

Wigley Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 112514 |
| Local Authority | Derbyshire |
| Inspection number | 378503 |
| Inspection dates | 13–14 September 2011 |
| Reporting inspector | Alison Cogher |

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 | 49 |
| Appropriate authority | The governing body |
| Chair | Louise Chapman |
| Headteacher | June Thomson |
| Date of previous school inspection | 30 April 2009 |
| School address | Wigley Old Brampton Chesterfield S42 7JJ |
| Telephone number | 01246 566432 |
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|---------------------------|----------------------|
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Introduction

This inspection was carried out by one additional inspector. During the inspection seven lessons and an assembly were observed and all four teachers seen. Meetings were held with the headteacher and other teaching staff, pupils and members of the governing body. The school's assessment data relating to pupils' current attainment and progress were analysed and pupils' work was scrutinised. The inspector also looked at school documentation including curriculum planning, information provided for parents and carers and evidence of the school's self-evaluation process. The questionnaire responses from pupils, staff and 38 parents and carers were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- How well does planning of work challenge all pupils to make good progress and provide for continuity of learning in mixed-age classes?
- How are pupils able to contribute to the planning of the curriculum and to what extent does this support their learning?

Information about the school

This is a much smaller-than-average sized school of its type and serves a rural community. The very large majority of pupils are of White British heritage. None speak English as an additional language. A below-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The numbers of pupils attending the school have increased by 20% over the last two years. The school holds the ABC Anti-Bullying Award, the International School Award at intermediate level and the National Healthy 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

Wigley Primary is a good school. 'It is a happy school and both our children have thoroughly enjoyed their time there,' was typical of the responses made by parents and carers who returned the questionnaire. A number of improvements secured since the last inspection demonstrate the school's good capacity to improve further. These include improved procedures for assessing and tracking pupils' progress, and for monitoring and evaluating the school's work. Links to schools in other parts of the world have also been established and these are beginning to widen pupils' knowledge and understanding of communities beyond their own. The curriculum is now planned through topics; a change that has been well received by pupils as the links forged between subjects give their learning relevance. Planning for these topics is thorough but is largely teacher led. Consequently, pupils have limited opportunity to identify what they would like to find out and so take more ownership of their learning.

The numbers of pupils in each year group are very small, so caution is needed when making generalisations about their attainment. Trends in the information on pupils' performance, however, together with their current work show that attainment at the end of Year 6 is typically above average in English and mathematics. The school's strong inclusive ethos enables boys and girls and all with special educational needs and/or disabilities to make equally good progress during their time at school. There are some variations within the school. Pupils' progress is good in Reception and in Years 1 and 2 in reading, writing and mathematics. In Years 3 to 6, pupils continue to make good progress in reading and mathematics but their progress in writing is more variable. Improved use of assessment to guide teaching is beginning to have an impact on pupils' progress but the gap between writing and other subjects remains.

Good teaching throughout the school is exemplified by activities that are generally well matched to pupils' interests and needs. Pupils receive outstanding levels of care, guidance and support and safeguarding arrangements are effective. As a result, pupils feel extremely safe at school and are very confident that adults care about them, listen to them and provide them with help and support when necessary. These features together with pupils' above-average attendance rates, outstanding behaviour and well-developed personal skills enable them to develop positive relationships with each other and adults, to learn well and to enjoy their time at school.

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In this very small school, effective teamwork underpins all that it achieves. Guided by the strong leadership of the headteacher, staff and the governing body work together to secure improvements. Their commitment to ensuring the needs of every pupil are met is reflected in their willingness to work together to achieve a common aim. School self-evaluation is generally accurate and based on a good range of monitoring evidence. Effective partnership work and outstanding links with parents and carers make a significant contribution to pupils' learning and their overall experience at school.

What does the school need to do to improve further?

- Increase pupils' progress in writing in Years 3 to 6 so that it matches the consistently good progress they make in reading and mathematics.
- Involve pupils in the planning of the topics they study so they gain more ownership of their learning.

Outcomes for individuals and groups of pupils

2

Children start school with skills that are broadly typical for their age. They make good progress and almost all achieve the Early Learning Goals by the time they leave Reception.

Pupils' attitudes to learning are good and they are keen to achieve well. Pupils with special educational needs and/or disabilities respond well to the support and encouragement they receive. In all lessons seen they worked hard to complete tasks successfully. Lessons are productive and pupils take pride in completing work to a good standard. Pupils work well together in lessons. This was evident during a Year 6 activity where pupils worked in pairs to calculate the area of shapes. They confidently checked each other's method and accuracy of calculation. Pupils in all year groups listen respectfully to each other's ideas and solutions and agree final decisions. Disruption in lessons is rare because pupils are extremely well behaved and enjoy their learning.

Pupils say they feel extremely safe in and around the school. They have a very well-developed awareness of how they can keep themselves safe in a range of situations. Pupils' awareness of the factors that contribute to leading a healthy lifestyle is good. They cite school meals, for which there is a very high take-up, as a good example of how to achieve a balanced diet. Pupils enjoy being active and make good use of the school's well-developed outdoor spaces and engage with enthusiasm in the additional lunchtime sports provision. Opportunities for pupils to take on responsibility, such as that of school councillors, enable them to develop a good sense of community. Pupils are keen to involve themselves in a range of charity and school fund-raising activities, including organising and running stalls at school events. These real-life experiences help them to develop financial awareness that, together with their good

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academic and personal skills, prepare them well for the next stage of their education.

Pupils’ spiritual, moral, social and cultural development is good overall. In lessons and around the school, pupils socialise well and behave with tolerance and respect for all. They have an extremely well-developed sense of right and wrong and understand the need for rules if society is to function effectively for all. Opportunities for pupils to mix with pupils from other cultures and backgrounds are growing as the topic approach to curriculum planning and links with schools in other countries develop.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| 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 | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils’ behaviour | 1 |
| 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 | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Across the school, teaching is good with consistently strong features. Teachers have good subject knowledge which, together with increasingly accurate assessment information, allows them to plan work successfully to meet the differing needs of all pupils in their mixed-age classes. As the use of assessment to guide teaching improves, the rate of pupils’ progress is increasing, although less so in writing. Marking of pupils’ work is extremely thorough and provides clear information for pupils about what they have achieved and what they need to do to improve. Teachers work with pupils to agree individual targets for improvement. As pupils have ownership of these targets, they work hard to achieve them. Relationships between staff and pupils are respectful and very supportive. Skilled teaching assistants are well deployed and well briefed so are able to make a significant contribution to pupils’ learning. For example, as a result of the clear guidance they

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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received from a teaching assistant, pupils in Year 3 were able to understand how counting whole and half squares would help them to calculate the area of shapes. The range of resources used in lessons provides pupils with varied learning experiences that keep them motivated and engaged. This was evident in the Year 3 to 6 class, where having access to snorkelling equipment and information websites ensured pupils’ interest was maintained as they researched and wrote about what is needed to take part in snorkelling as a leisure activity. Typically, lessons move at a good pace, which ensures pupils’ attention is sustained. Occasionally, introductions or the giving of instructions by teachers takes too long and pupils begin to lose interest so the pace of learning slows.

The revised curriculum provides more opportunities for pupils to use and apply their literacy, numeracy and information and communication technology skills in other subject areas. Topic areas have been modified to appeal equally well to boys and girls. Pupils say they would welcome greater involvement in the planning of topics, but appreciate the changes made to date as it makes their learning ‘more fun’. A good range of school clubs, visits and visitors serve to enrich and extend pupils’ learning experiences. For example visiting nearby Hardwick Hall brings to life much of what pupils in Years 3 to 6 have learned about life in Tudor times. Partnerships make a good contribution to pupils learning. For example, to help pupils to benefit more from links to a school in France, a teacher from the local secondary school is providing French conversation sessions.

A very individual approach is taken to the outstanding care, support and guidance provided for all pupils, about which they are very positive. Pupils with special educational needs and/or disabilities benefit equally well from this approach. The school works very closely with other agencies to ensure these pupils receive very well-targeted support that enables them to successfully access the activities provided.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

All staff have some leadership responsibility. Guided by the headteacher they work well as a cohesive team and take a measured approach to school improvement. Assessment data is used with other monitoring information to identify what the school is doing well and what needs to be improved. Priorities are agreed and the actions to be taken are identified and set out in the school’s improvement plan. The

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plan is well constructed, although some improvements to be secured are not precisely defined. This makes it difficult to assess whether actions taken are successful enough. The governing body is well-informed and members’ visits and reports contribute well to the school’s improvement process and effectively hold it to account for its performance.

The school’s inclusive ethos ensures all pupils are well supported and able to make good progress. The school is a very cohesive community and local links are strong. Links to communities further afield are developing and helping to ensure pupils’ growing appreciation of national and global diversity of cultures and religious beliefs. Safeguarding procedures ensure all staff are well trained and vigilant in ensuring agreed practice is consistently applied. The school works well with outside agencies and provision effectively helps pupils to keep themselves safe.

The views of parents and carers are regularly canvassed and valued as part of the monitoring evidence that informs the school improvement process. Their confidence in the school is high and their contribution is much appreciated by staff and the governing body.

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 |
| 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 | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| 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

Good induction procedures, effective leadership and good teaching ensure children settle quickly and happily into school and learn and achieve well. Caring relationships are quickly established which help children to feel safe and secure. Although space is limited for these children, it is used imaginatively so that all areas of learning are supported well. The outdoor space has much improved since the last inspection and is used well to provide children with additional activities that enhance their learning.

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This was evident as children enjoyed painting their names with water and large brushes on the playground. The activity helped them to secure a better understanding of letters and how they are ordered in words. Detailed planning of work is informed by accurate assessment information and an understanding of children’s interests and experiences. Good quality resources are used well to support children’s learning. For example, dressing-up clothes and other props allowed children to retell the story of Cinderella.

Children confidently make choices, such as what decorations to use to adorn their crowns and tiaras made to support their storytelling. By involving themselves in children’s play adults encourage them to use a wider vocabulary and help them to clarify their thinking. Occasionally, opportunities are not seized to reinforce learning through the use of complementary resources, for example, by providing objects to count as well as number cards when working to secure an understanding of number value and sequencing. Children’s enthusiasm and their good level of engagement is secured because they find activities to be fun. While some activities have planned outcomes, enough are sufficiently open ended to challenge children of all capabilities to learn well. The focused teaching of early literacy and numeracy skills together with the support children receive for their personal development ensures they grow into self-confident individuals with good levels of independence.

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 |

Views of parents and carers

The percentage of questionnaires returned was exceptionally high at over twice the usual return rate for primary schools. Parents and carers who returned the questionnaire indicated a high level of satisfaction for all aspects of the school’s work. They are very supportive of the school’s leaders and other staff. They consider that their children are very safe at school, enjoy their time there and learn well. ‘Wigley Primary has a strong family feel and is a place our child loves to go,’ reflects the confidence in the school expressed by parents and carers. Inspection evidence supports these positive views, including those that emphasise that the vast majority of pupils are very happy at school and learn well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wigley 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 inspector received 38 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 28 | 74 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 30 | 79 | 8 | 21 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 28 | 74 | 10 | 26 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 25 | 66 | 11 | 29 | 1 | 3 | 0 | 0 |
| The teaching is good at this school | 31 | 82 | 6 | 16 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 31 | 82 | 6 | 16 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 29 | 76 | 8 | 21 | 0 | 0 | 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) | 24 | 63 | 9 | 24 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 26 | 68 | 11 | 29 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 68 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 27 | 71 | 10 | 26 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 31 | 82 | 7 | 18 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 31 | 82 | 7 | 18 | 0 | 0 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 September 2011

Dear Pupils

Inspection of Wigley Primary School, Chesterfield, S42 7JJ

Thank you very much for making me feel so welcome during the inspection of your school. I enjoyed talking to you, watching you at play, sharing lunch with you and visiting your lessons. I found you to be very polite and I appreciate the time you took to tell me about all the things you enjoy doing at school.

I think your school is a good one. Here are some of the things I found to be good at your school. The progress you make in reading and mathematics is good. Pupils in Reception and Years 1 and 2 are making good progress in writing too. You are taught well and get the help you need to learn well in lessons. You contribute well to your school community. You feel extremely safe at school because of the outstanding care, support and guidance you receive from adults. You work hard and behave outstandingly well. You get along with the adults and each other very well. You are respectful and tolerant of each other. Your parents and carers have great confidence in the school and they work very closely with the school staff and the governing body to help you to learn and to make your school a good place for you to be.

I have asked your school to make some improvements so it is even better for you.

- Your teachers are to help those of you in Years 3 to 6 to make better progress in writing so it is as good as the progress you make in reading and mathematics.
- You are to be given more opportunities to work with your teachers to make some of the decisions about what you would like to learn about in your topic work.

You can help your school by continuing to contribute your ideas and by keeping up with your good attendance and hard work.

Yours sincerely

Alison Cogher
Lead inspector

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