

# Wigmore Primary School

## Inspection report

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<b>Unique Reference Number</b>	109588
<b>Local Authority</b>	Luton
<b>Inspection number</b>	337328
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	David Wynford Jones

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

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<b>Type of school</b>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Owen
<b>Headteacher</b>	Mrs Carole Crabtree
<b>Date of previous school inspection</b>	3 April 2007
<b>School address</b>	Twyford Drive Wigmore Hall Estate Luton
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## Introduction

This inspection was carried out by four additional inspectors. They visited 18 lessons and attended one assembly. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 111 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the strategies the school uses to enable pupils to make good progress in English
- pupils' progress in mathematics and science, particularly in Key Stage 2
- the consistency of teaching and learning across different subjects and age groups
- the effectiveness of leaders and managers at all levels in driving school improvement.

## Information about the school

Wigmore is larger than most primary schools. Pupils come from a range of backgrounds. The majority of pupils are of White British heritage. The proportion of pupils from a minority ethnic background is above the national average. There is no predominant group. The percentage of pupils who speak English as an additional language is above the national average, as is the proportion of pupils identified as having special educational needs and/or disabilities. However, fewer pupils hold a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above the national average. The school works with the local authority to provide places for up to eight pupils with social and communication difficulties.

The school holds the Healthy School and the sports ActiveMark awards.

The school hosts a breakfast and an after-school club which is not managed by the governing body. It was, therefore, inspected and reported on separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wigmore Primary is an inclusive school where all pupils are made welcome. It provides pupils with a satisfactory education. The school's strengths are in the good level of care provided for all pupils and the emphasis placed on ensuring they make good progress in reading, writing, and in their personal development. They have a good understanding of healthy living and make a positive contribution to the school and wider community. Their spiritual, moral, social and cultural development is good. The vast majority of pupils behave well in lessons and around the school. There are a few pupils who do not come up to these standards but their behaviour is generally managed well by members of staff. As a result, these pupils are increasingly involved in their lessons. Pupils like their school and are proud of it. Typical of many, one wrote 'My school is the best', whilst another wrote 'My school is wicked because I learn loads of things every day and its fun. I laugh every day because school is good and teachers help me'.

Pupils' attainment and achievement are satisfactory. Children enter the Early Years Foundation Stage with skills and knowledge below those expected for their age and get off to a good start. By the end of the Reception class, their attainment is broadly average. They continue to make good progress in developing their reading and writing skills as they move through the school. By the end of Year 6, pupils' attainment in English is usually above average. However, progress in mathematics and science is less rapid. Although attainment in both subjects is broadly average, standards in mathematics are rising and closer to the national average. In science, they remain stubbornly static. This is because the school has not given sufficient time to or placed enough emphasis on developing pupils' investigative skills and their understanding of subject specific vocabulary. In addition, some teachers' scientific knowledge is not secure.

Staff have successfully focussed on raising attainment in English and more recently accelerating the rate of progress in mathematics by ensuring pupils are set targets in these subjects. Pupils have a good understanding of how to improve their work in English; in mathematics it is more variable. In science, targets are not systematically set and marking does not consistently provide clear guidance for improvement.

Relationships between adults and pupils are good. Pupils want to please their teachers and do well. They are particularly enthusiastic about their lessons where teaching is exciting and they feel they are learning. Teachers deploy the teaching assistants effectively to provide good support for individuals and groups of pupils who find learning difficult. This, and additional targeted support, helps these pupils to make progress similar to their peers. However, pupils' progress is variable as they move through the school. This is because of inconsistencies in the quality of teaching and learning. There

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are examples of good and outstanding teaching but it is not sufficiently consistent or widespread to ensure pupils make accelerated progress in all classes and across the curriculum. Consequently, teaching is satisfactory overall.

Senior staff and governors have a realistic understanding of the school's strengths and priorities for development. The headteacher and the senior assistant headteacher are committed to accelerating the rate of pupils' progress. There is a clear focus on raising pupils' attainment in the detailed school improvement plan. The curriculum is good and has recently been reviewed. Its organisation helps the pupils see the relevance of their learning. The extra-curricular activities effectively enrich the curriculum and contribute significantly to the pupils' good personal development. Since the last inspection, much has been done to improve attainment in English, extend provision for pupils with social and communication needs and develop the school grounds to support learning. The headteacher is currently reviewing the roles and responsibilities of middle managers. They are keen to support school improvement, but their role and contribution to raising attainment is not sufficiently embedded in their work, especially in mathematics and science. Opportunities to share good practice across the school to promote good teaching are not fully exploited. Nevertheless, the commitment of the governors, senior leadership team and staff, coupled with a sound self-evaluation of the school's performance, provide the school with satisfactory capacity for further improvement.

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

- Ensure the good practice in teaching is promoted throughout the school by:
  - giving staff more opportunities to share and build on good and outstanding practice
  - focussing on the impact of teaching on pupils' learning.
  - Raise attainment and accelerate the rate of pupils' progress in science by:
    - reviewing the amount of time allocated to the subject
    - ensuring teachers develop their subject knowledge
    - giving pupils more opportunity to undertake investigations and develop their own strategies for recording the outcomes
    - using assessment information to raise pupils' expectations and to provide clear guidance for improvement
    - extending pupils' knowledge of subject specific vocabulary.
  - Enhance the effectiveness of middle managers by:
    - clarifying their role and increasing their responsibility for promoting school improvement.
  - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Outcomes for individuals and groups of pupils

3

Pupils say they like coming to their school. They enjoy the links made between subjects and the visits to places of interest. Inspectors observed pupils working with sustained concentration, particularly in their English lessons. Pupils are developing their speaking and listening skills well as they share ideas and discuss points with a 'talk partner'. Pupils' reading and writing skills are good. They use a good range of vocabulary to make their work interesting and to retain the reader's interest.

In mathematics, pupils have a sound understanding of number and are developing their investigation skills satisfactorily. However, in science they are less confident in undertaking investigations and in recording the outcomes. Pupils' knowledge, use and understanding of subject-specific vocabulary in mathematics and particularly in science are not secure. Year 6 pupils are currently on track to attain broadly average standards in English, mathematics and science. Their progress from the end of Year 2 is satisfactory. There is a slight difference in the performance of boys and girls; and between those who speak English as an additional language and those whose first language is English. However, the school's assessment data suggests that these gaps are narrowing. Pupils attending the social and communications department make good progress.

Pupils have a good understanding of healthy living and many are keen to adopt a healthy lifestyle and take part in physical activities. They speak knowledgably about healthy eating. Many enjoy growing fruit and vegetables in the school allotment and join the numerous after-school sporting clubs. Their commitment to these and other sporting activities has enabled the school to gain the Healthy School and the sports ActiveMark awards. Pupils value their school community. They want to contribute to developing the school environment and eagerly took part in planting several hundred trees and bushes. They are keen to become members of the school council. Pupils are developing a good understanding of other cultures. This is helping to prepare them well for living in today's society. Pupils' broadly average attainment provides them with a satisfactory basis for the next stage in their education.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most lessons are well planned and engage the pupils. Teachers share with pupils the learning objective and provide clear explanations. In the majority of lessons, the work is suitably matched to the needs and abilities of the different groups of pupils. Staff are confident in the use of the computers to support learning. In the better lessons, pupils of all abilities are challenged. Teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The lessons proceed at a quick pace and there is good balance between the teacher's and the pupils' contributions. However, this good practice is not evident in enough of the teaching. In some lessons, groups of pupils are not challenged, the pace slows and teachers do not take the opportunity to consolidate basic skills. In some lessons, teachers try to move the lesson on too quickly and before the pupils have fully understood the concepts or the tasks. As a result, they do not make enough progress in their learning.

Staff have modified the curriculum to develop a more creative approach. This provides opportunities for subjects which are taught through a theme and for basic literacy, numeracy and information and communication technology skills to be consolidated and extended in other lessons. Pupils' artistic skills are promoted well and are reflected in the good quality displays around the school. Additional resources are used effectively to support pupils who find learning difficult. The curriculum is enhanced by links to numerous organisations, a good range of extra-curricular activities and educational visits. There is a high take-up for most activities. These, and other activities, promote the pupils' personal development well.

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The care provided for pupils ensures that the school successfully supports those whose circumstances make them vulnerable.. The school works well with a wide range of agencies to promote pupils' learning and welcomes parental involvement. Staff in the social and communications department provide good support and help the pupils to be included in the life of the school. Attendance is monitored systematically. Any absence is followed up quickly. As a result, the average level of attendance is maintained.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher knows the school well. She has high aspirations and provides clear direction for its development. She is supported effectively by the senior assistant headteacher who is driving improvements in assessment procedures. The recently introduced systems for recording and analysing pupils' attainment and progress are resulting in the work of the school being scrutinised with increasing rigour. As a result, there is a sharper focus on identifying the precise areas for development. Expectations are rising as staff are increasingly being held to account. The role of some middle managers in promoting school improvement is underdeveloped. They do not have a clear view of the strengths in their subjects or how pupils' progress can be accelerated and attainment raised. Governors take their roles and responsibilities seriously. They provide good support and have worked well with the school to promote the establishment of the provision for pupils with social and communication difficulties. They set suitably challenging targets and are increasingly monitoring the work of the school. They ensure that the school's safeguarding and child protection procedures meet requirements and that all pupils are treated equally.

The school makes an effective contribution to promoting community cohesion. The governors and senior staff know the local community well and have done much to promote the school locally. They have taken a proactive role in developing pupils' cultural awareness in this predominately white area. Links on a national and international basis have yet to be established. The school has successfully developed links with outside agencies. The links are used well to enhance the educational provision. However, the work of the senior management and governing body has yet to impact significantly on raising attainment in science and to some extent in mathematics.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly, feel safe and develop their self-confidence. They behave well and enjoy school. This is because staff place significant importance on ensuring the well-being of the children. Relationships with parents and induction procedures are good. Parents' views on their child's attainment are valued and are used appropriately to plan the next steps in their child's learning. Ongoing assessments are recorded systematically and used effectively to plan work which is well matched to the needs and interests of the children. As a result, the children make good progress. They are provided with good opportunities to take responsibility and to develop their understanding of personal hygiene and healthy living during the well organised snack time.

The headteacher oversees the work of the two Reception classes and ensures they work together well. Careful planning makes certain that the children's learning is extended by closely linking it to the Early Learning Goals. There is a good balance between adult-led and child-initiated activities and children are provided with good opportunities to share toys and other equipment. Display areas and classroom floor space are used well to create a stimulating learning environment. Daily sessions include good use of an adjacent classroom as an extension of the classroom for creative activities. However, the use of the outdoor area is restricted because of limitations of access. The children's positive introduction to school life prepares them well for the next stage in their education.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are supported by the inspection evidence. A particularly high percentage of parents felt that their child enjoyed and was safe in school. Discussions with the pupils and their questionnaire responses confirm that the very large majority feel safe and enjoy school. This is a reflection of the priority the school places on the care and well-being of its pupils.

A very small minority did not feel that 'The school deals effectively with unacceptable behaviour'. The inspection found that there are a few pupils who present challenging behaviour but they are managed well by staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wigmore Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	49	53	48	2	2	1	1
The school keeps my child safe	46	41	61	55	2	2	0	0
The school informs me about my child's progress	43	39	58	52	8	7	0	0
My child is making enough progress at this school	42	38	60	54	5	5	2	2
The teaching is good at this school	47	42	60	54	4	4	0	0
The school helps me to support my child's learning	46	41	59	53	3	3	1	1
The school helps my child to have a healthy lifestyle	37	33	67	60	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	27	63	57	7	6	1	1
The school meets my child's particular needs	31	28	70	63	5	5	1	1
The school deals effectively with unacceptable behaviour	28	25	59	53	17	15	1	1
The school takes account of my suggestions and concerns	20	18	73	68	8	7	1	1
The school is led and managed effectively	39	35	62	56	5	5	0	0
Overall, I am happy with my child's experience at this school	52	47	53	48	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 December 2009

Dear Pupils

Inspection of Wigmore Primary School, Luton LU2 9TB

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. We found that your behaviour in lessons and around the school was good. You showed us that you are keen to take responsibility and that you all get on together well. You have a good understanding of healthy living and know a lot about keeping safe. We were impressed by your good contribution to the school community. You show respect for each other as you move safely around the school and in the playground. Well done!

You make good progress in reading and writing and reach standards above those found in most schools. However, in mathematics and science you do not do quite as well. Your school has just started to set you individual targets in mathematics and this is beginning to help you improve your learning. In science, your progress is a little slower and your attainment is a little lower than those found in most schools. We think you could do better. So, we have made a number of suggestions as to how your teachers can help you to make good progress. These include spending more time in learning about science, providing you with more opportunities to undertake investigations, developing your use and understanding of subject-specific vocabulary and giving you clearer guidance on your next steps in learning.

You told us you really enjoyed your lessons when the teachers made them interesting and helped you to learn but not all lessons were like this. We agree with you, so we have asked that your teachers try to make your lessons challenging and interesting. We have also asked that some of the senior staff take a greater part in monitoring your progress and helping you to improve further. But remember, you too must play your part and always try your best.

Good luck for the future and thanks once again for being so friendly and polite.

With best wishes

David Wynford Jones

Lead inspector

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