use is made of ICT as a means of communicating what pupils want to say in writing. Teachers and the support assistants challenge pupils by expecting the most from them, reinforcing what has to be done so as to deepen their knowledge and understanding of the task in hand.
20. In a Reception ICT session, repetition by support staff of the task and familiar words enabled statemented pupils to keep fully engaged. The pupils were excited when looking in a mirror at their faces and could point accurately to their own and the facial features of their friends. The teaching and support for pupils with SEN are effective when individual learning objectives are clear and the work is suitably modified to suit prior attainment, knowledge and varying skills, for example in language, literacy and number work. Good attention is given to finding out what the pupils have learned and success is recognised through praise.
21. Given the high quality of SEN provision in this school, the information in the school prospectus about providing for children with SEN is brief and does not fully represent the school's policies on providing for pupils with special educational needs, both with and without statements. The designated SEN governor contributes formally to the Governors' Annual Report to Parents and a statement was made in 2000/01, as is required, on the success of the governing body's SEN policy and the facilities available for pupils with SEN. However, the 2000/01 Governors' Annual Report does not give, as is required, a description of the arrangements for the admission of pupils

with disabilities or the required information about the steps the school takes to prevent disabled pupils from being treated less favourably than other pupils.

The school is committed to meeting the needs of all of its pupils and as a result their attitudes, behaviour, personal development and relationships are very good.

22. The school aims to promote happiness, caring, a love of learning and high achievement by encouraging and helping children to have high self-esteem, respect and care for themselves and others. It successfully helps children to be motivated, self-disciplined and confident. Children work independently, co-operatively and collaboratively in and outside lessons.
23. Pupils' attitudes to learning are very good throughout the school. The vast majority of parents reported that their children like coming to school. Children in the Reception classes have settled in well to school life even though it is only a few weeks since they started compulsory schooling. They listen to instructions and to each other in class. They are gaining independence skills, for example when working on the computer. They readily contributed ideas and suggested words to describe a party, such as 'a good time', 'a great time'. In a Year 1 literacy lesson, pupils were keen to read to others what they had written about 'my escape' and 'what happened next' (after the escape). During a Year 2 literacy session, the pupils' interest was immediately captured when the teacher read out the completed poems of two pupils from their previous literacy session. They all listened very attentively and were ready to learn.
24. Behaviour observed during the inspection in and around the school was very good. High expectation of appropriate behaviour is relayed to pupils by positive achievement. The behaviour policy clearly outlines the roles expected of children, parents, teachers and the governors in the promotion of good behaviour. The vast majority of pupils adhere to the principles outlined in the policy. There have been no exclusions over the last 11 years. The school has admitted pupils who have been excluded from other schools or whose school placement is deemed inappropriate. Staff keep records of pupils' personal development. There is a celebration board in school, celebration assemblies are held and a record is kept of special achievements. The school gives good attention to the behaviour and personal development of its pupils and it continually strives to improve where needed. No incidents of oppressive behaviour were observed during the inspection. Year 2 pupils act willingly as 'playground friends'.
25. Most pupils form constructive relationships with one another and with teachers and other adults. Most parents are pleased that the school helps their children to mature from the start of their schooling. The children in Reception are developing the concept of what it means to be a friend. In a physical development session, Reception children moved with control and co-ordination, travelling around, under and over and through balancing and climbing equipment. They are beginning to explore and interact with adults and each other within the learning environment by displaying high levels of interest and involvement in the activities provided. Pupils in a Year 1 class confidently shared the shapes found in a 'feely bag'. This was done with good humour. At the end of the group activities in this numeracy session, pupils cleared up without any prompting by adults. A Year 2 class willingly shared their equipment in a mathematics lesson. During a computer demonstration by a Year 2 class teacher, pupils responded well to questions put to them by the teacher about selecting and using tools. They know that the computer responds to commands and that choices

can be made to produce different outcomes. There was much excitement when a pupil suggested the program containing a picture of 'a green and red wagon' be saved as 'steady Eddie'! The teacher discussed the proposal with the class and it was agreed collectively that the shortened version of 'Eddie' was acceptable to them.

26. There are no extra-curricular activities at this time. Several parents in the pre-inspection questionnaire disagreed with or were unable to comment about the range of activities outside lessons. The school is planning to re-offer sporting and musical activities in the near future as a means of developing further pupils' self-esteem and confidence.

WHAT COULD BE IMPROVED

Extending the involvement of all subject co-ordinators in the formal monitoring of the curriculum, teaching and learning supported by updating schemes of work for the Foundation Stage, science and the non-core subjects that reflect the revised National Curriculum 2000 and the school's assessment policy.

27. Subject co-ordinators, with the exception of those for English and mathematics, are not yet formally involved in monitoring and evaluating teaching, learning and the curriculum for science and the non-core subjects in order to facilitate development and improvement throughout the whole curriculum. Following the 1997 school inspection, leadership training was provided for subject co-ordinators and a policy document formulated on the developing role of the co-ordinator. The development of individual subject co-ordinators is aligned to their experience and expertise. Three stages of development are clearly detailed within the policy. In stage three the expectation is that the co-ordinator will review the present position of the subject and its policy, monitor and evaluate progress and co-ordinate assessment procedures. Opportunities have been provided for some subject co-ordinators to work alongside colleagues, for example in science, design and technology, English and mathematics. The art co-ordinator has monitored curricular planning as part of the school's two year integrated curriculum cycle. The school management plan recognises the need to extend the formal monitoring of teaching, learning and curriculum organisation to all the subjects of the curriculum. There have been some recent changes in the co-ordination of curricular subjects, including that of ICT and mathematics. Some teachers are new to this role and they do not yet have the necessary skills to carry out this aspect of their work.
28. Following the 1997 inspection, subject schemes of work were produced for those subjects that did not have one, for example music, art and design and technology. These covered the National Curriculum programmes of study of the time. They were used appropriately as a basis for long- and medium-term planning but no references were made to the school's assessment procedures and the use of assessment to inform teaching and learning. Following changes to the National Curriculum in September 2000, some subject policies and schemes of work are now out-dated and this is recognised by the school. Policies and schemes of work do not reflect the National Guidance for the Foundation Stage of the curriculum and the policies and schemes of work, other than those for English and mathematics, do not reflect the revised National Curriculum or the school's assessment policy. The school has successfully implemented the National Literacy and Numeracy strategies, including the planning and assessment of these. It has adopted in principle the exemplary schemes of work prepared by the Qualifications and Curriculum Authority for science and the non-core subjects including ICT. However, there is work to be done to match

these more closely to the school's circumstances, its integrated curriculum timetabling arrangements, available resources and assessment policy. The ICT co-ordinator has identified as a part of translating the exemplary ICT scheme of work into a practical plan, the need to list apparatus and equipment, including software, as a support for the direct teaching of ICT and in other subjects.

29. Procedures for assessing pupils' attainment and progress are not systematic enough across the subjects of the curriculum. Although the procedures for assessing pupils are detailed in the undated assessment policy, they are inconsistently applied. The use of assessment and performance data is an integral part of teaching and learning activities in the Foundation Stage of the curriculum, English and mathematics now and, to a lesser extent, in science. Good attention was given to the key issue raised in the 1997 inspection in regard to using English and mathematics assessment better when planning to meet the needs of higher attaining pupils. The use of assessment to guide curricular planning and ensure that learning opportunities are matched to individual pupil needs in science and the non-core subjects of the curriculum is not sufficiently developed. The school uses performance data and assessment information about pupils' attainment and progress from the Reception year through to the end of Year 2 in English and mathematics well. It has commissioned a detailed analysis of its Year 2000 National Curriculum end of Key Stage 1 results and this will be conducted using the 2001 data once national comparative information is available. Trends are provided in the analysis about the school's performance over the period 1996-2000 in reading, writing, spelling and mathematics. It shows that, at the end of Year 2, girls have outperformed boys in reading and writing in all five years of assessment. This is a common picture, although the gap is closing considerably as the standards boys are achieving at this age are improving. During the three years 1998-2000 both boys and girls have exceeded the national average in reading, writing and mathematics. Where there have been any fluctuations in results, for example in the 1999 National Curriculum tests in reading and writing, this was linked to the different abilities and size of the year group. Following the analysis of performance data, precise targets for improvement are set as a part of school improvement planning. The targets for action currently are to reduce the numbers of pupils who attain lower than expected levels in English and mathematics and to increase the number of pupils reaching the higher than expected Level 3 for reading and writing. Portfolios of individual work are kept for the core subjects of English, mathematics and science, with occasional samples of completed work in the non-core subjects. The weekly lesson plans for English and mathematics are based on the national strategies in terms of their organisation and content and reference is made to children reaching the lesson objectives or exceeding them. However, the lesson plans for all the other subjects are restricted by the size of the weekly lesson sheet and, therefore, references to assessment are few.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to sustain the many qualities that are part of the school and to develop further its commitment to raise standards, ensure that all pupils achieve their potential in all subjects and be an improving school, the headteacher, governors and staff should focus on:

- implementing the planned programme to provide all subject co-ordinators with appropriate time to monitor and evaluate the teaching in their subjects and its impact at classroom level and, where the curriculum is planned to cover a two year cycle, monitor that it retains breadth and balance;
- providing training for subject co-ordinators on preparing for and conducting formal classroom observations, and giving feedback to those observed in order to develop a consistent approach to monitoring and evaluation of the curriculum, teaching and learning;
- updating schemes of work for science and the non-core subjects to reflect the requirements of the revised Year 2000 National Curriculum and matching the national guidance for these subjects and the Foundation Stage of the curriculum more closely to the school's circumstances and timetabling arrangements for pupils from the age of four to seven;
- fully implementing the school's assessment policy by establishing rigorous whole-school procedures for assessing pupils' attainment and progress and using assessment to guide and inform curricular planning in all subjects.

(Paragraphs 7, 13, 27, 28 and 29).

The school has identified as part of its 2001/02 improvement plan the need to develop the role of all subject co-ordinators and to begin to work towards revising subject schemes of work in the light of the changes made to the National Curriculum from September 2000.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	11	3	0	0	0
Percentage	0	26	58	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents slightly more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	1	181
Number of full-time pupils known to be eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs		21
Number of pupils on the school's special educational needs register		45

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest 1999/2000 complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	29
	Girls	25	25	25
	Total	52	51	54
Percentage of pupils at NC level 2 or above	School	87 (92)	85 (96)	90 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	25	24	23
	Total	52	53	51
Percentage of pupils at NC level 2 or above	School	87 (92)	88 (92)	85 (90)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	117
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.8
Average class size	25.9

Education support staff: YR – Y3

Total number of education support staff	11
Total aggregate hours worked per week	238.5

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	518512
Total expenditure	504754
Expenditure per pupil	2729
Balance brought forward from previous year	80937
Balance carried forward to next year	94695

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	21	0	0	8
My child is making good progress in school.	63	24	0	0	14
Behaviour in the school is good.	60	29	0	0	11
My child gets the right amount of work to do at home.	49	26	3	0	22
The teaching is good.	72	19	0	0	8
I am kept well informed about how my child is getting on.	61	24	0	0	15
I would feel comfortable about approaching the school with questions or a problem.	84	12	0	0	4
The school expects my child to work hard and achieve his or her best.	76	18	0	0	6
The school works closely with parents.	68	23	4	0	5
The school is well led and managed.	80	14	1	0	5
The school is helping my child become mature and responsible.	67	24	1	0	7
The school provides an interesting range of activities outside lessons.	34	29	14	1	21