

Wigginton Primary School

Inspection report

Unique Reference Number	121366
Local Authority	York
Inspection number	339924
Inspection dates	10–11 March 2010
Reporting inspector	Christopher Keeler HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Mr Andrew Bertram
Headteacher	Mrs Pat Boyle
Date of previous school inspection	27 September 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The majority of time was spent observing teaching and learning. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at assessment data, the school improvement plan, safeguarding documents, curriculum planning, pupils' work and the 95 returned parents' questionnaires.

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

- the quality of teaching throughout the school
- the current attainment and progress of pupils in mathematics
- the provision and progress for pupils with learning difficulties and/or disabilities
- the progress made by children in the Early Years Foundation Stage.

Information about the school

Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below the national average. Several new teachers have joined the school since the previous inspection. There is an independently run pre-school on the site which is inspected separately. The school has achieved Healthy Schools status, the Activemark, Basic Skills Award and the International Schools Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wigginton Primary is a good school. It is a good school because pupils make good progress as they move through the school, so that by the end of Year 6 attainment overall is significantly above the national average. Good achievement has been sustained over the past three years. The proportion of pupils that attained the higher Level 5 in mathematics in 2009 was above the national average; however, the proportion attaining Level 4 and above was below that of the other two core subjects. The progress made by pupils with learning difficulties and/or disabilities is satisfactory. The school leadership has a very good understanding of the strengths and weaknesses of the school as a result of accurate self-evaluation. They are acutely aware that pupils need to develop their mathematical skills at a faster rate in order to further raise attainment. Plans are already in place and are being rigorously implemented. It is this proactive approach to school improvement that demonstrates why issues identified at the previous inspection have been successfully tackled and why the capacity to sustain further improvement is good.

The school has worked hard to improve the quality of teaching and learning to good effect. It is because of good teaching that pupils generally achieve well. However, while the overall quality of teaching is good, it is variable, ranging from satisfactory to outstanding. Good and better teaching is characterised by high expectations, stimulating activities in which the pupils are fully engaged and where pupils are challenged, often through careful questioning that requires the pupils to think and manipulate ideas. In these lessons progress is particularly good. On some occasions pupils spend too long sitting on the carpet listening to the teacher and not enough time engaging in activities designed to support the practice and acquisition of skills. Good systems are in place to monitor pupils' progress as they move from class to class. This enables the school to provide effective targeted support where necessary. The use of assessment during lessons to inform future planning is inconsistent. The curriculum meets the needs of the majority of learners well; however, there is an imbalance between time spent on numeracy and the time spent on literacy. A good range of extra-curricular activities enrich the curriculum and successfully promotes pupils' personal development.

The quality of care, guidance and support is a feature of this school. Pupils feel safe and they enjoy their learning. Pupils report that bullying is rare and that staff take good care of them. Relationships between adults and pupils are good and this is reflected in the positive learning environment.

The governing body supports the school effectively. Governors have a good understanding of the school's strengths and areas for development. They are active in monitoring the school improvement plan and hold the school to account. All

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safeguarding requirements are met. The school provides good value for money.

What does the school need to do to improve further?

- Improve the rate of progress and raise attainment further in mathematics so that it matches those in English and science by the end of Year 6 by:
 - ensuring that there is a correct balance between the time devoted to the teaching of mathematics and that of other core subjects
 - shortening the introductions to lessons so that there is more time for active learning, particularly in Key Stage 1.
- Ensure a consistent approach to the use of assessment during lessons so that it accurately informs planning.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and enjoy their learning especially in lessons where they are actively engaged. Children enter school with skills in line with those expected for their age. They make good progress so that by the end of Year 6, attainment is above average, particularly in English and science. Overall attainment has been significantly above the national average for the past three years. However, attainment and progress in mathematics is not as high as in the other two core subjects. Evidence gained during the inspection through lesson observations and scrutiny of pupils' work indicates that pupils are generally making good progress in mathematics, but this is yet to be reflected in the end of Key Stage 2 national tests. The very small minority of pupils with special educational needs and/or disabilities make satisfactory progress. Assessment information is not used sufficiently well to plan work that enables them to make progress at the same rate as other groups.

Pupils feel safe. A typical comment that summed up the views of pupils was, 'I feel happy at school and I know I am safe because teachers care for us.' It is not surprising therefore that the rate of attendance is high. Pupils have a good understanding of what constitutes a healthy life style, including the need for a balanced diet and the importance of exercise. Behaviour is good during lessons, at break times and as pupils move around the school. Pupils make a good contribution to the school and the wider community. The level of pupils' spiritual, moral, social and cultural development is good and this is reflected in the respect and understanding shown towards others. Secure basic skills and high levels of self-esteem and confidence bode well for pupils' future economic well-being.

These are the grades for pupils' outcomes

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

How effective is the provision?

The majority of teaching is good or better and none is inadequate. Features of good lessons include: high expectations; activities that engage the pupils and involve them in their learning; effective questioning that challenges pupils; and good subject knowledge. In these lessons learning moves at a brisk pace and, as a consequence, pupils make good progress. This energy combined with good subject knowledge was evident in a dance lesson where the class relived the Great Fire of London. Pupils were inspired and acquiring a range of skills and knowledge but, above all, it was fun. On occasions, particularly, but not exclusively, in Key Stage 1, the pace of learning is not as quick and pupils spend too much time sat listening to the teacher as opposed to practising and applying newly acquired skills. Good systems to track pupils' progress are in place and are used well to identify where further support is required and to set challenging targets. The practice of assessing pupils' progress in some classes is inconsistent in quality and does not always inform future planning.

The curriculum is well organised and caters well for the acquisition of a wide range of intellectual skills, knowledge and understanding. It is imaginatively enhanced by visits and activities away from the classroom. It meets the needs of learners and enables them to access a broad range of experiences. Pupils in all key stages have access to a wide range of extra-curricular clubs in sports, drama and music. This affords pupils the opportunity to develop their skills, achieve personal goals and enhance their social and emotional development. Good care, guidance and support lies at the heart of this inclusive school. Good links exist with external agencies which provide the necessary support to vulnerable pupils. Carefully planned arrangements are in place to support

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pupils as they enter and leave the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team is focused on driving and sustaining improvement. The focus on teaching and learning since the previous inspection has brought about significant improvements in classroom practice and this has had a positive impact on pupils' progress and led to above average attainment. Senior leaders have a good understanding of the school's strengths and areas that require development because self-evaluation is rigorous and accurate. The school is aware that attainment in mathematics does not match that in English and science. Plans are in place to tackle the issue and they are beginning to make an impact. Given the good progress made since the previous inspection, coupled with a record over time of high achievement, the capacity for sustained improvement is good. The school engages well with parents and carers and provides opportunities for them to be informed of their children's progress. The school tackles equality of opportunity well in respect of curriculum provision and there is no significant difference between the achievement of boys and girls. However, the satisfactory progress made by pupils with special educational needs and/or disabilities means that the effectiveness with which the school promotes equality of opportunity is satisfactory. Links between a neighbouring school and involvement with a sports partnership mean that pupils benefit from specialist skills and expertise.

The governing body challenges and supports leadership in equal measure and has a good understanding of the work of the school. A plan is in place to promote community cohesion. Governors take this aspect of their work seriously and ensure that the curriculum exposes pupils to religious and cultural experiences beyond their own community. As a result, pupils are developing a good understanding of what it means to live in a multiracial society. All current safeguarding legislation is satisfactorily addressed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for children in the Reception class and mixed Y1/YR class is good. Children make good progress because teaching is well planned to meet children's needs and interests. Staff provide a wide range of creative activities to motivate children in their learning. For example, when a parcel was delivered to the classroom from the toy hospital, children were full of anticipation and excitement to find out what was inside and had to read a list of instructions in order to put the contents, a broken robot, together again. The stimulating and well presented environment contributes effectively to engaging children's interest. Learning opportunities continue outdoors to complement and build on the skills they have acquired. Relationships are good because adults know children well and present themselves as positive role models. As a result behaviour is consistently good and children work cooperatively to enjoy the activities provided. Children feel happy and safe. They make good progress in developing their personal skills and are keen to take responsibility.

The recently appointed leader has accurately identified areas for development and has quickly taken steps to address them. As a result there is now a sharper focus on child-initiated play. Daily phonic sessions are improving outcomes in phonic awareness and writing skills. Although regular observations and assessment procedures are now more robust they are not yet being used effectively to securely measure progress towards the early learning goals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

The vast majority of parents who responded were happy with the school's provision and indicated that their children enjoyed school and felt safe. There were a few concerns in relation to the extent that the school helps parents to support their children's learning but inspectors found that there was insufficient evidence to suggest that this a weakness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wigginton 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	61	22	36	0	0	1	2
The school keeps my child safe	36	59	22	36	1	2	1	2
The school informs me about my child's progress	19	31	36	59	5	8	0	0
My child is making enough progress at this school	24	39	31	51	5	8	0	0
The teaching is good at this school	30	49	27	44	3	5	0	0
The school helps me to support my child's learning	24	39	30	49	7	11	0	0
The school helps my child to have a healthy lifestyle	31	51	26	43	3	5	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)	27	44	29	48	2	3	0	0
The school meets my child's particular needs	28	46	30	49	3	5	0	0
The school deals effectively with unacceptable behaviour	25	41	26	43	7	11	0	0
The school takes account of my suggestions and concerns	19	31	31	51	9	15	0	0
The school is led and managed effectively	33	54	18	30	7	11	1	2
Overall, I am happy with my child's experience at this school	41	67	17	28	2	3	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



12 March 2010

Dear Pupils

Inspection of Wigginton Primary School, York, YO32 2FZ

Thank you for being so friendly and polite when we came to inspect your school. We very much enjoyed talking to you, watching you work and reading the many interesting comments in your questionnaires.

Wigginton is a good school. You are making good progress and are attaining above average results by the time you leave at the end of Year 6. You told us how much you enjoy school and how you feel safe. We were particularly impressed by your behaviour during lessons and as you move around the school. You receive good teaching and this is why you are doing so well. It was good to see that your teachers have high expectations and generally give you activities that enable you to get involved in your learning.

Your school is well organised and well led by the headteacher and her team. They are always looking to see how they can improve the school for you. In order to help improve the school we have asked the headteacher to:

Help you achieve even higher attainment in mathematics by:

- making sure that you have sufficient time in lessons to develop your mathematics skills
- making sure that some you do not spend too much time sitting on the carpet listening to your teacher, but more time working by yourself.

Make sure that your teachers look carefully at how you get on during lessons so that they are in a better position to help you.

I wish you well for the future.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

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