

Wilton and Barford CofE Primary School

Burcombe Lane, Salisbury, SP2 0ES

Inspection dates

4–5 February 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good and have brought significant improvement since the previous inspection. This is because leaders and managers, including governors, have strengthened the way they work as a team to check and improve the quality of teaching and pupils' learning.
- Pupils make good progress as they move through the school. Achievement for all groups of pupils is good and continues to improve.
- Pupils are quickening their progress through Key Stage 2. Most attain at least average standards by the end of Year 6 and an increasing number are on course to attain higher standards in response to good teaching.
- The school's work to keep pupils safe and secure is outstanding. Pupils acknowledge that staff care for them extremely well.
- Pupils behave well. They enjoy good relationships with each other and with adults.
- The pupils' improved attitudes to learning are helping to accelerate their progress.
- Pupils in the Communication and Interaction Resource Base rapidly improve their self-confidence and often make even better progress because of the highly skilled adult support they receive.
- The early years provision is good. Children make good progress during their time in the Reception class and enjoy the stimulating learning activities provided for them.
- Teaching is good because teachers work effectively with each other and with teaching assistants to make sure that pupils learn well and do not fall behind.

It is not yet an outstanding school because

- Good and increasingly better teaching has not been firmly established to secure pupils' outstanding achievement.
- Pupils' handwriting, spelling and punctuation skills are not always sufficiently well developed.

Information about this inspection

- The inspectors attended two assemblies, looked at learning in 15 lessons, and saw the work of seven teachers. The lead inspector was accompanied by the headteacher for most of his observations.
- The inspectors also looked at how pupils, both individually, and in small groups, were being supported in the Communication and Interaction Resource Base.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing and how it plans to improve. Records of checks on the quality of teaching were examined, along with records of visits to the school made by the local authority.
- The inspectors talked to pupils about their work, and heard individual pupils from Years 1 and 2 read. The inspectors also looked at samples of pupils' work across a range of subjects and classes, especially writing.
- Meetings were held with members of the governing body, school staff and groups of pupils, including members of the school council. Individual pupils were spoken to in lessons and around the school. A meeting took place with the school's adviser from the local authority.
- The inspectors took account of the views expressed in the 32 online responses from Parent View and informal meetings with parents at the school during the inspection. Questionnaires from 16 members of staff were also analysed.
- The inspectors considered the school's primary sport funding action plan.
- Inspectors also examined the school's work in updating procedures for checking pupils' progress within the new National Curriculum.

Inspection team

Alex Baxter, Lead inspector
Fiona Robinson

Additional Inspector
Additional inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The school has a Communication and Interaction Resource Base for ten pupils aged 5–11 with complex learning needs (including high functioning autism.)
- The majority of pupils attending the school are of White British heritage.
- Approximately one in three of the pupils in the school is disabled or has special educational needs. This is well above the national average. This proportion varies significantly from year to year across the school.
- Close to one in three of the pupils in the school are supported by the pupil premium. This is additional government funding provided to give extra support to pupils known to be eligible for free school meals or children who are looked after. This proportion is above average.
- An above-average proportion of pupils either join or leave the school other than at the normal times.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The early years provision comprises just one Reception class, which is attended on a full-time basis. Most pupils in the school are also taught within single-age classes. There is one mixed-age class for Years 4 and 5.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a breakfast club. A nursery school shares the site but, as it is run by other providers, it is not included in this inspection.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding and raise pupils' basic literacy skills by:
 - ensuring that teachers in all classes place strong and effective emphasis on developing pupils' handwriting, spelling and punctuation skills
 - teachers sustaining high expectations of pupils' writing across the range of subjects.

Inspection judgements

The leadership and management are good

- Leaders and managers, including governors, have strengthened the way they undertake their responsibilities since the previous inspection to secure good leadership and management. Their success in bringing improvement is evident in the consistently good quality of the teaching and its positive impact in raising pupils' achievement.
- Safeguarding pupils is given the highest priority. The school's procedures fully meet requirements and are implemented extremely effectively by all staff to keep pupils safe.
- The Communication and Interaction Resource Base is extremely well led. Its very caring staff help to ensure that pupils with complex needs continue their good learning in all parts of the school.
- The well-respected headteacher, together with senior and middle leaders and well supported by governors, has established an effective working team. They make regular and rigorous checks on how well pupils are achieving. These include frequent observations of the quality of teaching and its impact in promoting pupils' progress. As a result, they have an accurate picture of the school's strengths which need to be sustained and shared across the school, and which aspects need to be improved.
- Leaders implement effective staff training. This good quality support has, for example, brought about consistently strong management of pupils' behaviour, and promoted pupils' much improved attitudes to learning. Leaders know that leadership and management are not yet outstanding because the strong teaching now seen across the school has not been sustained long enough to impact fully on pupils' achievement.
- Pupils' numeracy skills and their ability to solve problems in mathematics have also been strengthened, further demonstrating the school's capacity to bring about improvement. These developments also show the school's effective work in securing a learning culture where pupils' academic and personal achievements are equally valued and encouraged.
- Parents welcome the improvements made by the school. They appreciate the high level of care given to their children by the staff, and value the school efforts, such as the 'Inspire Workshop', to involve them in their children's learning.
- Leaders have updated the way they check and record pupils' progress, promoting higher standards and meeting the raised expectations of the new primary curriculum.
- Pupils learn well across the full range of subjects and are enthused by themes which link subjects together, for example by combining music and medieval history. The teachers' approach to themed work also provides good opportunities for pupils to practise their basic skills in reading, writing and mathematics.
- Physical education has a high profile across the school and has been significantly enriched by the school's effective use of the new primary sports premium. For example, specialist coaches are employed to lead staff training and to provide extra multi-skills and after-school club activities for the pupils. As a result, more pupils are participating in after-school clubs and competitive sports, and thereby increasing their health, fitness and well-being.
- All staff are diligent and effective in making sure that all pupils are treated equally and that discrimination is not tolerated. This is clearly illustrated by the way pupils with very complex needs from the resource base are warmly welcomed and fully included in learning when they return to their mainstream classes.
- The school promotes pupils' social, moral, spiritual and cultural development very effectively. Assembly themes such as 'care, respect, trust and forgiveness' and the school's 'Values Day' strongly enrich pupils' understanding of community and ensure their readiness for life in modern Britain. Displays around the school inform pupils about different faiths and places of worship, further advancing the pupils' cultural understanding.
- The pupil premium is used well to raise the achievement of disadvantaged pupils. This is because of the good quality of the guidance they receive, for example specialist speech therapy and extra help to improve their basic number skills and reading ability.
- The local authority has provided effective training and support in moving the school forward.
- **The governance of the school:**
 - Governors fulfil their duties effectively and play a strong role in driving school improvement. Governors readily describe how they have restructured their committees and procedures to strengthen the way

they challenge and support senior staff to promote improvement. They also now gather more information than in the past about how teaching impacts on pupils' learning. For example, governors make frequent visits to the school, which include focused visits to meet with staff and to see how pupils work and respond in lessons. Governors attend training and share the expertise of new members to improve their skills. They are competent in checking both national and school information about pupils' progress accurately. They also have the knowledge to hold senior leaders fully to account for the achievement of their pupils. Governors play a strong role in driving school improvement. They question the headteacher rigorously to make sure that any underperformance by staff is rectified, and satisfy themselves that the progress of teachers through the pay scales is based on their performance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy school and learn and play well together, including while attending the breakfast club. Pupils are respectful to visitors and to their teachers.
- Pupils are especially supportive of each other in lessons, sharing their ideas and equipment willingly and sensibly. They relish the increasing opportunities they have to learn for themselves, for example when using computers. No learning time is lost due to low-level disruption; the pupils' good behaviour and positive attitudes to learning strongly promote their rapidly improving progress.
- Pupils talk proudly about their work as play leaders, helping other pupils at break times. School councillors and house captains are keen to explain their election process, showing a good understanding of democracy in their determination to represent the views of their fellow pupils.
- Pupils who have emotional and behavioural needs, including some pupils in the resource base, receive very supportive and effective adult help. As a result, they all behave well and there have been very few instances of serious incidents over time. Exclusions are rare.
- Pupils know about the different forms of bullying, including physical, racist and cyber-bullying. They say that there is no bullying in school and that if any bullying should occur, they are confident that adults would deal with it quickly and effectively.
- Behaviour is not yet outstanding. School records and pupils' comments make mention of occasions when play gets too rough and pupils fall out with each other, sometimes upsetting other pupils at break and lunch times.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils in the resource base are also kept very safe.
- The school's statutory safeguarding policies, especially the vetting of staff, risk assessments of the school site and visits out of school, are of the highest quality. All staff rigorously implement agreed procedures to keep pupils very safe.
- Teachers, pupils and most parents express the view that the school is a very safe place in which to learn. One pupil commented, reflecting the views of most, 'We are kept safe, staff are very caring and everyone's treated equally.'
- Pupils know how to stay safe and, with parents, talk knowledgeably and appreciatively about the training in 'e-safety' (the safe use of computers) provided by the teachers.
- Attendance is above average and reflects the school's supportive links with parents in promoting good attendance. The year-on-year above-average attendance also reflects the pupils' enjoyment of school.

The quality of teaching is good

- The quality of teaching is good with an increasing amount of it being exemplary. This ensures that pupils, including the most able, make better progress than in the past.
- Pupils are now strongly encouraged to secure their basic numeracy skills and enjoy the tests set by the teachers to check, for example, their knowledge of multiplication tables. The pupils respond well to the frequent challenges provided by the teachers which enable them to use their knowledge of number to solve mathematical problems.

- The teachers are equally effective in stimulating pupils' interest in story-writing and extending their vocabulary to enhance their ability to write descriptively and imaginatively. Basic writing skills such as handwriting, spelling and punctuation are not developed consistently and effectively in all classes. This limits the quality of pupils' writing across the range of subjects and sometimes inhibits pupils from fully expressing their ideas and composing longer pieces of writing.
- Teachers and teaching assistants question the pupils skilfully to check their understanding and to encourage them to think and to develop new ideas. They also make learning fun and stimulate pupils' interest through thought-provoking topics. For example, pupils in Year 1 were enthused by linking their 'fantasy writing' with their favourite characters in the *The Little Mermaid* story.
- Teachers provide many good opportunities for pupils to practise their reading skills, both in literacy lessons and across other subjects. Classrooms are well equipped with books and with hand-held and laptop computers, which are also used effectively to enrich pupils' reading skills.
- Teachers manage pupils' behaviour rigorously and supportively. Teachers sustain a productive learning atmosphere in their classrooms that places an equal value on pupils' efforts and encourages them to learn in unity together. This was movingly apparent during a music session where pupils from Years 4 and 5, including several from the resource base, played their recorders very well, and in complete harmony.
- Teachers have significantly strengthened the way they check how pupils' skills are improving. They use the information to adapt and raise the effectiveness of their teaching, and to provide clear guidance to pupils about what needs to be improved. The complex needs of pupils in the resource base are met particularly well, due to the way high quality teaching caters for their specific learning needs.
- Teachers mark the pupils' work very carefully and give the pupils clear information about how they can set about making the required improvements. As a result, pupils are becoming increasingly confident at learning for themselves, which also helps them to quicken their progress.

The achievement of pupils

is good

- Pupils make good progress and achieve well in relation to their needs and starting points throughout their time in school.
- In recent years, standards have continued to rise across the school. In particular, teachers in all classes have successfully raised pupils' mathematical and reading skills since the time of the previous inspection.
- The pupils' understanding of phonics (the sounds that letters make) is securely established by the end of Year 1. This is seen in the higher than average proportions reaching the expected levels in national phonic screening checks. Most pupils continue to develop their reading skills well as they move through the school. On occasion, where an individual does not reach the expected standard, it is usually because they have other complex needs which hinder their learning.
- Pupils enjoy reading books and are increasingly developing their skills even more quickly through reading at home. Many pupils also use computers very effectively to advance their language skills and to read and research topics. As a result, by the time they leave school, pupils are well prepared for the next stage of their education.
- Pupils make consistently good progress in developing their speaking and listening skills. Pupils confidently respond to their teachers' questions, and capably learn to share ideas with their classmates.
- Pupils enjoy the many opportunities to write descriptively and imaginatively, and to develop their creative writing skills through effective extension work. However, the quality of their writing is restricted by their handwriting, spelling and punctuation skills, which are not always developed well enough.
- The achievement of the most able pupils is improving rapidly, especially in mathematics, as they make good progress in response to challenging teaching. As a result, an increased and above-average proportion of pupils are expected to reach Level 5 and the higher than expected Level 6 standards this year.
- Disabled pupils and those with special educational needs achieve well. The school is quick to spot any pupils who are falling behind and put into place carefully chosen support to maintain their good progress.
- Pupils in the resource base benefit from a high level of individual adult attention that is expertly adapted to promote their confidence in learning. As a result, they make good progress, and sometimes exceed expectations, from their various starting points.
- Pupils joining or leaving the school at different times make good progress because they receive carefully

adjusted and suitably challenging teaching.

- Disadvantaged pupils benefit from stimulating activities and well-directed additional adult guidance. As a result, most make similarly good progress to that of other pupils. By the end of Year 6, they attain at a similar level to their classmates in reading, writing and mathematics. Their attainment also at least matches that of other pupils nationally, and further reflects the continuing rise in standards since the previous inspection.

The early years provision

is good

- The headteacher works closely with the Reception teacher to provide good leadership of the early years provision. This has brought continued improvement in the quality of teaching and children's learning since the previous inspection. For example, the staff complete detailed records of the children's developing skills. They use this information to adapt their teaching and skilfully prepare activities designed to sustain the children's interest and ensure their good progress. As a result, children achieve well during their time in the Reception class.
- When children start school, their levels of skill are slightly below those typically found for their age and are often least well developed in speaking and listening. They make good progress overall. Most become confident learners, happily respond to the teacher's questions, and productively share their ideas with each other.
- All groups of children learn well and make strong progress in developing their understanding of numbers and words. For example, children enthusiastically count along number 'clothes lines', and roll dice and add up the numbers to further extend their skills.
- The most able children responded particularly well when questioned about the characters in favourite stories. For example, they talked reflectively when challenged to share ideas, and cooperated well while pretending to be *Little Red Riding Hood*, 'walking through the wood to grandma's house'.
- Disabled children and those with special educational needs, including children from the resource base, also share ideas and develop their language skills effectively during lively practical activities. As a result, by the time they enter Year 1, an above-average number of them demonstrate a good level of development.
- The Reception teacher and teaching assistant work effectively together and take great care in getting to know the children. They liaise closely with staff in the adjacent nursery and establish good relationships with parents to make sure that the children's start to school boosts their confidence and helps them to settle quickly.
- Parents welcome the way staff encourage and include them in their children's learning, and appreciate the information and guidance they receive to help continue learning at home. Parents also value the high quality of care provided by the staff, which keeps their children very safe and secure.
- Children benefit from learning both indoors and outdoors. The provision is not outstanding because the activities in the outdoor area do not always stimulate the children's interest as successfully as those provided inside.

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	453435

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	125
Appropriate authority	The governing body
Chair	Major Phil Moxey
Headteacher	Jan Nock
Date of previous school inspection	16–17 January 2013
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