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Mrs J Nock
The Headteacher
Wilton and Barford CofE Primary School
Burcombe Lane
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Dear Mrs Nock

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 3 March 2009, for the time you gave to our telephone discussions, and for the information which you provided before and during my visit. I am particularly grateful to the members of the teaching staff, the chair of governors, your local authority advisory headteacher and pupils for the discussions I had with them. Please pass on my thanks to them and to the rest of the staff and the pupils.

Since the school was last inspected there have been significant changes to several elements of the school. Two members of the teaching staff have left and a further teacher is currently absent through illness. Three teachers have joined the school including an advanced skills teacher and a newly qualified teacher. Due to a reducing roll, the governors made the decision to close Barford School and, since November 2008, all pupils have been based at the Wilton site. Local authority support has strengthened the governing body and there is clear commitment to make further improvements to standards and achievement.

The headteacher was appointed shortly before the last inspection and has been in post for less than a year.

As a result of the inspection on 17 and 18 July 2008, the school was asked to address the following areas for improvement.

- 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.



Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Despite the inevitable issues resulting from the decision to close the Barford site and the turbulence in staffing, the school has worked hard to develop improved procedures for assessing, recording and tracking pupils' progress. Staff now have a clearer picture of how individual pupils are performing and can identify the progress made by specific groups. This is reinforced by regular meetings between class teachers and the headteacher to review the progress made by individual pupils. This ensures clear accountability for the progress made by pupils. Staff make satisfactory use of this information to analyse what pupils know, understand and can do before setting targets for improvement. They are now more confident in their use of assessment procedures to judge standards and progress. As a result of this improved use of assessment and the tracking of pupils' progress, the school has set challenging targets for pupils in Year 6 in the national tests in 2009. Inspection evidence indicates that standards are rising at the end of both key stages, although there is a legacy of underachievement, particularly in mathematics. There is a clear programme for the monitoring of teaching by the headteacher and records indicate that teaching is now satisfactory across the school with some good elements. This is confirmed by inspection evidence. However, inconsistencies remain regarding the expectations for the standard of presentation and the matching of activities in lessons to the needs of all pupils. Part of this drive for improvement has been the development of self assessment by the pupils. While pupils can enthusiastically explain 'Today's Learning Points', they are not so sure about 'Steps to Success'. They use the traffic light system in their books well to judge their understanding of the work in lessons and are realistic in their assessments. This process is reinforced by regular conferencing sessions between teachers and groups of pupils to discuss specific pieces of work and strategies by which improvement can be achieved. The very recently introduced marking policy is used across the school with some teachers using comments to establish a dialogue with individual pupils about what they need to do to improve. However, this is inconsistent across the school.

The school has used the support from its linked partner school to develop a satisfactory curriculum which includes an appropriate rolling programme of skills and activities. The curriculum meets the requirements of the National Curriculum. The school is aware of the need to develop this curriculum to include specific elements of the local area and community as the rolling programme is implemented.

The closure of Barford School and relocation of pupils and staff to Wilton ensured that the issues regarding the inequality of provision between the two sites noted in the last inspection were resolved.

The support that the local authority gives the school is satisfactory. The headteacher has wisely used a range of support available, including a partner school and leadership guidance under the National Leaders of Excellence scheme together with an advisory headteacher, to focus on the improvements required. However, it is only

recently that teachers have been able to view model lessons on the Wilton site rather than at the link partner school. This will enable teachers to observe lessons in their own classrooms and with their own pupils in order to build on their expertise in familiar surroundings. Management support for the headteacher has been effective in supporting decisions and procedures regarding personnel issues and the consequences of closing the Barford School site. The amended statement of action now includes plans for the development for all of the areas for improvement from the last inspection report together with specific reference to the closure of the Barford School site. However, the arrangements for the monitoring and evaluation of the effectiveness of the plan remain in general terms only and not specific to each activity.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Robert Pyner
Her Majesty's Inspector