

Wilton and Barford CofE Primary School

Inspection report

Unique Reference Number	135142
Local Authority	Wiltshire
Inspection number	316317
Inspection dates	17–18 July 2008
Reporting inspector	Stephen Lake

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 on roll	
School	168
Appropriate authority	The governing body
Chair	Julie Stoten
Headteacher	Jan Nock
Date of previous school inspection	Not previously inspected
School address	Burcombe Lane Wilton SP2 0ES
Telephone number	01722 742621
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Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a recently amalgamated school on two sites. The smaller site has one class for pupils from Reception to Year 3. Other pupils are on the larger site that caters for Reception to Year 6. The proportion of pupils with learning difficulties and/or disabilities is well above average because the school has a unit for pupils with speech and language difficulties. As a result, the proportion of pupils with statements of special educational needs is well above average. Most pupils come from a White British heritage. The school caters for many children of servicemen and women which results in many more pupils than average joining or leaving the school part way through their schooling. The school has recently achieved Healthy School status. A new headteacher has been in post since Easter.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' attainment in Years 2 and 6, the quality of achievement, teaching and curriculum particularly in Years 1 to 5 and the equality of opportunity provided for some children in Years 2 and 3. The overall effectiveness of the school is inadequate. Nevertheless, the school is improving rapidly under the strong leadership of the headteacher. This good leadership has empowered the senior management team and, together with the satisfactory governing body, they have a strong determination to improve the school and raise standards. Some parents have already noticed this, as one said, 'Since the headteacher joined the school I have seen many very positive changes.'

Children enter the school with skills below those expected. They make satisfactory progress in Reception but skills remain below average at the start of Year 1. Progress across the rest of the school is unsatisfactory and therefore achievement through the school is inadequate. By the age of 11, overall standards are well below average, especially in mathematics and science. Standards in English are slightly better but are still below average. Pupils with learning difficulties and/or disabilities in the school's speech and language unit make satisfactory progress against the targets set for them.

Leaders have identified the key reasons for the low standards over the last two years and have introduced appropriate initiatives which have halted the decline and caused progress to improve. While some significant weaknesses remain, the recent improvements show that the school has a satisfactory capacity to improve further.

Pupils' satisfactory personal development is due to the strong provision for this area within the curriculum. Nevertheless, the curriculum overall is inadequate. It neither ensures equal access to learning opportunities across both sites nor enables a rigorous enough focus on raising standards. The school is addressing this but the revised curriculum will not be fully operational until September 2008. Behaviour is satisfactory and pupils have a good understanding of how to stay healthy. They particularly enjoy the opportunities for sport. Pupils make a good contribution to the school community through the responsibilities they undertake.

The quality of teaching in the Foundation Stage and Year 6 is at least satisfactory and sometimes good, but teaching overall is inadequate due to inconsistencies across the school and inadequate progress in other classes. Marking does not make it clear enough to pupils how they can improve their work and, in many classes, the pace of lessons is too slow to ensure satisfactory progress. Pupils enjoy school because they are looked after and cared for well. Care, guidance and support are satisfactory. There are good quality procedures in place to check on how well pupils are doing, but this information is not used well enough to support all pupils in improving their work.

Effectiveness of the Foundation Stage

Grade: 3

From their low skills on entry children make satisfactory progress through the Foundation Stage. Close links with the pre-school help children settle into the school's routine. Behaviour

is good. Leadership and management are satisfactory. All adults work together effectively to promote children's personal development and ensure they start Year 1 well prepared for learning. There is a suitable balance between direct teaching and opportunities for children to learn through purposeful play. The Foundation Stage leader works closely with the other adults to plan work that is matched to the needs of children, using information from the sound assessments of how well children are learning. The school has correctly prioritised the need to provide a sheltered area for outdoor play on the Wilton site. Teaching at the Barford site is undertaken by a skilled higher level teaching assistant who has developed good systems for checking on how well children are doing. Nevertheless, these children do not have the same opportunities to mix with the larger group and develop their social skills.

What the school should do to improve further

- Raise achievement particularly in Years 1 to 5 in English, mathematics and science and the standards at ages 7 and 11 by resolving the inconsistencies in teaching.
- Ensure the curriculum fully meets the needs of all pupils.
- Address the inequality in provision between the two sites.

Achievement and standards

Grade: 4

Children enter school with below-average skills and leave with standards that are well below average. They make satisfactory progress in the Foundation Stage and start Year 1 ready to learn. Progress in Years 1 and 2 is inadequate and standards at the end of Year 2 are very low. Progress across Years 3 to 6 varies due to inconsistencies in teaching and is inadequate overall particularly in mathematics and science. The suitably challenging targets set for pupils in English this year were exceeded due to improved teaching, even though standards attained at age 11 are below average. In contrast, although pupils met the less challenging targets set in mathematics at Level 4, they did not meet the targets for the higher Level 5. Some pupils in Years 2 and 3 make particularly poor progress because they neither receive an appropriate curriculum nor are they challenged enough by the teaching they receive. Too often, they are working at a similar level to the pupils in Reception and Year 1. Pupils with specific learning difficulties and/or disabilities make good progress, especially those in the school's speech and language unit, where teaching is more closely focused upon their individual needs.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral and social development is good, but their cultural development is satisfactory. Pupils say they enjoy school a lot and join in all activities provided. They rightly think the systems introduced to improve behaviour are working. This is helping improve learning in lessons. While behaviour is satisfactory and many pupils behave well, some unsatisfactory behaviour occurs where lessons lack challenge. Pupils know how to stay safe because of the good guidance they receive. They willingly take on duties, such as school councillors and other tasks that contribute to the school and local community. The skills gained in these responsibilities contribute to their future economic well-being, although the low standards mean that overall this is unsatisfactory.

Quality of provision

Teaching and learning

Grade: 4

In many lessons, teachers motivate pupils effectively through praise, especially in Reception and Year 6, where teaching is satisfactory. However, the pace of many other lessons is too slow and this is the key reason for the variability in the quality of teaching. Teachers often have low expectations of what pupils can achieve and information on how well pupils are doing is not used well enough to plan lessons that provide sufficient challenge. This limits learning and some pupils become restless. The quality and frequency of marking has improved significantly recently, but remains inconsistent and does not always show pupils how their work can be improved. Information and communication technology is used appropriately to support learning. The teaching in the speech and language unit is well matched to the needs of these pupils. Teaching assistants support pupils from the speech and language unit well which is why they make better progress. Support for other pupils is inconsistent and teaching assistants sometimes instruct pupils what to do instead of helping them to do it themselves.

Curriculum and other activities

Grade: 4

The many opportunities for sport and the visits and visitors to the school support pupils' personal development well. Links with other schools are used appropriately to provide activities that stimulate and motivate pupils, helping them enjoy their education. Nevertheless, although the school's creative curriculum covers most areas of learning, the current system does not provide sufficient opportunities for pupils to undertake challenging tasks across a range of subjects which will quickly improve their achievement in English, mathematics and science. Recently, leaders have revised the curriculum based on the Primary Strategy and National Curriculum and this will be implemented in September. Pupils are developing increasing awareness of the use of information and communication technology to present their work in different subjects.

Care, guidance and support

Grade: 3

Pastoral support is good. There are effective links with other professionals and the provision to meet the needs of pupils with speech and language difficulties is good. Pupils with other special needs are supported appropriately but procedures to check their progress and evaluate the impact of strategies to support them are at an early stage of implementation. Pupils are prepared well for their secondary schools and the many pupils joining the school throughout the school year appreciate the 'buddy' system that helps them settle in. Records of pupils' achievements have improved considerably in recent months and are now of good quality. The information gained is starting to be used more effectively to guide pupils on how to improve their work which is why, although there is still some way to go, progress is starting to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory and improving rapidly with some significant areas of strength. The new headteacher has a good understanding of what needs to be done to raise

standards and has high expectations of what pupils can achieve. Her clear vision is shared with staff and the governors. The factors that have resulted in the low standards of the last two years are being addressed, although it is too early to see the full effect of strategies to improve the quality of teaching and raise standards. The headteacher is monitoring the quality of teaching regularly and other members of the senior management team are starting to share in this task in order to deal with the significant inconsistencies. Performance management is used effectively to set clear targets for teachers aimed at raising standards throughout the school. The chair of governors works very closely with the headteacher. Governors support the school well and have a clear picture of the strengths and weaknesses through the satisfactory self-evaluation that has recently taken place. Parents and pupils are consulted regularly and their views taken into account. School leaders recognise the inequality afforded to pupils, particularly at the Barford site, and discussions are taking place to begin to address it.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	3
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

¹ Grade 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

Text from letter to pupils explaining the findings of the inspection

18 July 2008

Dear Pupils

Inspection of Wilton and Barford C of E Primary, Wilton, SP2 0ES

We really enjoyed coming to your school and talking to you. Thank you for making us welcome and telling us that you really enjoy school. You told us that behaviour had improved and we agree. This is making it easier to learn in lessons.

We agree with you that your school has improved a lot recently and in some classes you are learning better, but our report says that a lot more improvement is still needed.

Some of the good things that we found out about your school are:

- Your new headteacher is making a big difference to your school and leading it well. The school is managed satisfactorily.
- The school looks after you so that you know how to stay safe. You understand well what you need to do to stay healthy and fit.
- You make a good contribution to your school and the local community.

We have said that you could be doing better in subjects such as English, mathematics and science. We can see that you are still not learning as well as pupils in most other schools and, as a result, you are not doing well enough in your tests at the end of Year 2 and Year 6. Part of the problem is that you do not all have the same opportunities for learning because different things happen in different classes.

In order to help you learn better, we have asked your school to:

- Improve the teaching so that you all learn more and do as well as children in other schools in your assessments at ages 7 and 11.
- Improve the range of things that you learn in each subject and make sure that all of you, on both sites, have the same opportunities.

We have asked some other inspectors to come back and check that everything is improving. We hope that you will help your teachers and work hard to get better. We wish you well in achieving this and making your school one of the best.

Yours sincerely

Stephen Lake Lead inspector