



Wigley Primary School

Inspection Report

Unique Reference Number 112514
LEA DERBYSHIRE LEA
Inspection number 278948
Inspection dates 7 July 2006 to 7 July 2006
Reporting inspector Mr. Glynn Storer AI

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

Type of school	Primary	School address	Wigley
School category	Community		S42 7JJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01246 566432
Number on roll	45	Fax number	
Appropriate authority	The governing body	Chair of governors	Mr.R Boughey
Date of previous inspection	22 January 2001	Headteacher	Mr. J Crawford

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small school serves the community of Wigley and outlying rural settlements. Because intakes are so small, children's attainment on entry varies considerably from year to year, but is broadly average overall. Social circumstances are generally favourable. Eligibility for free school meals is below average, virtually all pupils are of White British heritage and all speak English as a first language. However, educational circumstances are quite challenging: pupil mobility is quite high and the proportion of pupils with learning difficulties or disabilities is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's view is that it provides a good education. The inspection agrees and also identifies outstanding features. Most pupils make good progress. Children get a positive start in the Foundation Stage because effective teaching helps them to make good progress. From broadly average starting points most pupils achieve well. Most reach or exceed nationally expected standards by the time that they leave the school. Pupils' personal development is outstanding. Pupils are extremely well behaved and thoroughly enjoy learning. Teaching is consistently good. Lessons, which are both demanding and fun, result in good standards in most aspects of pupils' learning and personal development. A consistent strength is teachers' extremely effective planning for the wide range of age and ability in each class. They successfully ensure that all pupils are fully included and achieve well. The curriculum is good. It is given added depth by an excellent range of additional activities, which promote enjoyment and encourage pupils to become confident learners. Standards of care are outstanding. The headteacher, supported by staff and governors, provides effective leadership. His personal example has created a highly motivated staff team. However, there are weaknesses in school improvement planning, which mean that other staff and governors are not yet sufficiently involved in checking the school's work. Nevertheless, the school is considerably stronger than it was at the time of its last inspection and is in a satisfactory position to improve further. The school provides good value for money.

What the school should do to improve further

- Give staff and governors a more prominent role in checking on the quality of school's work.
- Strengthen school improvement planning by introducing a more systematic approach to organising cycles of monitoring and evaluation.

Achievement and standards

Grade: 2

Children enter the school with skills and knowledge at levels similar to those found nationally. They flourish in the combined Reception and infant class because their work and play interest them and are carefully geared to enable most to attain or exceed the early learning goals for five-year-olds. Most achieve well from Reception to Year 2, although standards vary because statistics are affected by the small numbers and the particular makeup of each year group. Nevertheless, in the 2005 national assessments for seven-year-olds, overall standards in reading and writing were above average and were exceptionally high in mathematics. Similarly, overall standards were above average, but exceptionally high in English, at the end of Year 6 in 2005. Pupils of all abilities achieved well in English and science, though pupils with learning difficulties made most progress. Most pupils also did well in mathematics, but there was a degree of underachievement on the part of some pupils who were higher attainers in Year 2 but who did not attain the above average standard in Year 6. The work of pupils currently in Years 2 and 6 and the unpublished results of the 2006 tests indicate

that pupils continue to achieve well. The school set challenging targets for these pupils and most met or surpassed them, although overall standards are unlikely to rise this year because of the higher incidence of pupils with learning difficulties in the very small year groups. The school's measures to improve pupils' progress in mathematics have been particularly successful.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils speak well of the school. They say that the teachers make learning fun and that they really like the school's friendly atmosphere. Consequently, almost all attend very regularly. Behaviour is excellent. Pupils are extremely well motivated and try hard in lessons. They add much to the school as a community. Pupils' spiritual, moral and social development effectively is good. Pupils are reflective, show good levels of social responsibility and establish excellent relationships with staff and classmates. A good number of pupils take part in the school's sporting activities. This, along with the push on eating healthily, means that pupils fully recognise the need to keep fit and healthy. Pupils demonstrate a strong sense of responsibility in their contributions to the school council, their work as school captains and by acting as 'buddies' to younger pupils. They understand some of the hazards that youngsters face and know how to avoid them. The school successfully prepares pupils for adult life by promoting good standards of literacy and numeracy and by providing opportunities for teamwork, which lay firm foundations for future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and at times outstanding. Children in their Reception year thrive, because staff provide a good balance between first hand experience, opportunities for purposeful play and effective teaching skills. Throughout the school, relationships between staff and pupils are excellent. They are based on high expectations of pupils' behaviour and response and of their capacity to cope with demanding tasks. This results in a positive climate for learning in which pupils rise to the challenge to do their best. Teachers' planning for pupils who differ widely in age and ability is particularly good because it ensures that all make the progress that they should. In this respect, teaching assistants make a valuable contribution, particularly to the learning of pupils with learning difficulties or disabilities. Teachers assess pupils' work regularly. They use assessment information well to track pupils' progress and set individual targets which help them to improve. In a small minority of lessons, teachers' monitoring of work in progress is not thorough enough to pick up when pupils are having difficulties. When this happens, the pace of learning for these pupils slows and they do not always make the progress that they could.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, which fully meets statutory requirements. Recent modifications, such as giving greater emphasis to mental mathematics, have successfully raised standards. Staff adapt the curriculum well for pupils with learning difficulties and ensure that they are fully included and succeed alongside others. There are useful links between subjects, which give added purpose to pupils' work. The school is rightly developing this aspect of curriculum planning and is also introducing special themed events, because they add to pupils' enjoyment. The curriculum for information and communication technology (ICT) has improved since the last inspection and all aspects of the subject are covered satisfactorily. However, the school recognises that more opportunities could be provided for pupils to use ICT to aid learning in other subjects. An excellent range of enrichment opportunities adds to the overall quality of the curriculum. For example, the school provides exciting outdoor challenges, such as caving and rock climbing for older pupils. It also provides educational visits, such as that to see a Shakespeare play in Stratford-upon-Avon, and activities that support the local church, the elderly and a nearby hospice. Together, these activities broaden pupils' horizons, make a strong contribution to their personal and academic development and prepare them well for life as young adults.

Care, guidance and support

Grade: 1

Standards of care are outstanding because all staff give high priority to developing personal and social skills and to promoting pupils' well-being. The very good role models that adults provide encourage pupils to care for and support each other in turn. This makes the school a harmonious place with warm relationships based on trust and respect. Systems for ensuring the health, safety and protection of pupils are rigorous and work well. Pupils are confident that they always have someone to turn to with worries or concerns. Pupils are well supported academically because there are robust systems for checking how well they are doing. Staff set challenging targets for pupils and give them the guidance and support they need in order to achieve them. The school works closely with parents and outside agencies to ensure those pupils who are vulnerable or need extra help get the support they require.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an effective leader. He gives his time and energies unstintingly to the school, its staff, the pupils and their families and as a result is held in high esteem by the whole school community. His enthusiastic approach sets a good example for all staff. They work as a committed and effective team focusing successfully on ensuring that each pupil is given every opportunity to do as well as they can. School self-evaluation and planning for improvement are satisfactory. The headteacher knows the school's strengths and areas

for development. However, current arrangements rely too heavily on the headteacher alone. The exception is the management of provision for pupils with learning difficulties and disabilities. For other aspects of provision staff do not have a prominent enough role in checking standards and quality. Most staff are not given the time to monitor areas for which they are responsible and this weakens their role in improvement planning. Similarly, governors do not collect enough first-hand information to hold the school to account for what it achieves. However, the headteacher's improvement plans do focus on the right aspects of the school's work, even though they do not always set out when, how or by whom monitoring will be carried out. With support from staff and governors and in consultation with parents, the school has secured substantial improvement since the previous inspection. Standards are higher, there have been improvements to the school's accommodation and facilities, most notably for children in Reception, and provision for ICT is better than it was. Consequently, despite structural weaknesses in planning, the school has a sound capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that I visited your school a little while ago. Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I thought that you would like to hear my findings. There are many good things happening in your school. - Almost all of you make good progress in English, mathematics and science. - You tell me that you enjoy school because teachers make learning fun. - Most of you get on well with one another and enjoy the friendly atmosphere. - You say that you enjoy the many after-school clubs and activities, such as theatre visits and caving expeditions. - I am pleased to hear that all of the adults help you when you have problems and make sure that you are safe. - Mr Crawford, the staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - I have asked Mr Crawford and the staff to make even more careful plans to improve the school. - I have asked the school governors and the teachers to check more regularly on how well you are doing. I hope that you will all continue to work hard and do well.