

Wigton Moor Primary School

Inspection report

Unique Reference Number	107870
Local Authority	Leeds
Inspection number	309524
Inspection date	6 November 2007
Reporting inspector	Roger Gill

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	391
Appropriate authority	The governing body
Chair	Dr Lindsey Pearson
Headteacher	Mrs Julia Norton
Date of previous school inspection	16 June 2003
School address	Barfield Crescent Leeds West Yorkshire LS17 8RU
Telephone number	0113 2682341
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievements; the quality of teaching and learning; and the knowledge held by leadership and management about achievement. Evidence was gathered from the school's judgements about test results, teachers' records, teaching, pupils' current work and discussions with senior managers, subject leaders, pupils and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Wigton Moor is a large primary school situated in a reasonably advantaged area to the north of the city. The proportion of pupils from minority ethnic heritages, which is growing, is above average. The majority of these pupils are learning English as an additional language, but few are at an early stage of doing so. The numbers of pupils with learning difficulties and/or disabilities is well below average. The school has experienced several changes in senior leadership since it was last inspected. The present headteacher, appointed in September 2006, was the fourth in post in a period of 15 months. The school has gained several awards: Investors in People; the Healthy Schools Award; and the Stephen Lawrence Award for anti-racism.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which is improving quickly. The vast majority of parents speak in glowing terms about the education their children receive. A typical view is that, 'This is a wonderfully open-minded and loving school, which takes pride in the teaching and discipline it achieves.' Pupils, for their part, love everything that they do. They take great pleasure, for example, in the responsibility they are given. As a result, they are able to contribute to making the school such a caring and supportive place in which to learn. Inspection findings confirm the school's view about itself and uphold the very positive views held by parents and their children. There is good value for money.

The headteacher has an excellent understanding of the school's strengths and areas for development. This strongly puts forward the view that despite above average standards in English, mathematics and science by the end of Year 6, pupils could achieve even more. Achievement is good, but it is not yet outstanding because some pupils in Years 3 to 6 could do even better. Typically, these are the higher attaining pupils and those with particular abilities in subjects such as mathematics or science.

The first-rate personal development displayed by pupils is fostered by the outstanding levels of care, guidance and support that they receive. This includes, for example, the very productive links with external agencies used successfully by the school. Behaviour in and out of lessons is exemplary and attitudes to learning are always positive. Pupils announce proudly that racism is not tolerated because they have all been so well taught to respect others. This is a school in which pupils from many ethnic backgrounds enjoy each other's company and learn together in harmony. They feel safe, know about being healthy and contribute, in many ways, to the way that the school is run. Comments such as, 'I arrived recently and fitted in straight away because everyone was so friendly,' confirm that newcomers are welcomed warmly.

Since September 2006, the effect of teaching, which is good, has been boosted by some helpful systems introduced by the headteacher. Pupils' achievements are now tracked in a way that assists teachers to plan new lessons with greater purpose. Pupils have been introduced to some good ways to review their learning and this is having a generally good effect. Marking is helpful in pointing out what could be improved. Younger pupils colour in traffic lights to signify how well they think they have done and Year 6 pupils compile their own criteria for success. This high level of involvement, among the oldest pupils, in measuring the outcomes from individual lessons is superb. However, it does not yet help them gain a full understanding about the specifics of punctuation or the improved use of vocabulary in English, for example. More generally, throughout the school, pupils lack a precise enough understanding about the most important things they need to do to advance their learning in English, mathematics and science.

The governing body has effectively steered the school through some difficult times. In doing so, it has helped to establish a culture of additional challenge for a school that is already prized by its community for the all round education it provides. The headteacher's expertise in these matters has been crucial, but middle managers have also played their part well. They have put in place additional features of the curriculum designed to accelerate pupils' progress. They have also gained a good understanding of how pupils can achieve even more by the time that they leave in Year 6. This is beginning to help pupils build more substantially on the above average standards reached by the end of Year 2.

In all this change and development, teachers have not lost sight of the exciting curriculum, on a wider front, that helps to promote such positive personal attributes among pupils. The very interesting history studies linked to fascinating visits locally and the very wide ranging sporting activities, including golf, exemplify this good curriculum. Furthermore, the improvements in information and communication technology since the school's last inspection mean that pupils are stimulated by learning which uses the Internet, for example, in absorbing ways. The school is aware that there is more to do in making stronger links between English and mathematics and other subjects, but this does not detract from the already positive effect of the curriculum.

The school's understanding of its strengths and weaknesses is excellent. This has been achieved through rigorous surveys of teaching and pupils' learning. In all respects, the school knows what needs to be done to fulfil its aim of being an outstanding school overall. There is a good capacity to succeed in this aspiration as leaders at all levels understand what needs to be done.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a good start in the Reception classes. As a result, they reach the national goals for their age at the end of the year and a significant number go beyond them. Skills on entry are broadly typical for the children's age. As a result of the good teaching, the majority of children learn quickly. Children make particularly good progress in personal and social development owing to the plentiful opportunities to socialise and learn through playing together. Those who are learning English as an additional language make good progress. However, the school rightly assesses that this is an area for improvement now that numbers are rising and space for special groupings, led by an adult, is limited. Language development was promoted superbly in a physical education lesson in the school hall. Children were excited by the activities and inspired to talk very well about what they were doing. Links with parents are strong and productive. Many commented on how well their children are welcomed and introduced to school life. The Foundation Stage is well led and managed.

What the school should do to improve further

- Improve the achievement of all pupils, by the end of Year 6, in English, mathematics and science, but particularly that of the higher attainers and gifted pupils.
- Ensure that all pupils throughout the school have a precise knowledge of their next, most important, steps in learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I inspected your school. I thoroughly enjoyed my day with you all.

You go to a good school. The group with whom I had lunch spoke glowingly about all that you do, and I agree. I was particularly taken by the class listeners and the job that the Red Hats do in the infant playground. I was also fascinated to hear about how children from so many backgrounds and religions get on well together. You thoroughly deserve the Stephen Lawrence Award. I really enjoyed spending time in lessons. Even looking at the displays around school taught me about the very interesting trips that you enjoy such as outward bound type residential and spooky tours of old houses.

You make good progress in lessons. Well done. My observations of lessons and discussions with children, who brought their English, mathematics and science books along, told me a lot. Your headteacher is correct in saying that teaching is good. You certainly enjoy learning, which is why your behaviour and attitudes are excellent.

What impressed me greatly was how confident you all are. You all feel so safe in each other's company. This is partly because the school provides top quality care and support for you all.

I know everyone wants to do even better and I have suggested two things that will help. Firstly, I have asked that those of you who can manage extra challenges in English, mathematics and science get as many chances as possible. Secondly, I have asked that you all know exactly what your next most important step is in these subjects. You have begun to know how well your learning is going, but there is room for this to be even more detailed and helpful.

You can all help the school do better by trying hard with any challenges that come your way. Also, you should keep clearly in your sights your top priorities for improvement and try hard to reach them as quickly as possible.