

Wigmore Primary School

Inspection report

Unique Reference Number	116747
Local Authority	Herefordshire
Inspection number	326440
Inspection date	4 March 2009
Reporting inspector	Graeme Bassett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	130
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Anna Weaver
Headteacher	Andrew Shaw
Date of previous school inspection	29 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ford Street Wigmore Leominster HR6 9UN
Telephone number	01568 770333
Fax number	01568 770333

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small primary school. It draws most of its pupils from the immediate neighbourhood and surrounding villages. The proportion of pupils with learning difficulties and/or disabilities is broadly average. There is one Reception class for the Early Years Foundation Stage. There are five classes in the school and four of these classes, with the exception of Year 6, contain pupils of more than one year group. The school has recently become part of a federation with the neighbouring Wigmore High school.

On the school site are two privately run organisations:- (a) Wigmore Pre-school Group and (b) Kids' Zone, providing breakfast and after-school clubs.

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. Many aspects of the school are excellent. It is a very vibrant place, and the happy way that all pupils get on well together is reflected in all classes. Following recent significant changes in the school, the good leadership and management have very successfully established this primary school as part of a new federation with the local secondary school. The individual identity and integrity of this primary school within this new organisation are maintained very successfully. This innovative development is wholeheartedly praised by most parents, with many saying, 'This is a wonderful school'. Leadership and management responsibilities are delegated effectively and staff at all levels have a good understanding of their roles. The governing body fulfils its statutory requirements extremely conscientiously.

The headteacher, ably supported by the senior leadership team, provides outstanding leadership and management and demonstrates an exceptional vision for the future development of the school. Many worthwhile developments have been initiated since his appointment and some are beginning to have an effect. For example, because of very effectively structured guidance, the quality of teaching is improving and currently it is good overall, with many elements being excellent. Provision for the Early Years Foundation Stage has also improved effectively and is good overall. However, there has not yet been sufficient time for the rest of these initiatives to show their full impact.

Children enter the Reception class with levels of skills below those expected for their age. However, they settle quickly and make good progress. The improved quality of planning for lessons throughout the rest of the school also has a marked effect upon pupils' learning. Consequently, standards are currently above average and achievement is good. This is a significant improvement since last year as standards were broadly average in English and science and, uncharacteristically, below average in mathematics.

Even though the new assessment procedures are beginning to have a marked influence upon lesson planning, their full benefit has not yet been seen. There are still some inconsistencies in the way data are used to assist teachers with target setting. As a result, pupils are not always given enough information about how well they are doing, especially in mathematics, and consequently do not always understand what they need to do next to improve. The curriculum is good and is successfully adapted to match the needs of the wide range of abilities in the mixed aged classes. The guidance given to pupils with learning difficulties and/or disabilities is very good and the teaching assistants provide very good support for these pupils in both the classroom and in small group work.

Because of excellent pastoral care and guidance, this is a happy school where pupils' personal development and well-being are outstanding. Pupils enjoy coming to school and take pride in their work. They care enthusiastically about each other and also about the work they do. Pupils make an outstanding contribution to the school community, willingly undertaking responsibilities. They have an outstanding understanding of how to adopt a healthy lifestyle and have good knowledge of how to stay safe, knowing that there is a need to avoid taking risks. The pupils' spiritual, moral, social and cultural development is excellent. By taking part in themed topics such as 'International Week' and by exploring many different types of art, they are beginning to gain an appreciation of other cultures.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is well led and managed. Because of exceptional care, support and guidance, children settle quickly to the routines of school. They cooperate very well and rapidly show signs that their personal development and well-being are excellent. The outdoor provision for children in the Reception class is a particular strength. With carefully planned indoor and outdoor activities, children quickly take responsibility for what they do and learn. Once a week, they work and play alongside pupils from Years 1 and 2 in creative outdoor activities. These occasions are very well organised and the interaction with older children enhances their personal development even more.

The children's skills on entry are currently below expected levels and are particularly low in writing and physical development. Good teaching ensures that children are fully involved in tasks of their own choosing, as well as in activities guided by the teacher. Structured questioning by adults also extends the challenge for the more able children, and already a few children exceed expectations. As a result, children make good progress to work securely within the goals set for them by the time they enter Year 1. Nevertheless, the writing and physical skills for some are still slightly below expected levels.

What the school should do to improve further

Ensure that assessment information is used effectively to plan more precisely what each pupil needs to learn next in order to help pupils understand what they need to do to improve.

Achievement and standards

Grade: 2

Pupils make good progress throughout Years 1 and 2 and, because of good teaching, standards continue to improve. Because of teachers' determined efforts to present exciting experiences, the pupils' writing skills improve well so that by the end of Year 2, standards are broadly average in writing and also in reading and mathematics. Throughout Years 3 to 6, the pupils work with even more determination, and progress accelerates particularly well as they reach the end of Year 6. Pupils currently in Year 6, who started in the Reception class with skills below the levels expected for their age, make good progress. As a result, standards by the end of Year 6 are now better than those reported last year and are above average in English, mathematics and science. Significant improvements are evident in the increased proportion of pupils reaching Level 5. Pupils with learning difficulties and/or disabilities make good progress. The quality of work in art and information and communication technology (ICT) throughout the school is above the expected levels for their ages and used very effectively in other subjects.

Personal development and well-being

Grade: 1

Pupil behaviour is outstanding. They treat their peers and adults with respect and move around the school sensibly with respect for each other's safety. They are keen and eager to learn. They adopt healthy lifestyles. For example, following playtime each morning, all pupils thoroughly enjoy the exercise routines to music, led by Year 6. Their economic well-being, especially their preparation for their next school, is excellent. The School council and Green Eco council make positive contributions to the school's community, e.g. fundraising for equipment such as a wormery. They are proud of the awards gained for Football Charter 2007, Green Eco Award

2006 and Special Needs Quality Mark 2006. Pupils throughout the school benefit from their involvement in the local community businesses, and enjoy engaging with a local business growing potatoes and the school's 'adopt a farmer' scheme.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall, with some aspects that are outstanding. For example, extremely good questioning techniques encourage pupils to explain their thinking and to offer answers. This excellence was seen in the mathematics lesson in Year 6, where all pupils were thoroughly engaged in complex mental calculations. In a Year 2 literacy lesson, pupils were encouraged to build a 'story row'. This aid gave particular purpose to their speaking and listening development before they began writing. Teachers are very confident in the management of their classes and all use interactive whiteboards very well to stimulate learning. Many pupils are encouraged to assess their own work but some teachers could do more to encourage pupils to respond to the comments written in their books to show they have understood what they have been taught.

Curriculum and other activities

Grade: 2

The curriculum is good. It has some outstanding features. Detailed planning ensures that pupils across different age ranges within the same class are challenged with different activities. Planning of the themes is imaginative. Subsequent evaluation of lessons and themes by each teacher through a shared online teachers' planning area informs other teachers for their own future planning. The use of ICT is developing effectively with the recent addition of the computer suite but the school recognises that there are still too few opportunities to use ICT skills through cross-subject links and in mathematics and literacy lessons. The involvement of the local community is a strength. The very good links with local businesses provide hands-on opportunities for the pupils to experience skills required for their future. An extensive range of out- of-school activities, for instance drama, sports and visits such as residential visits, enhance pupils' personal development very effectively through stimulating opportunities.

Care, guidance and support

Grade: 2

The pastoral care and guidance provided by the school are outstanding. However, the quality of academic guidance, although currently good, still varies from subject to subject. Pupils feel valued and included as individuals in all that the school does, regardless of their ability or background. Transition to secondary school and from feeder schools is smooth and pupils feel safe and secure. The school's newly established assessment records are a great improvement since the last inspection and accurately track pupils' progress. Nevertheless, these data are not yet analysed in sufficient depth to help pupils to understand how well they are progressing or what they need to do to improve. Attendance is good because the school takes steps to ensure regular attendance.

Leadership and management

Grade: 2

Staff and governors are rightly proud of the strength of their teamwork. All levels of leadership and management, including the Early Years Foundation Stage, are good. Staff morale is high and, together with the governing body, everyone works with enthusiasm for the benefit of all pupils. The governors manage the school's budget prudently. There is a thorough understanding of the strengths and areas for improvement because of the robust systems developed for monitoring the work of the school, and incisive action has led to a significant improvement in standards. The school's capacity for further improvement is exceptionally good. The self-evaluation is excellent, with accurate judgements made for all areas of the school's work. This enables current leaders to set challenging targets. Language and ICT specialists from the nearby secondary school frequently help to enhance the pupils' experiences and skills in these areas. The school listens effectively to the parents' views, resulting in good communication with them and their full support. Community cohesion is good in most aspects but the school's global links, especially with other schools, are less well developed and the next step is to further promote pupils' understanding of other cultures.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

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 eliminated	1
How well does the school contribute to community cohesion?	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**

Inspection of Wigmore Primary School, Leominster HR6 4UN

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your school. We found that your school provides you with a good education. You do some very exciting things and your links with local farms and farmers are very original. There is a good team spirit in your school and it is a happy place. Well done!

These are the things that are particularly good in your school:

The leadership and management of your school are good. Your headteacher provides outstanding leadership and management and the teachers and other staff in your school work well as a team to support your headteacher. Throughout the school, staff have a very good understanding of how to make your work interesting and raise the standards of your work. The teaching is good and sometimes outstanding, especially when teachers involve you in exciting activities to develop your writing and mathematics. Your teachers have good expectations for you and give you good encouragement to do even better. As a result, your standards are above average and you all make good progress. The Reception class is managed well to give the youngest children a good quality of education that help them to make good progress. You are all developing exceptional attitudes towards your work and towards each other. You have an outstanding understanding about how to remain healthy and how to keep safe. You are very polite and the behaviour of most of you is excellent. Staff look after and care for you excellently.

There are still some ways in which your school could be better. We have asked your headteacher and governors to do the following:

ensure that the new records that plot your progress are used more effectively by your teachers to plan even more precisely what each one of you needs to learn next and to help you understand what you need to do to improve your work.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett Lead inspector