

Wilton and Barford CE Primary School

Inspection report

Unique Reference Number	135142
Local Authority	Wiltshire
Inspection number	331620
Inspection dates	23–24 September 2009
Reporting inspector	Bradley Simmons HMI

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	116
Appropriate authority	The governing body
Chair	Mrs Julie Stoten
Headteacher	Mrs Jan Nock
Date of previous school inspection	7 July 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 13 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at pupils' exercise books, school data about pupils' achievement and progress, monitoring records, safeguarding and child protection documentation, the school improvement plan and 41 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching has improved sufficiently to allow all pupils to make satisfactory and increasingly better progress, particularly in the basic skills
- the impact of the school's behaviour management systems in ensuring that children feel safe, and that little lesson time is wasted
- the extent to which information received by parents gives a realistic view of their child's achievements and helps them to support learning
- how well the school works with partner agencies to keep vulnerable pupils suitably safeguarded, and on track and achieving across all outcomes
- the impact of middle leaders on the life and work of the school.

Information about the school

Wilton and Barford CE School is the result of an amalgamation of two schools. Immediately after amalgamation, the school operated on two sites. The school was inspected in July 2008, judged to require significant improvement and given a notice to improve. Numbers fell at the Barford site which was closed in October 2008. The school now operates on one site in Wilton. Several staff have left the school since the previous inspection. The number of pupils joining or leaving the school mid-year is higher than usual as there is military housing close to the school. About 16% of the school roll is drawn from military families. A quarter of children take free school meals. Just under a third of pupils have special educational needs and/or disabilities. The school has an integrated speech and language provision which has 10 registered pupils. Pre-school provision and an after school childcare are run by private providers on the same site. These provisions are inspected by Ofsted separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wilton and Barford Primary is an improving school. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It is now providing a satisfactory standard of education and care for its pupils. This is due in no small part to the effective manner in which the headteacher has led and managed the improvement of teaching and learning across the school. As a result, teaching is now satisfactory overall, and it is sometimes good, particularly in the Early Years Foundation Stage and Key Stage 1. There is more to do: teachers do not consistently use a range of questioning strategies to challenge pupils' thinking and to keep them alert and learning. At times, some lessons lack energy because teachers allow activities to drag on for too long. Nevertheless, the big picture is that teaching has improved to the extent that all groups of pupils are making the progress that would normally be expected of them, and the attainment of Year 6 pupils who left the school in July 2009 was broadly in line with the national average. This represents real progress, as results in 2007 and 2008 for the same age group were, at best, below average.

Some parents are unhappy with some aspects of behaviour. Inspectors found that behaviour is acceptable in classrooms and pupils confirmed that behaviour has improved. Outside, however, a small number of pupils are occasionally too exuberant, rather than malicious. As a result, some pupils feel less safe outdoors. Pupils said that when there are behaviour incidences, staff deal with them well. The school has introduced a new behaviour policy this term, but it is not yet applied consistently. Consequently, not all pupils and parents are clear about rewards and sanctions.

Governors do a good job. They are well trained and clearly hold the school to account. The chair of governors gives good regular support to the headteacher. The headteacher and governors demonstrate a good capacity to improve the school. They have a realistic view of what the school has achieved and what still needs to be done, including implementing a strategy for promoting community cohesion. However, the strategic role of middle leaders is, at this stage in the school's development, embryonic. This limits the school's capacity for sustained improvement to satisfactory.

What does the school need to do to improve further?

- Improve teaching further by ensuring that teachers
- use more accurately pitched and challenging questions to keep pupils alert, engaged in learning and thus accelerate their progress
- deploy a more judiciously balanced range of teaching styles and activities during

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each lesson to ensure a good momentum of learning for different groups of pupils.

- Embed the new behaviour policy so that parents and pupils fully understand its rewards and sanctions and feel confident that these are consistently applied.
- Increase the capacity of the school to improve by developing the role of the middle leader.
- Devise and implement a strategy for promoting community cohesion.

Outcomes for individuals and groups of pupils**3**

Pupils at Wilton and Barford school now work steadily during lessons and make satisfactory progress. Where activities are challenging and well matched to their abilities, pupils thrive and show quiet pleasure when they have worked hard and achieved the right answer or result. For example, in a good Year 1 mathematics lesson, the teacher asked pupils to choose two numbers from the board that would add up to 19 and use a number line to check their answers. Pupils' faces showed intense concentration and all groups of pupils benefited from attempting the mathematics involved. In Year 6, children listened carefully to each other while they considered, in a mature manner, the imagery in the poem 'The Lady of Shallot'.

Children of parents in the Armed Forces are assessed quickly on arrival at the school and make progress in line with their peers, as do the small number of pupils from minority ethnic groups. Focused support from teaching assistants helps pupils with speech and language difficulties and other special educational needs and/or disabilities to make satisfactory progress overall.

Pupils have a good understanding of what it means to lead a healthy lifestyle, and many put their knowledge to good use. During 'healthy school week' last term, the school council organised a competition to design a menu for a healthy meal. The winning menu was cooked in the school kitchen and enjoyed by all pupils. Pupils enjoy exercise, and benefit from more than two hours physical education each week. The school's onsite open air pool is used weekly in the summer months to teach swimming to every age group with the result that all children who stay at the school for a reasonable period can swim by the time they leave. This contributes to pupils' safety as well as their health. Some parents continue to send their daughters to school in high heels. These are a safety hazard for children who are young and need to run and exercise freely at break times.

The school enables pupils to play a satisfactory role in the wider community. They attend church at least six times each year. A number of retired people from the community now work as volunteers within the school. Pupils raise money for a number of charities. These factors, combined with well-planned assemblies, help to account for pupils' satisfactory spiritual, moral and social development. Pupils' cultural development is less secure.

Attendance rates are high and, together with pupils' increasing academic progress and improved behaviour, are evidence of a better foundation for economic well-being in the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lesson planning is now good and includes the main teaching and learning point for each lesson to be discussed with pupils. Similarly, success criteria are included in lesson plans with the intention of supporting different groups of pupils to assess their own learning. The use teachers make of teaching and learning points and success criteria during lessons often dictates the quality of teaching and learning. In good lessons, teachers refer to these consistently, using mini plenaries, crisp explanations and questions to bring pupils back to the point of the lesson, keep up a good pace, and help pupils understand the progress they have made. Such lessons contain a good variety of activities and thus pupils are given the chance to learn in different ways. Satisfactory lessons, although containing some elements described above, do not contain them all. Assessment has improved significantly. Pupils' progress in reading, writing and mathematics is now rigorously tracked and analysed. Judgements about pupils' attainment are occasionally inaccurate and require closer moderation.

The curriculum fulfils statutory requirements. It is now planned so that children do not repeat themes as they move through the school. English and mathematics are planned

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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using national guidance which underpins the progressive development of pupils' skills and understanding year on year. The introduction of a national scheme to teach phonics is making a good impact on pupils' reading and writing skills.

Care, guidance and support for pupils are secure. The school provides a welcoming environment for pupils and there are good transition arrangements for joiners and leavers and pupils moving between key stages. Pastoral support for pupils is good and the school works tenaciously to help pupils get the support they need. Targets within individual education plans for pupils with special educational needs and/or disabilities are not consistently addressed during lessons at times when support from a teaching assistant is not available. Additionally, the school does not always communicate these pupils' progress against their targets well enough to their parents.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher provides focused and effective leadership. Since the last inspection, she has taken tough and, at times, unpalatable decisions. The fact that she has done so demonstrates her commitment to promoting equality and tackling the barriers to achievement faced by many children at the school; the life chances of all groups of pupils at this school are improving. The work of the headteacher and chair of governors to drive improvement and embed ambition is now shared by the majority of staff and many parents. Some parents mourn the loss of some school events which the headteacher has decided should no longer take place because they may divert staff energies from school improvement. The headteacher's approach in focusing staff efforts has been vindicated by improved progress and attainment.

Six times each year, parents receive good quality information on the work their children will be tackling in class. In addition, three times each year, parents are given their children's curricular targets for reading, writing and mathematics. Twice yearly, parents receive reports on pupils' attainment in these areas. Reports do not, however, consistently address pupils' progress towards their curricular targets.

Safeguarding procedures at the school are thorough. At the time of the inspection, all adults who come into regular contact with pupils had been suitably checked. The school's work with partner agencies to support and protect vulnerable pupils is a strength.

The school has no plan to promote community cohesion and its work in this area is

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underdeveloped.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Pupils join the Reception class of the school with skills and abilities that are generally well below those expected. They make satisfactory progress in all six early learning areas. Noteworthy during this inspection was the good quality teaching of phonics that pupils were receiving. At this early stage in the term, children were learning individual phonemes at a cracking pace. The teaching and learning here is effective because children are learning to form letters and use their sounds to read and to spell simultaneously. Beyond this, and despite some good teaching, provision across the Early Years Foundation Stage is satisfactory. There is a range of interesting activities available for children, in which many become absorbed. Good care is given to children with medical needs and children who have never attended pre-school provision receive good support to settle. However, although the newly improved outdoor area shows good potential, its use is not yet optimised because the school is not yet planning for seamless indoor and outdoor play, instruction and discovery.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspectors considered the views of parents carefully. The majority of parents are satisfied with the school. Several are not. This is not uncommon when a school is in transition, particularly when a headteacher has to make decisions to improve a school, and may not be at liberty to discuss these fully with parents. The majority of parental written comments were offered constructively, and where the team agree that there are reasons for concern, then these issues appear as judgements in the body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilton and Barford CE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	29	25	61	3	7	1	2
The school keeps my child safe	13	32	22	54	2	5	1	10
The school informs me about my child's progress	5	12	23	56	12	29	1	2
My child is making enough progress at this school	4	10	21	51	13	32	3	7
The teaching is good at this school	5	12	23	56	13	31	0	0
The school helps me to support my child's learning	7	17	20	49	13	32	1	2
The school helps my child to have a healthy lifestyle	15	37	21	51	4	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	7	24	59	6	15	1	2
The school meets my child's particular needs	4	10	25	61	11	27	1	2
The school deals effectively with unacceptable behaviour	6	15	14	34	11	27	9	22
The school takes account of my suggestions and concerns	6	15	19	46	13	32	3	7
The school is led and managed effectively	9	22	15	37	10	24	3	7
Overall, I am happy with my child's experience at this school	4	10	22	54	10	24	3	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Children

Inspection of Wilton and Barford CE Primary School, Wilton, SP2 0ES

Thank you so much for the welcome and help you gave to us when we inspected your school earlier this week. It was a real pleasure for us to find out about the improvements at your school.

We think that your headteacher is working very hard to make sure that teaching continues to improve at your school. Reading the questionnaires you filled in for us, we can see that you think so, too. During lessons, we saw that you were learning more quickly than when the school was inspected last year. Almost all of you who filled in a questionnaire think that you learn a lot in lessons now. Certainly, you are now making better progress, and the Year 6 children who left the school last year got the best test results since the Wilton and Barford schools joined together. This is really good news! To improve teaching more, we have asked your teachers to think about ways to make your lessons more interesting and to remind you sometimes of the point of a lesson. We would like teachers to give you more help when they ask you to decide if you have understood what you have been taught.

Although the overwhelming majority of you feel safe at school, almost half of you think that behaviour is not as good as it could be. One girl in Year 6 put this really well when she told us that, 'some children just get too excited, particularly in the playground.' We spent a long time looking at behaviour during lessons and in the playground, and we agree with her. We have asked your teachers to make sure that everyone knows how the new behaviour policy works, and to use it all the time. Your headteacher also said she would work with some of the school council who had good ideas about how you could use outdoor space in a more creative way so that there are not so many of you in one space. She started this with Year 2 during the inspection!

Now for your part: your school is improving ' be proud of it and help it improve more!

Best wishes

Bradley Simmons

Her Majesty's Inspector

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