



# Wigmore Primary School

## Inspection Report

**Unique Reference Number** 116747  
**LEA** Herefordshire  
**Inspection number** 279888  
**Inspection dates** 29 November 2005 to 30 November 2005  
**Reporting inspector** Hazel Callaghan RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Ford Street
<b>School category</b>	Community		Wigmore
<b>Age range of pupils</b>	4 to 11		Leominster, Herefordshire HR6 9UN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01568 770333
<b>Number on roll</b>	160	<b>Fax number</b>	01568 770333
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Davies
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Miss Jennifer Atkins

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 November 2005 - 30 November 2005	<b>Inspection number</b> 279888
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## Introduction

The inspection was carried out by a team of two Additional Inspectors.

## Description of the school

Wigmore Primary is a smaller than average school. Attainment on entry to the school tends to be below that usually found. There is an above average proportion of pupils with learning difficulties or disabilities. The school used to have a Special Needs Centre and an above average number of pupils still enter the school during Years 3-6, partly because of its good reputation for special needs provision. The great majority of pupils are from White British backgrounds.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Wigmore Primary continues to be an effective school that enables pupils to make good progress. Teaching is good. The provision in the Foundation Stage is satisfactory and children make a sound start to their education. Leadership and management are good. The school effectively promotes pupils' good personal development and provides good care, support and guidance for pupils of all abilities. The partnership with parents is good and links with outside agencies and other schools successfully promote pupils' learning. The school evaluates its overall effectiveness accurately. Satisfactory systems for monitoring standards and teaching, and tracking pupils' progress are in place. However, the information gained is not used enough as a guide to improving further the quality of teaching and learning. The school has made good progress since the previous inspection and successfully met challenging circumstances. There is a secure capacity for further improvement. The school provides good value for money.

### **What the school should do to improve further**

- Sharpen the systems for tracking pupils' progress and for monitoring teaching so that very good practice is consistent through the school.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities make good progress across the school and attain above average standards by the end of Year 6.

Children enter the Reception class with a broad range of abilities. However, the majority of children have below expected standards, particularly in their language skills. Children make satisfactory progress. It is good in some aspects of their development, particularly their personal and social development and knowledge and understanding of the world. Children's interest in learning is stimulated and they are well prepared for more formal activities in Year 1. However, when they start Year 1, standards in language remain below average.

In Years 1 and 2, pupils make good progress in reading, writing and mathematics to reach broadly average standards. Pupils continue to achieve well in Years 3 to 6 and by the end of Year 6, standards are above average. There is often very good progress in Years 5 and 6, where teachers have high expectations for pupils' achievement. Pupils with learning disabilities achieve well as a result of the good quality support they receive. Similarly, the needs of the high proportion of children who join the school after Reception are quickly identified and they are helped to make good progress. The school has placed a strong focus on raising standards of all pupils, and those with the potential to do well are effectively challenged. This has resulted in more children attaining higher standards in mathematics this year and reaching the challenging targets set for them. This was not so in English as a few pupils did not attain the standards expected in the actual tests.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They progress well in their spiritual, moral and cultural development. Progress in the acquisition of social skills is outstanding. Their relationships with one another and with adults are strong. Pupils thrive on the responsibilities given to them and carry these out very conscientiously. Those in Years 5 and 6 who act as 'Buddies' at playtimes constantly look out for pupils needing help or just someone to talk to. School Councillors make a very good contribution to the school community. They seek other pupils' ideas, they show initiative and they take the lead in organising fund-raising activities that involve the whole school. Pupils' behaviour is very good. This is one of the signs of how much pupils really enjoy school and the work they do. They come to school regularly and attendance is a little above the national. A very strong feature of pupils' learning is their excellent understanding of healthy lifestyles. They put this learning into practice very well in their eating habits and their involvement in physical activity. Pupils in Years 3-6 enthusiastically participate in the vigorous teacher-led exercise routine at the end of every morning playtime. Pupils feel safe at school and appreciate when things are done to further increase their safety, such as new perimeter fencing round a playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good teaching is a key factor in pupils' effective learning. Teaching is particularly strong in Years 2, 5 and 6. In these classes, teachers have high expectations about how much pupils will achieve. They challenge pupils' ideas and effectively extend their understanding and skills. Teachers' good subject knowledge makes activities both relevant and interesting so pupils want to do well. Many teaching assistants have good expertise and are used well to support pupils of all abilities and they contribute well to pupils' progress. Teaching in the Reception class is satisfactory. The teacher ensures children settle well and are happy in their learning, which is much appreciated by parents.

Teachers monitor pupils' work and progress in lessons well and activities usually build successfully on what they already know and can do. The progress of pupils with learning difficulties or disabilities is well tracked so teachers and teaching assistants are clear about how to stimulate their understanding and promote basic skills.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good curriculum has many strengths. The detailed planning of literacy, numeracy and information and communication technology (ICT) in particular means that pupils of all abilities make good progress in learning key skills. Here, as in other

subjects, the learning activities are matched very well to the needs of pupils of different abilities. Through the curriculum there is a strong emphasis on developing pupils' knowledge and ability to make informed choices about healthy lifestyles. Imaginative planning of the afternoon curriculum for all pupils makes good use of the interests and expertise of teachers and teaching assistants. Pupils say they really enjoy activities across a wide range of topics.

A good range of additional activities is provided outside the school day. Beyond the range of clubs and activities in sports, arts, and computing found in many schools, good numbers of pupils also enjoy activities such as gardening, yoga and French. The pupils are well prepared for their next stage of education and the world of work.

## **Care, guidance and support**

### **Grade: 2**

The good quality of care shown for all pupils is one of the things particularly appreciated by the pupils themselves. The school is rigorous in its attention to all matters of health and safety and the arrangements for child protection are good. This very dedicated concern for all aspects of pupils' welfare has good impact on the pupils' personal development.

There is very effective support for pupils with learning difficulties or disabilities. The well-coordinated support helps the pupils to make at least as good progress as their peers. Teaching assistants with specific responsibilities for supporting individual pupils are particularly knowledgeable about the pupils' needs. To improve the support further, the teaching assistants have been trained in observation skills. This is giving them greater insights to what pupils need. The school is sensibly planning to record these observations carefully to enhance the monitoring of pupils' progress towards their learning targets. Older pupils spoken to say, however, that they are given good levels of advice and support that helps them improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. Clear leadership from the headteacher over time has created a positive learning environment where pupils' academic and personal development and their welfare are effectively nurtured. The leadership provided by the three members of the senior management team is very good. They have a clear view of standards and progress across English, mathematics, science and ICT. They monitor their subjects well, identify areas that can be improved and put into action strategies that have culminated in pupils' good progress and the above average standards in 2005.

The school benefits from a well-established experienced staff who know each other and the pupils well. There is a cohesive focus on raising standards. Effective systems for monitoring standards and teaching, and tracking pupils' progress over time are in place. They are used well by the co-ordinators of English, mathematics and science to identify strategies for raising standards. However, they are not used in a sufficiently

sophisticated way to identify the differences in progress of different groups or the progress across all year groups. This means that the very good progress of some pupils and the very good teaching in some classes are not sufficiently recognised and replicated in other areas.

The school works well with its parents. A significant number of parents told inspectors that they were supportive of the school and pleased with the care and education it provides. The school works well with outside agencies, especially those who provide support and guidance for pupils with personal and/or learning difficulties and disabilities. The management of the school's special needs provision is good.

The governors are very supportive of the school and carry out their responsibilities satisfactorily. Progress since the previous inspection has been good and the capacity for further improvement is clear.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Wigmore Primary School Wigmore Leominster Herefordshire HR6 9UN

1 December 2005

Dear Children

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we found out about you and the school.

What we liked about the school

- You are happy at school and enjoy your lessons.
- You get on very well with each other and the adults in the school.
- You behave sensibly and are kind to each other.
- We think you try hard to do well in your work and you are extremely good at making sensible choices about keeping healthy and safe.
- You are given lots of opportunities to take responsibility and you do it well.
- The teachers look after you well and help you to get better at your work.
- There are interesting clubs for you to enjoy and activities to make your lessons more interesting.

What we have asked the school to do

- We have asked the teachers to find ways of ensuring everyone is able to make consistently good progress in their learning.

Thank you again for helping us find out about your school.

Best wishes

Mrs Callaghan Lead inspector