

Wigginton Primary School

Westfield Lane, Wigginton, York, YO32 2FZ

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in reading, writing and mathematics throughout the school from their different starting points.
- Children get a good start to their learning in the early years provision.
- Teaching is good across the school. Staff know pupils well and usually have high expectations of what they can achieve. As a result, pupils learn quickly.
- Pupils supported through the pupil premium, disabled pupils and those with special educational needs are well supported, make good progress and achieve well.
- Pupils' behaviour is good. They enjoy coming to school and are keen to learn. They say they feel very safe and are well looked after in school.
- School leaders and governors have a very clear view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and to raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is good.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress.
- Pupils' achievement in writing is not as strong as in reading and mathematics. Pupils, especially the most able, have too few opportunities to write at length in different subjects.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to investigate and solve practical problems.
- The provision for outdoor learning in the early years is limited and sometimes constrains children's learning.

Information about this inspection

- Inspectors observed teaching and learning in 21 lessons, or part lessons. One lesson was observed jointly with the headteacher.
- Meetings were held with school leaders and with two governors, including the Chair of the Governing Body. Inspectors also met a representative of the local authority.
- Inspectors met two groups of pupils; they also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of the 51 responses to the online Parent View questionnaire and also spoke to parents informally. They also considered the 15 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Edward Price	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than the average-sized primary school.
- The school was last inspected in April 2013, when it was judged to have serious weaknesses. Subsequently the school was monitored on three occasions and at the last monitoring visit was judged to be making reasonable progress.
- Pupils are taught in ten classes from the Reception Year to Year 6, including some mixed-year-group classes.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is well below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below that usually found.
- The school has been working with Scarcroft Primary School as part of a school-to-school support partnership.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The Wonder Years Nursery also operates on the site. This is inspected separately by Ofsted and receives a separate report, which is available on the Ofsted website.

What does the school need to do to improve further?

- Further improve the quality of teaching to raise pupils' achievement, so that more pupils make good progress, particularly in writing by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so that pupils are consistently challenged to make the best possible progress and attain the highest standards
 - pupils, especially the most able, have more opportunity to write at length in different subjects
 - pupils have more opportunity to use and apply their mathematical skills and knowledge to solve practical problems.
- Improve the provision for outdoor learning in the early years.

Inspection judgements

The leadership and management are good

- School leaders, including governors, have worked effectively and successfully to address the areas for improvement identified in the previous inspection. Their actions have improved the quality of teaching and behaviour, and have raised pupils' achievement.
- The school's systems for checking how well pupils are doing have been strengthened. School leaders at all levels make good use of information about pupils' achievement and progress. They have a clear and accurate view of how well the school is doing and of where it could do better. School improvement planning is very firmly focused on improving the quality of teaching in order to raise pupils' achievement.
- School leaders, including middle leaders, closely monitor the quality of teaching and learning and effectively check and evaluate pupils' performance. Any underachievement is addressed by providing pupils with extra help if they need it. As a result, all groups of pupils in the school are making good progress. This shows the school's commitment to equality of opportunity for all.
- Information about the quality of teaching and pupils' progress is used effectively by leaders to check how well teachers are performing and to identify where further training or support is needed. It is also used when making recommendations about teachers' pay increases.
- Staff are working increasingly successfully to share best practice within the school and have benefited from working with staff from the school's challenge partner school.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enhanced by a good range of activities, clubs, trips and visits covering sport, drama, and culture. Year 6 pupils spoke very enthusiastically about a residential outdoor activities visit they had recently been on. These activities contribute to pupils' good spiritual, moral, social and cultural development. The curriculum prepares pupils well for life in modern Britain.
- Procedures for safeguarding are fully in place and are actively followed.
- The school is using the additional primary school sport funding successfully to improve the quality of physical education in the school. Specialist coaches take lessons, run activities and train staff. Through the local school sports partnership, the school takes part in a wider range of sports competitions. As a result, more pupils participate in sporting activity and this is having a beneficial effect on their lifestyles and physical well-being.
- The local authority has provided effective additional monitoring and support for the school. It has fostered links with a support partner school and has provided training and support for staff and governors. These have contributed well to school improvement.
- **The governance of the school:**
 - The governance of the school has improved since the previous inspection. Governors have undertaken training to improve their skills and effectiveness and are much better informed about the quality of teaching, learning and pupils' achievement. They have a very clear understanding of the use and analysis of data about pupils' achievement and progress and how this is linked to the quality of teaching. They have established a monitoring and effectiveness group which holds the school to account very effectively by asking searching questions about how well the school is doing and where it could do better. Governors also hold the school to account by setting challenging targets as part of the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay. Governors are involved in the day-to-day life of the school in a variety of roles and manage the school's finances effectively. They have a good knowledge of how the pupil premium funding is spent and the impact it is having. They make sure that the school meets all its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and want to succeed. They are polite and considerate, and get on well with each other and with adults in the school.
- Pupils take pride in their work and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- Discussions with pupils and the school's behaviour records show that poor behaviour, including racist or

discriminatory incidents, is rare. A small number of pupils sometimes display challenging behaviour, but the school manages this consistently and well. Pupils with behavioural difficulties are supported in a caring and nurturing way, often involving specialist support staff. There is evidence that this leads to improved behaviour of these pupils.

- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils behave responsibly in the hall at lunchtime and play safely and well together at break.
- As a result, pupils enjoy coming to school. Attendance has risen and is above average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in school and are well cared for. They know how to keep themselves safe in different situations, including on roads, when cycling and when using the internet.
- Pupils have a good knowledge of the different forms of bullying, and understand the difference between bullying and falling out. They say that bullying is very rare in the school and are very confident that the school would sort it out quickly if it happened.
- Almost all parents who responded to the Parent View survey think that their children are happy, safe and well looked after at the school. Inspection evidence supports this view.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is now typically good across the school, and some is outstanding. This was confirmed by teaching observed during the inspection, the work in pupils' books and the school's records of pupils' progress and the quality of teaching. This enables pupils in all classes to learn well.
- Staff know pupils well and there are good relationships all round. Staff typically have high expectations and set work that motivates and engages pupils in their learning. Pupils say that 'teachers make learning fun and interesting' and they 'learn something new every day'. As a result, they are keen to learn and do well.
- Questioning is used well to check and reinforce pupils' knowledge, to deepen their understanding and extend their learning. In mathematics, for example, Year 6 pupils were improving their knowledge and skills of division. Pupils had different tasks and questioning was used very effectively to challenge them and move them on rapidly. As a result, pupils had to think hard about what they were doing and made excellent progress.
- Pupils' work is marked regularly, consistently and well. Staff use praise effectively and give helpful advice and guidance about the next steps in pupils' learning. It is clear that pupils are given time to respond to this advice. Consequently, pupils know how well they are doing and what they need to do to improve their work.
- Although there are high expectations of what pupils can achieve, the work set is not always challenging enough to enable pupils to learn as much as they could. Sometimes, pupils, including the most able, are not given work that is hard enough to allow them to reach the highest levels and make the best possible progress.
- Teachers and teaching assistants work well together to help pupils who find learning more difficult. This includes disadvantaged pupils and those who are disabled or have special educational needs. These pupils therefore achieve well and make good progress.

The achievement of pupils is good

- The achievement and progress of pupils across the school have improved since the previous inspection.
- Standards at the end of Key Stage 1 have risen. In 2013 they were around average in reading and mathematics, and above average in writing. Preliminary results for 2014 show improvement and attainment is likely to be above average in all subjects.
- Standards at the end of Key Stage 2 have also risen since the previous inspection. In 2013 they were well above average in reading, and just below average in writing and mathematics. The proportion of pupils who made the progress expected of them and good progress was generally below average.
- Preliminary results for 2014 show that, at the end of Year 6, pupils reached above-average standards in reading and mathematics, although they remained below average in writing. The progress made by pupils

improved significantly, especially the number of pupils making good progress. Pupils made at least the progress expected of them and the proportion who made good progress was well above average in mathematics, above average in reading, and close to average in writing. This group of pupils achieved well from their below-average starting points at the end of Key Stage 1.

- Inspection evidence from observing learning in lessons, looking at pupils' work, talking to pupils and considering the school's most recent data shows that all groups of pupils are currently making good progress and achieving well in all year groups across the school.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. Key Stage 1 pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check was above average in 2013 and improved further this year.
- Pupils achieve well in writing. There is a clear focus on spelling, grammar and handwriting, and pupils write well in a range of styles. However, achievement in writing is not as strong as in reading and mathematics. Pupils, especially the most able, have too few opportunities to write at length in different subjects.
- Pupils have well-developed numeracy skills and make good progress in mathematics. However, they do not have enough opportunity to use and apply their mathematical knowledge and skills to investigate and solve 'real-life' problems, both in mathematics lessons and in other subjects.
- There are very few disadvantaged pupils in the school, but those who are receive good support. Similarly, there are too few pupils known to be eligible for free school meals to comment on their achievement in comparison with other pupils.
- Disabled pupils and those with special educational needs achieve well and make good progress. Their needs are accurately identified and they receive good support from skilled teachers and teaching assistants.
- The most able pupils make good progress and achieve well overall. However, inspection evidence and school data show that sometimes they do not progress as rapidly as they could. This is because they are not always given work that is challenging enough.

The early years provision

is good

- Over time, children join the Reception year with skills and knowledge that are generally in line with those typical for their age. Recently, however, their skills and knowledge on entry have been a little higher than previously. They make good progress and are well prepared to enter Key Stage 1.
- The quality of teaching is good. Staff have high expectations and make sure that learning is purposeful and well focused. Staff provide opportunities for children to play and explore and make sure that children are suitably challenged. As a result, children learn quickly and make good progress in all areas.
- Staff make good use of the indoor and outdoor environment. However, the outdoor provision is rather limited and places some constraints on children's learning.
- Staff assess and record children's progress regularly and accurately. They use this information to plan activities to extend and challenge them further. As a result, the needs of individual children are well met, and they make good progress. This includes vulnerable pupils who are disabled or who have special educational needs and those for whom the school receives additional funding.
- Children are well motivated and show good attitudes to learning in a safe and caring environment. The early years provision makes a strong contribution to children's physical and emotional health, safety and well-being, as well as to their spiritual, moral, social and cultural development.
- There are close links with parents and with feeder nursery schools. These ensure that children make a smooth transition to the Reception year.
- The leadership and management of the early years are good. Leaders have an accurate view of how well children are doing and what needs to be improved further.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121366
Local authority	York
Inspection number	447714

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 of pupils on the school roll	297
Appropriate authority	The governing body
Chair	Lesley Ackrel
Headteacher	Pat Boyle
Date of previous school inspection	30 April 2013
Telephone number	01904 552225
Fax number	01904 758350
Email address	wigginton.primary@york.gov.uk

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