

Wilton and Barford CE Primary School

Burcombe Lane, Wilton, Salisbury SP2 0ES

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good. Planning is not sharp enough to meet the needs of different groups of pupils and some of the work given to pupils is too easy.
- Learning slows when teachers spend too long going over work that pupils already understand, or when pupils finish tasks quickly and have to wait for more.
- Pupils' achievement in mathematics is not good enough. There are insufficient opportunities for pupils to use what they know to solve new problems.
- Pupils' progress is inconsistent. Consequently, by the time they leave Year 6, there are not enough pupils reaching the higher national curriculum levels.
- Leadership and management require improvement because checks on the quality of teaching have not been robust enough to rectify the weaknesses identified.

The school has the following strengths

- Reading is a strength. Letters and their sounds are taught well in the lower part of the school. Older pupils read a broad range of books and make informed choices about different books and authors.
- The individual needs of pupils in the specially resourced provision are met well and, as a result, their achievement is good.
- Relationships across the school are strong. Teachers manage behaviour well and reward good work and effort regularly.
- Pupils have good attitudes to their work and behave well in lessons and around the school. They are proud of the work they do. This is an improvement since the previous inspection.
- Marking provides helpful information about how pupils can improve their work. Pupils value teachers' comments.
- Initiatives introduced by leaders to improve reading and writing, especially for boys, are helping to improve achievement.

Information about this inspection

- The inspector observed ten lessons, including joint observations with the headteacher. The inspector also made a short observation of work in science led by visiting speakers.
- Meetings were held with staff, members of the governing body, groups of pupils and a representative from the local authority.
- The inspector took account of the 17 responses to the on-line questionnaire (Parent View) and information from the school's survey of parents' opinions. Parents' views were also gathered from informal conversations at the beginning of, and during, the school day.
- The inspector observed the school's work and looked at documents, including safeguarding records and arrangements, the school's improvement planning, school checks on teaching and progress, records relating to attendance, the school's numerical data on pupils' progress, and samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. There are seven classes. There is no alternative provision offsite (lessons that take place regularly away from school).
- Nearly all pupils are White British and no pupils speak English as an additional language.
- The school has specially resourced provision for pupils with special educational needs. This has seven pupils attending, who are in Years 4 to 6. All the pupils have statements of special educational needs. Their needs are concerned with speech and language, communication and interaction and the base is known as the Communication and Interaction resource base (speech and language).
- The proportion of pupils who are supported by school action, school action plus or who have a statement of special educational needs is above average.
- The numbers of pupils joining or leaving the school mid-year is higher than usual.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) is above average. This includes pupils from military families, who form about a fifth of the school roll and pupils known to be eligible for free school meals..
- There is pre-school provision on site, which is run by other providers and is not a part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching and quicken pupils' rates of progress and learning by:
 - ensuring that the activities provided for different groups of pupils are not too difficult or too easy, particularly for the middle ability and more able pupils
 - making sure that learning in lessons is taken at a brisk pace at all times, for example by moving on to individual activities more quickly.
- By September 2013, accelerate pupils' progress in mathematics to good or better by:
 - increasing opportunities for pupils to apply what they know through solving problems, investigating and using their mental mathematics skills.
- Strengthen the quality of leadership and management by:
 - more rigorously driving through necessary improvements in teaching, in order to rectify areas of weakness
 - providing further opportunities for staff to observe high-quality teaching so that they can improve their own performance.

Inspection judgements

The achievement of pupils

requires improvement

- Learning and progress observed in lessons during the inspection require improvement because they are not yet consistently good. Learning slowed, for example, when teaching did not take sufficient account of what pupils already knew and understood. As a result, there are times when groups of pupils do not make enough progress. This is most evident for middle ability and more able pupils.
- The school's records of progress for individuals and groups of pupils mirror what was observed in lessons. Pupils for whom the school receives additional funding achieve as well as other pupils. These pupils are responding well to the smaller groups, the extra books and the additional teaching support their funding provides but their progress still requires improvement.
- Children start school with knowledge, skills and understanding that are below those expected for their age. Pupils' attainment by the end of Year 2 and Year 6 is also below average. This confirms that achievement requires improvement.
- In Reception, the children make firm choices between different activities. Speaking and listening is promoted well for both boys and girls in the 'spaceship'. They play confidently using the ride-on 'trikes' in the outside area. There are learning to blend different sounds to make words such as 'boot', although the more able children show that they find these activities easy to do.
- Pupils in Year 2 read their written work confidently. They apply their knowledge of the sounds of letters to read their reading books. Older pupils have mature reading habits. They have preferences for different authors and appreciate, for example, how humour and new vocabulary are used.
- Recently, improved progress is most noticeable in reading and there is also improvement in writing. Mathematics remains the weaker area. However, across the school, pupils' basic calculation skills are secure.
- Older pupils in Years 5 and 6 comment that they are expected to work hard. This is shown, for example, in their books, where there is much well presented work.
- In the Communication and Interaction resource base, pupils achieve well because activities match their individual needs. The samples of writing seen show that that are making good progress. In lessons, they help each other to spell words and write sentences.
- Disabled pupils and those who have special educational needs, outside of the communication and interaction unit, make progress that is similar to that of other pupils. There are times when additional adult help enables them to make good progress, for example in Years 5 and 6 when they practise and improve their calculation skills.

The quality of teaching

requires improvement

- Teaching is not yet consistently good. In some lessons, teachers are not helping pupils enough to extend their understanding. This happens, for example, when teachers spend too long going over what pupils already know, or explaining the task to come. Often, pupils have to wait for too long before being able to contribute and this slows their progress.
- In lessons that require improvement, teachers' expectations as to what can be achieved are not high enough. Consequently, tasks given are sometimes too easy and pupils finish these very quickly. Middle ability pupils in Year 1, for example, finished addition sums with time to spare. On other occasions, they are asked to learn things that they have already shown they can do. When teachers recognise that this is happening, they do not always adjust their plans quickly enough and time is lost.
- The lack of challenge for middle achieving and more able pupils in some lessons holds back their learning, but some good teaching is evident. For example, good teaching in Years 5 and 6 helps more able pupils to develop their understanding about how to add and subtract fractions with different denominators. In Year 2, more able pupils were given challenging sums and

encouraged to use their mental mathematics skills.

- In the Communication and Interaction resource base, pupils are managed skilfully and encouraged to do their best work. Tasks are broken down into small achievable steps.
- Teachers' written marking is helpful. Pupils understand the 'blue' comments, which acknowledge what has been done well, and the 'green' comments, which identify what could be done better. Pupils in Years 5 and 6 have good information available which they use to assess their own and each other's work.
- In all classes, teachers ensure that activities take place in a positive learning environment. Pupils enjoy being in lessons and respond well to requests made by the teacher. Older pupils, in particular, work with confidence and show a considerable amount of independence.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning. The system used for giving merits for good work and the headteacher's weekly award motivates the pupils to do well. Pupils are praised regularly for their contributions.
- Pupils behave sensibly and work well together in lessons. They are enthusiastic about their work. Older pupils in Years 4 to 6, for example, talk keenly about their written work, saying why they think it is good. Behaviour is not yet outstanding because there are still a few pupils who need reminders about paying attention in lessons.
- Parents, carers and staff express the view that pupils' behaviour is consistently well managed. The school's written records show that incidents of any misbehaviour are reducing. This was confirmed when talking to pupils and parents.
- Pupils are very aware of cyber bullying and the potential misuse of the internet and mobile phones. They say that the use of any language by other pupils which might upset them is rare. They are confident that they can discuss any potential concerns with staff.
- The initiative to help the pupils, particularly boys, to enjoy writing through the use of 'story boards' is working well, for example in Year 2. A great deal of enthusiasm was shown, including by pupils with disabilities and special education needs, when retelling the stories they had written.
- Pupils are punctual to school and their attendance is regular.

The leadership and management requires improvement

- Staff have a positive and constructive working relationship. They welcome the support that has been provided by leaders through monitoring and training in the regular staff meetings.
- Leadership and management are not yet good because improvement has not yet been driven through and fully reflected in pupils' good achievement. The quality of teaching has been monitored and evaluated regularly by the headteacher. Monitoring records show that strengths and 'even better if' comments are clearly given. Observations include, for example, the need to provide a better match of work for different groups of pupils in lessons. This remains a weaker area. The Communication and Interaction resource base is well managed. Staff are clear about their roles and are well deployed to support individual pupils.
- Opportunities to observe each other's lessons or visit other schools to observe best practice have not yet been fully exploited.
- Since the previous inspection, the school has strengthened the role of middle leaders in the school and this has, for example, helped to introduce new initiatives in both reading and writing, with a particular emphasis on engaging the interests of boys. In mathematics, leaders have concentrated their efforts on improving the pupils' basic calculation skills; they are rightly aware that weaknesses remain in problem solving.
- The school helps pupils to deepen pupils' spiritual, moral, social and cultural understanding well. There is an established code of sanctions, which is well understood. Discrimination is not

tolerated. Pupils, including those from the communication and interaction unit, showed fascination with the talk given in the visiting 'planetarium', including recall of many interesting ideas and facts.

- There are growing opportunities for the pupils to write at length in different subjects. Pupils used persuasive writing, for example to write about which planet they preferred.
- The support provided by the local authority to help the school to improve is valued by the headteacher and is at an appropriate level.
- **The governance of the school:**
 - The governing body has good oversight of the budget and regularly checks that spending decisions are appropriate. It knows that mathematics is the weakest area of the school's work and that 'more is needed' to push more able pupils. Action taken since the previous inspection has improved governance, although governors have not drilled down thoroughly enough into more detailed data to get a robust view of achievement and teaching in different classes so that they can hold leaders fully to account. There is a clear performance management procedure, which they follow to make decisions about teachers rising up the salary scale. Governors know how the pupil premium money has been spent and they are clear that the school's data show that pupils in receipt of this funding make similar progress to other pupils. Governors have been suitably trained to fulfil their statutory duties. They have recently attended a range of courses, including training for new governors and the improving schools programme run by the local authority. Appropriate procedures and practices to ensure child protection and safer recruitment have been followed.

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	135142
Local authority	Wiltshire
Inspection number	402672

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Anna Weaver
Headteacher	Janet Nock
Date of previous school inspection	23 September 2009
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