

Wigley Primary School

Inspection report

Unique Reference Number	112514
Local Authority	Derbyshire
Inspection number	325621
Inspection date	30 April 2009
Reporting inspector	Jane Melbourne HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	38
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Louise Chapman
Headteacher	Mrs June Thomson
Date of previous school inspection	7 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wigley Old Brampton Chesterfield Derbyshire S42 7JJ
Telephone number	01246 566432
Fax number	01246 566432

Age group	4–11
Inspection date	30 April 2009
Inspection number	325621

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector over one day.

The inspection evaluated the overall effectiveness of the school and investigated the following issues:

- Are all pupils achieving as well as they can and making sufficient progress across the school, particularly in writing and mathematics?
- Are staff assessing pupils accurately and using information gained to plan effectively for the range of pupils in each class?
- Are staff and governors monitoring the school effectively?

Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report. Evidence was gathered from observing lessons and pupils' work; scrutinising school documentation, parents' questionnaire responses, records of pupils' achievement and progress; and discussions with the headteacher, staff, governors and with pupils.

Description of the school

This is a very small school serving the rural community in and around Wigley and Old Brampton. The annual intake is small but numbers on roll are currently rising. Numbers of boys compared to girls also varies considerably with each cohort. Currently all pupils are from a White British background and speak English as a first language. There is a higher than normal percentage of pupils with learning difficulties and disabilities, including a small number with statements of special educational need. There is a smaller than typical proportion of pupils eligible for free school meals. Children in the Early Years Foundation Stage are provided for in a Reception group as part of a mixed age class. The school has had an acting headteacher from January 2008 but this position has been made permanent from April 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wigley Primary School provides a good standard of education with outstanding care and personal development for its pupils. Points for improvement from the last inspection report have been well tackled, although staff and governors have correctly identified there is still more to do. All associated with the school work hard for continued improvement and there is a determination to raise standards further, particularly in mathematics. Sensible issues for future development have been identified, although with such a small staff group, the school is overly reliant on the headteacher. However, excellent team working, even between part-time staff, ensures that pupils are not compromised on receiving a good quality curriculum which is well taught. Some of the actions already put in place are making a difference, for example the introduction of the new spelling programme, smarter pupil targets and a system for more accurately checking pupils' progress, ensure that support can be swiftly tailored to individual needs. The school has maintained its strengths and successfully moved through the change of leadership. Parents are overwhelmingly positive about the school and its rise in popularity is evidenced in its more recent increasing roll.

Children enter school with skills which are typical of the age group, although this varies with each intake. Most children have made good progress by the end of the Early Years Foundation Stage. There has been a steady rise in standards at the expected and higher levels in all subjects in Key Stage 1 since 2006. Standards are more variable at Key Stage 2, as is typical with small cohorts, although pupils often attain standards in national tests that are above national averages. In Key Stage 2, standards in mathematics fell in 2008 but there is a consistent upward trend over recent years in science. The school identified that a small number of pupils who achieved higher levels at Key Stage 1 have not always achieved the higher levels at Key Stage 2, especially in mathematics. Staff and governors are now working earnestly to rectify this by increasing the challenge at all levels and tailoring the support for pupils of all abilities. Pupils who need additional help with their learning or who have the potential to achieve more are identified quickly and are supported very well according to their needs. Pupils at the end of Key Stage 2 make at least satisfactory, and often good progress from the end of Key Stage 1, ensuring the majority of pupils make good progress overall during their time at the school. The school has systems in place to ensure good progress is more consistent. There is recognition that standards in writing across the school are not as good as in reading. However, staff are working hard to improve writing. Evidence of children's improved progress in writing is beginning to be seen in pupils' books, with more opportunities for writing being offered in different subject areas. The school sets itself more challenging targets and has realistic expectations for its pupils. Staff have begun to address differences of attainment between boys and girls for example, by providing a choice of resources, topics and reading materials. There remain slight differences between boys' and girls' achievement, so the school correctly continues to monitor this closely.

Pupils' personal development is outstanding. Pupils' enjoyment of school is high, their behaviour is almost always exemplary and their attendance is more typically good. Pupils take responsibility for their own actions and genuinely care about others and their school. Their spiritual, moral, social and cultural development is good overall. The school has identified the need to increase pupils' cultural development, and is already planning for this. Pupils express their desire for more opportunities for spiritual reflection. Older children frequently partner younger children in each class and this system of peer support works exceptionally well. Pupils feel extremely safe and secure and know who to turn to for help when they need it. They have an excellent

understanding of keeping healthy and adopt healthy eating, take regular exercise and participate in sports clubs offered by the school. The school council makes a positive contribution to the school community. Pupils' good basic skills and ability to work independently or as a team are all helping to equip them well for the future.

The quality of teaching and learning is consistently good. Teachers provide a thoroughly planned range of interesting activities taking account of pupils' different ages and needs. They effectively take account of pupils' prior learning and the wide range of abilities within each class. Learning objectives and expectations are made clear. Pupils are sure of their targets in English and mathematics and know what they have to do to improve further because of the precise guidance they receive verbally and through high quality marking in their workbooks. They are developing the ability to assess their own work and the school continues to promote this. Care for pupils is outstanding and they are exceptionally well supported, particularly if they are challenged by particular circumstances, difficulties or disabilities. Staff demonstrate commitment to developing pupils' personal hygiene, awareness of working safely and independence.

The curriculum provision is good because there is a commitment to continuity for all pupils in each class. The headteacher ensures that staff share ideas. Cross-curricular links are fully considered as the school endeavours to make the most of all opportunities for reinforcing pupils' basic skills in all subjects. The school has adopted a more creative topic-based curriculum which embraces several areas. The rolling programme over four years ensures pupils remain interested in what is taught. There is a satisfactory and improving provision for information and communication technology to enhance the curriculum. The school now has a cycle of formally reviewing and monitoring the curriculum, involving the headteacher and governors, to supplement any informal monitoring amongst the small staff team.

Leadership and management are good overall. The leadership of the headteacher is restricted by her class teaching time, but she has been committed to devoting time to evaluate the school and planning strategically alongside governors. School self-evaluation is accurate and is now approached as a team. Leadership of core subjects is good overall given the constraints of staffing. However, monitoring and evaluation are sometimes too informal to impact fully on school improvement. There is more to do, particularly in relation to familiarisation of new primary national strategies. Subject coordinators have a good overview of pupils' progress in their subject area and know how best to raise attainment. The school has implemented additional support for Year 5 and 6 pupils in the run up to national tests and is also doing more focussed group work where there is a need with younger pupils. The school uses its resources effectively. It makes efficient use of skilled support staff and utilises the skills and knowledge of the whole staff team to good effect. Roles and responsibilities are clear, but delegation is challenging with a lack of full-time staff. The governing body is working well. Governors fulfil their statutory duties and there is a continued commitment to training. Governor visits into school are more focused and better planned, resulting in governors more fully understanding how well the school is doing. Equality of opportunity is promoted very effectively at the school. Staff ensure that all pupils are fully included and can access the full curriculum. This has improved further with the recent recognition that the school could do more for the potential high attainers. The school contributes satisfactorily to community cohesion, but has not sustained or fully exploited all of the opportunities created for this. A useful link with a school community in Africa is no longer running and much of what the school is planning remains at an early stage. The school policy is not completely effective, nor does it sufficiently guide practice. Partnership with others is good and this is particularly evident in the school's participation in the 'Widening Opportunities in Music' programme and in its links with other professionals for pupils who experience learning

and other difficulties. Based on its performance in sustaining school improvement, how well it knows itself and the good or high quality of many aspects of the provision, the school has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for children in the Early Years Foundation Stage is good and therefore Reception children achieve well. The family atmosphere and close-knit school community ensures that children settle very quickly into the routines and develop outstandingly well personally, socially and emotionally. They are happy to come to school, confident to chat to adults and are motivated to learn because they are presented with stimulating activities. There is an appropriate range of adult-directed and self-chosen activities which successfully embrace all six areas of learning. However, there is a minimal amount of learning taking place outdoors in order to meet the current requirements of the Early Years Foundation Stage. There is an appropriate focus on developing children's communication, language and literacy skills, including their awareness of the sounds of letters, in which they are making good progress. Children are beginning to solve simple mathematical problems, as well as reason and work practically with numbers. They enjoy playing the mathematics games when they come into school first thing in the mornings. Staff monitor each child's progress carefully and therefore they receive the necessary individual support to meet their learning and development needs. The welfare of these children is promoted outstandingly well. Children progress well towards the early learning goals expected for their age from their generally average starting points. Most children exceed the expected levels for the end of the Reception Year. They make an easy transition to the next phase of their education as they are primarily taught alongside Year 1 pupils. Leadership and management of the Early Years Foundation Stage are good and staff work well as a team to continually improve the provision given the constraints of the school building.

What the school should do to improve further

- Develop the school's procedures for monitoring, self-evaluation and improvement planning to further involve all staff and to ensure key members of staff focus on the most important issues.
- Improve standards in mathematics, particular the number of pupils attaining higher levels.
- Develop the use of the outdoor area for learning and to specifically address the requirements of the Early Years Foundation Stage.
- Improve the school's contribution to community cohesion.

Achievement and standards

Grade: 2

Personal development and well-being

Grade: 1

Quality of provision

Teaching and learning

Grade: 2

Curriculum and other activities

Grade: 2

Care, guidance and support

Grade: 1

Leadership and management

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

01 May 2009

Dear Pupils

Inspection of Wigley Primary School, Chesterfield S42 7JJ

Thank you for being so helpful and willing to talk to Mrs King and myself during the day we spent with you recently. We really enjoyed our time with you. We agree with you that this is a good school. Under the leadership of Mrs Thomson and the school governors, staff are all working very hard to make sure you get the best start possible in your primary school education. For such a small school you receive a good curriculum. One of the benefits of being at a small school is being part of a close school community, so you are cared for and supported outstandingly well. You are also making excellent progress in your personal development as you grow in confidence.

We would like the school to get even better, so we have given staff some things to try and improve, such as:

- checking regularly on how well they are assessing your progress and planning for your education
- helping you to get better in mathematics and making sure that more of you reach the higher levels in tests
- making sure that some learning takes place outdoors, particularly for Reception children
- developing links with a wider range of groups outside of the school community.

We did also mention to staff that you expressed a view to have more time for quiet reflection.

We think you can play your part by continuing to do your best and trying particularly hard in your numeracy lessons and whenever you can use your mathematical skills. We wish you all the best for the future.

Yours sincerely

Jane Melbourne

Her Majesty's Inspector