

Wilton and Barford CofE Primary School

Burcombe Lane, Wilton, Salisbury, Wiltshire SP2 0ES

Inspection dates

22–23 February 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers have not taken the actions necessary to improve teaching, learning and assessment. As a result, outcomes for pupils are weak. The progress pupils make by the end of key stage 2 is much less than that of other pupils nationally.
- Leaders, governors and teachers do not have an effective assessment system in place to evaluate pupils' progress from their starting points and to ensure that learning activities are closely matched to pupils' needs.
- Teachers' expectations of what pupils can achieve are too low. Teachers do not use assessments accurately to enable them to plan learning that builds on what pupils already know. As a result, pupils do not achieve well.
- Over time, weak teaching in Reception, particularly in phonics, has not ensured that children make rapid progress from their starting points, especially the most able.
- The curriculum does not provide pupils with the skills, knowledge and understanding needed to make progress and learn effectively. Therefore, many pupils have gaps in their learning. They have not been well prepared for the next stage in their education.
- Middle leaders have not been effective in raising the standards within their subjects. Actions taken have not resulted in the necessary improvements.
- Leaders and governors have not ensured that additional funds for disadvantaged pupils, and those who have special educational needs (SEN) and/or disabilities are spent effectively.
- Over time leaders have not tackled the high number of pupils who are persistently absent from school, particularly girls and disadvantaged pupils. As a result, persistent absence continues to rise year on year.

The school has the following strengths

- The recently appointed headteacher has correctly identified the areas for improvement. However, it is too soon for any impact to be seen on pupils' achievement.
- Safeguarding is effective.
- Pupils' conduct is a strength of the school. They are polite and respectful. Relationships between pupils and adults are positive. The school's caring Christian ethos is fostered well.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Ensure that leaders and managers secure rapid improvements by ensuring that:
 - governors hold school leaders fully to account for the school's performance and the progress of pupils
 - additional funds for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities are used effectively to improve outcomes
 - teaching and learning improves swiftly, including planning that provides learning activities closely matched to pupils' needs, including the early years
 - middle leaders are provided with appropriate training to develop their skills in monitoring teaching and learning.
- Improve the quality of teaching and learning by:
 - ensuring that teachers use accurate assessments to plan learning that meets the needs of pupils so that outcomes improve, especially for the most able, disadvantaged and those who have SEN and/or disabilities
 - ensuring that teachers have high expectations of what pupils know, learn and can understand
 - developing a curriculum which provides pupils with the skills and knowledge required to make good progress.
- Improve pupils' overall attendance and reduce the level of persistent absence, particularly of disadvantaged pupils and girls.
- Improve the leadership of early years foundation stage so that:
 - the teaching of early reading enables children to achieve well in reading and writing
 - children make rapid progress from their starting points.

An external review of governance and the school's use of pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Newly qualified teachers should not be employed by the school.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Weak leadership and management has resulted in a decline in the standard of education provided for pupils. Leaders have not taken effective action to tackle the areas for improvement at the previous inspection. This has had a detrimental effect on the achievement of pupils.
- Until very recently, leaders and governors held an overly generous evaluation of the school's performance. Plans for improvement were ineffective and did not tackle head on issues raised by the fall in pupils' achievement. The new headteacher has a realistic understanding of the school's strengths and weaknesses and has accurately identified the actions required to raise pupils' achievement.
- The school's assessment system has not provided teachers and leaders with an accurate understanding of pupils' progress from their starting points. Assessments are not used effectively to set learning activities that are closely matched to pupils' needs. As a result, too many pupils are falling behind the expectations for their age.
- Leaders' actions to improve the provision for disadvantaged pupils have not been effective over time. There has been little evaluation of the impact of the additional support provided for pupils. As a result, the progress of too many disadvantaged pupils is below that of other pupils nationally in reading, writing and mathematics.
- Middle leaders have had limited impact on improving the quality of teaching, learning and assessment. However, they have not been provided with the appropriate training to enable them to monitor their subjects effectively. As a result, they are unable to fully support teachers and ensure that pupils are provided with the learning they need to make progress.
- Leadership of pupils who have SEN and/or disabilities is weak. The funding provided for pupils with education, health and care plans is not being used to target their particular needs well enough. Consequently, pupils who have SEN and/or disabilities are not making sufficient progress.
- The curriculum does not inspire or enthuse pupils' interests. It has not prepared pupils well for the next stages of their learning. As a result, pupils' knowledge, understanding and skills are not well developed across a range of subjects.
- Leaders have not tackled the increasing rate of absence. Persistent absence has risen consistently and is above that of pupils nationally, especially for girls and disadvantaged pupils.
- Sports premium funding is not being used as effectively as it could be. Parts of the allocation are spent on activities that do not meet the funding requirements, such as maintaining the school's swimming pool. However, the sports coach employed by the school is providing the pupils with quality provision and engagement in sporting events. These are appreciated by the pupils.
- Since taking up his post, the new headteacher has had a positive impact on the school.

His arrival has been welcomed by staff, pupils, parents and carers. He is ambitious and has high expectations. He has identified the areas that will drive the school forwards and secure the improvements needed.

- Opportunities for pupils' spiritual, social and moral development are well established and this is a strong feature of the school's work.

Governance of the school

- Over time, governors have not held school leaders to account sufficiently for the decline in standards. Governors visit the school regularly and have asked challenging questions of leaders but have had limited accurate information to fully evaluate the school's performance. As a result, governors have not persistently challenged school leaders to ensure that pupils achieve the standards of which they are capable.
- Governors have not secured effective use of additional funding for disadvantaged pupils, those who have SEN and/or disabilities or sports premium funding. As a result, the progress these pupils make and their outcomes are not good enough.
- Until recently, the support from the local authority confirmed the overgenerous view of school leaders on the school's performance. Newly appointed support from the local authority is proving to be more effective and confirms the realistic evaluations of the new headteacher.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that the school has a strong culture of safeguarding. Staff are aware of their safeguarding responsibilities and have a clear understanding of what to do if they are concerned about a pupil. The school works effectively with outside agencies, and with parents, to support pupils and their families.
- The school's systems ensure that staff are recruited safely. Staff and governors have been trained in safer recruitment. The induction process ensures that staff understand the procedures for keeping pupils safe. All staff and governors have regular updated training in safeguarding and understand their responsibilities well.
- Pupils report that they feel safe in school. They understand about the school's own systems to keep safe and they talk confidently about how to keep themselves safe online. They are confident that the adults in school would help them if they were worried or concerned.

Quality of teaching, learning and assessment

Inadequate

- Weak teaching over time has prevented pupils acquiring the knowledge, skills and understanding to enable them to make sufficient progress. Teachers are not using assessments accurately to plan learning matched to the pupils' needs. As a result, there is insufficient challenge provided for pupils, especially the most able.
- Teaching does not inspire or interest pupils, particularly the most able and girls. As a result, some pupils find it difficult to sustain their concentration and maintain positive

learning behaviours. The resulting poor behaviour is sometimes unchallenged by class teachers.

- Teachers have low expectations of pupils and what they can achieve. Teachers too often provide learning activities where pupils are unclear about the tasks they are required to undertake. Until recently, teachers were not providing pupils with sufficient guidance on how to improve their work. As a result, progress is limited.
- Teaching has not ensured that pupils have a secure understanding of grammar, spelling patterns and use of punctuation. This was a weakness identified during the previous inspection. Teachers are not consistently following the school's marking policy to identify common errors in pupils' work. As a result, pupils are not developing these skills in their writing.
- The school's work on improving pupils' reading has had limited impact. Too many pupils do not reach expected standards in the phonics screening check in Year 1. Actions taken by leaders to address these weaknesses are not improving pupils' skills. In addition, teachers' questioning and activities do not sufficiently develop pupils' use of inference and deductive skills.
- In mathematics, pupils' understanding of calculations is developing. However, there are few opportunities for pupils to apply their understanding through problem-solving and reasoning activities. Until recently, teachers rarely planned activities that challenged pupils to develop their fluency and mathematical reasoning.
- Pupils in the resource base for speech and language communication needs and those who have SEN and/or disabilities throughout the school are not being taught effectively. Teachers do not take individual needs into account when planning learning so that too often pupils are given the same learning so that the additional support provided is not enabling pupils to make good progress.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' understanding of themselves as successful learners is limited. Many pupils are not able to articulate their learning and what they can do to improve. Some pupils are overly dependent on the support of adults. This is because learning activities are not well matched to their needs.
- The school provides well for the physical and emotional wellbeing of the pupils. They have identified pupils who benefit from additional support such as play therapy.
- Pupils say they feel safe in school. They are aware of how to keep themselves safe in the wider world, including staying safe online. Pupils report that there are very few incidents of bullying and that these are dealt with effectively by teachers and school leaders.
- The school's caring ethos is evident in the positive relationships between pupils and adults. Pupils and parents say that the new headteacher has had a positive effect on

the school and that he listens to concerns and will act to resolve them.

- The breakfast club provides a safe and friendly environment for pupils to start the day and be ready to learn.

Behaviour

- Pupils' behaviour overall is inadequate because far too often pupils are absent from school. Persistent absence continues to rise and is well above national levels, particularly for girls and disadvantaged pupils. As a result, these pupils are not making sufficient progress or achieving well.
- Some pupils' low-level disruption means they do not make the progress they can and they distract others in the classroom. This is not always challenged by the class teachers.
- Pupils are usually friendly, polite and courteous and show respect to each other and adults; they value the school's caring ethos. Pupils understand the school's rules, rewards and sanctions. Their conduct is a strength of the school.

Outcomes for pupils

Inadequate

- Outcomes for pupils in the end of key stage 2 tests have been weak, particularly for girls, disadvantaged and the most able pupils. Progress in mathematics has been below all pupils nationally for the last two years. Over time, pupils' attainment in writing has been below all pupils nationally.
- Pupils continue to underachieve. Their progress is weak in reading, writing and mathematics because of weak teaching. At the end of Year 6, overall progress is below that of pupils nationally. Currently, less than half the pupils are working within the expected standards for their age. This underachievement, especially for the most able, is not being tackled effectively.
- Very few pupils are on track to reach higher standards by the time they leave the school in Year 6. The most able pupils do not receive work that challenges them to deepen their understanding. The proportion of pupils at the end of Year 2 in 2017 who achieved higher standards was well below that of pupils nationally, especially in writing and mathematics. Pupils' work shows that the progress of current pupils is weaker, with fewer pupils working at the expected or higher standard.
- In Year 1, outcomes in phonics declined in 2017. The proportion of pupils who went on to reach expected standards by the end of Year 2 is well below national expectations. Weak teaching, over time, has limited pupils' application of knowledge of letters and sounds. This hinders pupils' fluency as readers.
- Disadvantaged pupils, including the most able, do not make consistent progress in reading, writing or mathematics in either key stage. The lack of an accurate assessment system makes it difficult to evaluate the effectiveness of additional support and interventions. There has not been a clear focus on their needs by teachers and leaders.
- Pupils who have SEN and/or disabilities make inconsistent progress from their starting

points. This is because learning activities and additional support are not closely matched to their individual needs which has limited their progress over time.

Early years provision

Inadequate

- The progress children make from the time they enter Reception is weak. The children have a range of activities planned for them. However, these are not well matched to the needs of the children, especially those who are most able. There is a lack of challenge or understanding of teachers on how children can be stretched to achieve well.
- The leadership of early years is weak. Current plans for improvement are not precise and do not demonstrate a good understanding of the actions that need to be taken to improve outcomes for pupils. As a result children are not achieving as well as they could.
- The school's programme for the teaching of phonics is not ensuring that children gain a good understanding of letters and the sounds they make. Children are insecure in identifying sounds and letters. As a result, children are unable to blend letter sounds together successfully to improve their reading skills. Teachers are not providing enough opportunities to enable children to apply their knowledge of letters and sounds in reading and writing.
- Leaders and teachers are not providing opportunities for pupils to develop their early reading and writing skills. Teaching of writing is not well developed and, often, children are stifled from making the progress of which they are capable. Too few most-able children reach a level of development where they are exceeding the early learning goals.
- Work to address weaknesses in children's listening and attention have been successful this year. This has meant children are able to sustain their concentration during whole-class teaching as well as working in groups.
- Children show positive attitudes to learning. They behave well. They enjoy their learning with each other and adults. Relationships between children and adults are well established and positive. The setting is safe and secure and safeguarding arrangements are effective.

School details

Unique reference number	135142
Local authority	Wiltshire
Inspection number	10047859

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Local authority
Chair	Mrs Sarah Ricketts
Headteacher	Mr Richard Boase
Telephone number	01722 742 621
Website	www.wiltonandbarford.wilts.sch.uk/
Email address	admin@wiltonandbarford.wilts.sch.uk
Date of previous inspection	4–5 February 2015

Information about this school

- The school does not meet requirements on the publication of information about current governors' financial and business interests, the curriculum statement and the impact of additional funding received for disadvantaged pupils and that of the sports premium funding.
- The school is smaller than average. The proportion of girls attending the school is well below the national average. The school has grown in size over the past two years and has a third more pupils since the previous inspection.
- The new headteacher joined the school in January 2018.
- The school has a resource base for ten pupils aged five to 11 who have speech, language and communication needs (including autism).
- The majority of pupils attending the school are of White British heritage.
- The proportion of pupils who are in receipt of pupil premium funding is in line with

national average.

- The proportion of pupils who have SEN and/or disabilities is just above the national average. The proportion of those pupils who have education, health and care plans is well above the national average.
- The school has a breakfast club which was part of this inspection.
- In 2017, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning across the school, including that taking place in the resource base. Many observations were undertaken jointly with senior leaders.
- Inspectors looked at pupils' current work in books across the curriculum and carried out learning walks across the school.
- Inspectors heard pupils read in Year 2, Year 3, Year 5 and Year 6 and spoke with them to find out about their attitudes to reading.
- Meetings were held with governors, middle leaders and pupils. The lead inspector had a telephone conversation with the challenge and support partner from the local authority.
- Inspectors took account of 16 responses to Parent View, Ofsted's online questionnaire, and informal discussions with parents when they brought their children to school. Inspectors took account of 20 responses to the staff questionnaire and 20 responses to the pupil questionnaire. The inspectors talked to pupils at break and lunchtime, as well as during lessons.
- Inspectors looked at a wide range of school documents, including the school's self - evaluation, school improvement plan, school policies, governors' minutes of meetings, and the school's own assessment systems and monitoring records.
- Inspectors reviewed a wide range of safeguarding evidence, including the school's single central record and behaviour and incident logs.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Kathy Maddocks

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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