

Wigley Primary School

Address: Wigley, Old Brampton, Chesterfield, Derbyshire, S42 7JJ

Unique reference number (URN): 112514

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' attainment in reading, writing and mathematics is generally above average by the end of Year 6. Consequently, pupils leave well prepared for secondary school. However, pupils' achievement is not as high in the earlier phases. Timely interventions help pupils to develop firm knowledge of number and multiplication. Leaders have strengthened phonics teaching, so gaps in phonics knowledge close quickly. Pupils apply this knowledge to spelling with some confidence when writing. However, some younger pupils do not grip pencils or form letters correctly, which later hinders their progress in developing a fluent style.

Pupils generally build suitable knowledge across the curriculum. Their knowledge is not as secure in subjects where staff adapt teaching less effectively to build on what pupils already know. Disadvantaged pupils and those with special educational needs and/or disabilities usually progress well from their starting points. However, some pupils do not achieve as well as they could because targets are not sharp enough and some adaptations in place lack precision.

Attendance and behaviour

Expected standard 

Attendance is high because leaders ensure that pupils are eager to come to school. Leaders make regular attendance a priority and monitor it closely. As leaders work in partnership with parents and carers, they identify barriers to attendance quickly. They provide sensitive support to improve attendance when needed. Recently, leaders worked with parents to improve pupils' punctuality, ensuring that no learning time is wasted. Pupils understand the importance of punctuality as a school rule and recognise the improvements.

Pupils' positive behaviour grows from the nurturing, trusting relationships that staff build with them. Staff model positive behaviour and ensure that pupils know the school's expectations of them. Mostly, pupils follow the school rules and the routines that staff set to guide them. Staff prompt pupils quickly if they are not meeting the expected standard of behaviour. Pupils know to use calming strategies, such as visiting 'the nook', when needed. Pupils show respect towards their peers. Incidents of poor behaviour are uncommon. When they occur, staff manage them fairly and effectively. Most pupils show positive attitudes to learning in lessons. Leaders are working to ensure that pupils take greater care with their work.

Curriculum and teaching

Expected standard 

Leaders have an astute understanding of the quality of the school's curriculum and teaching. Since the last inspection, leaders have refined the ambitious curriculum to ensure that it identifies and builds key knowledge in all subjects over time. The curriculum closely reflects the needs of the mixed-age classes.

Leaders are strengthening the work of subject leaders to support staff in delivering the curriculum effectively. They are focusing on how staff use information from their checks of

pupils' learning. While staff deliver the curriculum effectively overall, they do not always use information about pupils' prior learning to adapt their teaching and lesson activities. Consequently, teaching does not consistently enable pupils to access new learning or develop their knowledge successfully.

Leaders ensure that pupils' early reading, writing and mathematical understanding are priorities. Staff carefully target support to address gaps in pupils' phonics knowledge swiftly.

Staff provide largely suitable support to help pupils with special educational needs and/or disabilities (SEND) overcome barriers to learning. However, sometimes staff do not adapt lesson activities sufficiently for these pupils to access them independently and learn successfully. Teaching does not consistently address gaps in the knowledge of pupils with SEND. Leaders are providing staff with further training to address this.

Early years

Expected standard 

Leaders place a high priority on children getting off to the best start in the early years. They have invested heavily in providing a dedicated learning space that has enhanced children's development. The welcoming environment is organised well to support children's learning in all areas.

Children benefit from caring relationships and interactions with staff. Staff respond quickly to their needs. They greet children and their parents and carers warmly each morning. This helps children to feel confident and secure from the moment they arrive. Children play and learn cooperatively, particularly enjoying the outdoors. They show a keen interest in learning and the engaging activities.

The curriculum is thoughtfully designed. Carefully selected stories and topics provide a meaningful context for learning new ideas. Staff use rhymes to help children remember important words. Children develop their knowledge of phonics quickly, preparing them well for Year 1. Recently, leaders identified that children's physical development and early writing skills needed strengthening. Consequently, staff now place greater emphasis on developing these skills during activities.

Staff keep parents well informed about their child's learning. Parents receive a range of information about how to support learning at home, such as with early reading.

Inclusion

Expected standard 

Recognising increasing need, leaders have recently strengthened the provision for pupils with special educational needs and/or disabilities (SEND). They pride themselves on getting to know pupils well and identifying quickly any personal or academic challenges that present a barrier to learning. Leaders work closely with staff, parents and carers to gather the information necessary to make informed decisions about how best to support pupils with SEND. They seek advice and support from external agencies when needed. The same care is taken to understand any barriers faced by disadvantaged pupils. Staff receive training that enables them to generally make suitable adjustments to help overcome barriers to learning. This ensures that all pupils are included in the breadth of school life.

Leaders have implemented clear processes to guide the planning and delivery of additional support. However, the targets set in support plans for pupils with SEND and for disadvantaged pupils are currently not precise enough. As a result, staff cannot draw on targets to adapt learning successfully, and leaders cannot evaluate the impact of support as effectively as they need to. Leaders are addressing this and providing further training to help staff to adapt learning more effectively to meet pupils' needs.

Leadership and governance

Expected standard 

Leaders know the school's context, strengths and areas for development very well. Alongside governors, they continually strive to secure improvements. They work strategically to do this, overcoming the challenges of being a small school. They make astute decisions in the best interests of pupils, particularly those who are most vulnerable. Leaders have strengthened the provision for pupils with special educational needs and/or disabilities and ensured that children have a more positive start to their education in the early years. Governors understand their roles and responsibilities well. They have strengthened their methods for assuring themselves of the impact of the school's work. This gives governors an accurate understanding from which to support and challenge leaders robustly.

Staff are immensely proud to be part of the 'Wigley family'. They view leaders as role models who demonstrate high expectations and professionalism. Staff speak very highly of the consideration leaders show for their wellbeing. They especially value receiving additional time to develop their subjects, making their workload more manageable. Leaders provide well-considered professional learning activities that draw on research evidence and build staff's expertise. Staff take some ownership of this and share their knowledge across the federation. Opportunities to work collaboratively with a wider cluster of schools further enhance their development.

A particular strength of leadership is the way leaders and staff engage with parents and carers. Staff know every parent as well as they know every pupil. Communication is highly effective and parents feel valued. This productive partnership enables pupils to thrive.

Personal development and wellbeing

Expected standard 

Leaders place a strong emphasis on pupils' personal development and wellbeing. Staff deliver the coherent programme for pupils' personal, social and health education effectively. Pupils know where to get help if they are worried about their safety and they speak confidently about how to stay safe when online. Staff work sensitively with parents to ensure that pupils develop an age-appropriate understanding of healthy relationships.

Leaders provide highly responsive pastoral support. Pupils have an acute awareness of the importance of positive mental health. They can reflect on how they are feeling and learn strategies to manage their emotions. Pupils know how to seek additional support and are confident to do so. They talk appreciatively of how staff support them based on their individual needs.

Pupils have regular opportunities to develop their understanding of fundamental British values and equalities. They can talk about democracy and recognise that discrimination is

wrong. However, they do not understand as clearly other British values or the different ways people may experience discrimination.

Staff encourage pupils to become responsible citizens. Pupils contribute positively to the community as school councillors or librarians. For example, in response to concerns around vehicles driving too fast outside the school, some pupils worked with the local police to promote safer driving.

A carefully considered range of memorable experiences enhance the curriculum and support wider aspects of pupils' development. Pupils in key stage 2 benefit from the annual residential visit. They visit a range of places over time, such as a city or outdoor pursuit centre. Leaders use additional funding to ensure that disadvantaged pupils do not miss out on character-building experiences such as these. Further opportunities help pupils to develop their talents and interests, such as taking part in Young Voices, learning to play a string instrument or physical activities at a club or the local sports centre.

What it's like to be a pupil at this school

Pupils travel from far and wide to attend Wigley Primary School. When new pupils join, everyone goes out of their way to help them settle in quickly. The key stage 1 pupils help to look after their Reception Year classmates when children first start school. They make sure that the youngest children learn all the school routines. This helps children to begin their education with confidence.

This school is a close-knit community where everyone knows one another well. Pupils, staff, parents and carers are proud to be known as 'the Wigley family'. Parents choose the school for its caring, nurturing ethos. Staff greet all pupils and their families warmly at the gate at the start of each day. Parents could not speak more highly of the school. They talk about 'an overwhelming feeling of inclusivity where all children learn and play together, creating a wonderful family atmosphere'. The partnership that staff foster with parents contributes to pupils' sense of security and their ability to thrive.

Pupils are polite and respectful and get on well with each other. They understand the school's rules and expectations and why they are important. They appreciate staff recognising and rewarding their acts of kindness. Pupils feel safe because poor behaviour is rare, and they know staff will resolve any issue. If they have a worry, they know where to turn for support.

Pupils love coming to school and enjoy learning. They attend regularly. They benefit from enriching and inspiring experiences that bring the ambitious curriculum to life. The yearly residential visits are the most memorable, but pupils equally acknowledge that local visits or special visitors have the same effect. Pupils achieve well, particularly in national tests just before they go on to secondary school, leaving them well prepared for their future lives.

Next steps

- Leaders should ensure that the targets set for pupils with special educational needs and/or disabilities and disadvantaged pupils are sufficiently precise. They should monitor the support that these pupils receive and its impact more rigorously to enable pupils to achieve more highly.
 - Leaders should ensure that staff use assessment information and their knowledge of pupils' barriers to learning more precisely to consistently make suitable adaptations and quickly address gaps in knowledge, including accurate letter and number formation.
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About this inspection

The chair of the board of governors in this school is Paul Dorward.

The school is part of a federation called Federation of Penny Acres & Wigley Primary Schools.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher and other school leaders. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.

The lead inspector met with members of the governing body, including the chair of governors. The lead inspector also met with a representative for the local authority.

The inspectors confirmed the following information about the school:
The school currently uses no alternative provision.

David Ratcliffe : Executive Headteacher

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspector:

Karen Slack, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 February 2026

School and pupil context

Total pupils

53

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

44

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.09%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.21%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25 (revised)	83%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	100%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above
2024/25 (revised)	83%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	100%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (revised)	100%	72%	Above
2023/24 (final)	63%	72%	Below
2022/23 (final)	100%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (revised)	100%	74%	Above
2023/24 (final)	63%	73%	Below
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24		46%	
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24		62%	
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24		58%	
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24		59%	
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24		67%	
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24		80%	
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24		78%	
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24		79%	
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.8%	13.3%	Below
2023/24 (3 term)	2.2%	14.6%	Below
2022/23 (3 term)	7.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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