

Wilton Primary School

Lazenby, Middlesbrough, North Yorkshire, TS6 8DY

Inspection dates

10 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. From pupils' low starting points progress is good, so that by the end of Key Stage 2 attainment is average.
- Teaching is good and some is outstanding. All teachers include activities that make lessons interesting.
- A caring and nurturing atmosphere contributes extremely well to pupils' safety and their good spiritual, moral, social and cultural development.
- Pupils' behaviour is good and they enjoy school. They feel extremely safe. They are happy, secure and ready to learn.
- Parents are highly supportive of the school
- The curriculum is well planned and captures pupils' imagination. It makes a very positive contribution to pupils' enjoyment of school and the good progress they make.
- Leaders and managers, including the governing body, have high aspirations for the school's future. They have a very clear picture of the school's successes and fully understand which areas require improvement.
- The impact of leadership and management at all levels is evident in improvements in teaching and pupils' achievement. The school is better than at the time of the last inspection and continues to improve.

It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to raise achievement to outstanding by increasing the proportion of pupils at both key stages who reach levels that are higher than expected for their age.
- In some lessons more-able pupils are not always sufficiently challenged to enable them to attain the higher levels.
- Some teachers are less confident teaching mathematics than other subjects. Pupils do not have enough opportunities to use their skills and knowledge to solve problems across a range of subjects.

Information about this inspection

- Inspectors observed 11 lessons of which two were joint observations with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 2 to Year 6, the Chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime. Discussions were also held with two parents who brought their children to school.
- The inspectors took account of seven responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Barbara Hudson

Additional Inspector

Full report

Information about this school

- This primary school is much smaller than the average sized primary school.
- There has been a high turnover of teaching staff since the previous inspection.
- The proportion of pupils who join or leave the school other than at the usual time is well above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families, is well above average.
- The proportion of pupils whose learning needs are supported at the level known as school action is well above average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is well above average.
- All pupils are White British.
- The school's most recent results cannot be compared to the current government floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such a comparison meaningful.

What does the school need to do to improve further?

- Raise achievement and increase the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons, especially in mathematics, for the more-able pupils
 - ensuring pupils have well planned opportunities to apply their mathematical skills and knowledge to meaningful problem-solving activities across a range of subjects
 - implementing a clear and planned programme of training to improve teachers' subject knowledge of mathematics and ensure they have a clear understanding of the progression pupils need to make in developing their mathematical skills.

Inspection judgements

The achievement of pupils is good

- Levels of attainment at the end of each key stage vary year on year. This is because of the small numbers of pupils within each year group, their different composition and, most significantly, the very high proportion of pupils who leave or join the school at times other than at the beginning of the year.
- Most children start school with skills well below those typically expected for their age. They settle quickly into the Nursery class and respond very positively to the high levels of care and support and the wide range of exciting activities provided for them indoors and outside. As a result, by the time they join Year 1 they have made good progress, although attainment is still below that expected for their age.
- Pupils' attainment is consistently average by the end of Year 6. Progress is good and throughout Key Stages 1 and 2 is increasing rapidly. Information on current pupils shows that this trend is set to continue. However, more-able pupils do not always make enough progress, especially in mathematics.
- Reading is a priority throughout the school. The systematic approach to the teaching of linking letters and sounds is enabling younger pupils to tackle new and unfamiliar words with greater confidence. As pupils move through the school they are starting to develop a love of reading and show a keen and mature ability to discuss moral and ethical issues, such as the rights and wrongs of war. This was exemplified by a Year 6 pupil who said, 'I don't understand why anyone thinks war is exciting when people are hurt and killed and families are lost'.
- The school is successfully closing the gap in achievement for pupils who are eligible for pupil premium funding. One-to-one tuition and well targeted support have accelerated the progress of these pupils. They attain in line with other pupils and achieve well because their needs are accurately identified.
- Pupils who are disabled, those who have special educational needs and the large number who enter the school at other times than at the start of the year receive well judged additional teaching which helps to close the gap between their attainment and that of other pupils. As a result, they make the same consistently good progress from their starting points as other pupils across the school.

The quality of teaching is good

- Recently appointed teachers have brought new strengths that have added to the overall quality of teaching. This is now consistently good, with some examples of outstanding teaching.
- Where teaching enables pupils to make good or better progress it is characterised by several key features. Teachers have high expectations of what pupils can achieve, provide clear explanations and ask well considered questions to encourage pupils to put forward their views or explain the strategies they have used to solve a problem.
- In all lessons teachers manage pupils well so that behaviour is good and pupils enjoy learning.
- Staff training and plans for improvement go hand in hand. This has been effective in improving attainment in writing and reading. Teachers teach literacy skills effectively and ensure they are used in many purposeful activities across the curriculum. These activities often capture pupils' imagination and make a significant contribution to the good progress pupils make.
- Staff training in mathematics is not yet as successful and teachers' subject knowledge is less secure. The sequence of teaching mathematical skills is not always structured carefully enough and pupils are not given enough opportunities to apply their mathematical skills to meaningful problems. Although overall progress is good, it lags behind that of reading and writing.
- Teachers have a good understanding of pupils' progress. In the best lessons teachers check how well pupils are doing and set work at the right level. However, when teaching is less effective

the work given to more-able pupils, especially in mathematics, is not demanding enough to ensure that they make the progress of which they are capable.

- Marking tells pupils how to improve and there are regular opportunities, especially in writing, for pupils to respond to their teachers' feedback and comments.
- Responses to Parent View show that all parents believe their children are taught well and make good progress.

The behaviour and safety of pupils are good

- The school provides a caring, supportive environment where all pupils behave well and show respect for themselves and others. Their consistently good behaviour and attitudes impact very positively on the school's warm, family atmosphere. Only on the odd occasion, when teaching does not sustain their interest, is there any restlessness. Relationships with one another and with staff are excellent. This was exemplified in a comment made by a Year 6 pupil who said, 'We all think that the school motto has helped us to make a happy school because if we work together and care for and support one another we will become stronger and more tolerant of each other'.
- All staff demonstrate excellent classroom and pupil management skills. They have all nurtured excellent relationships with pupils who say that their teachers are always friendly, care for them and are always there for them if they have a problem.
- Of those parents who responded to Parent View all said that their children feel safe and are happy at school and that behaviour is managed extremely well by adults. Scrutiny of behaviour records shows that there are few incidents of unacceptable behaviour.
- Pupils have a very good awareness of how to stay safe when, for example, they use the internet. They say they feel very safe in school and were keen to tell inspectors that bullying is extremely rare. They are aware of all the different forms of bullying, reflect on the impact of their actions on others and take full responsibility for their personal conduct.
- Pupils enjoy school. This is reflected in the continuing rise in pupils' rates of attendance which are above the national average.

The leadership and management are good

- The headteacher provides strong leadership. Since the time of the last inspection she has introduced several initiatives designed to raise achievement and improve the quality of teaching. These have led to rapid improvements in many areas of the school's work, especially writing, and these are set to continue.
- The school's procedures for gaining an accurate view of its performance are rigorous. They inform plans for the future that make it clear how improvements in teaching and pupils' achievements will be made. This is reflected in the ambitious targets the school has set itself and the well considered training programme for all staff. This is showing more success in writing than mathematics.
- The monitoring of teaching is effective, although there remain inconsistencies between classes and subjects. Information is used well to set targets to improve teachers' work which are closely linked to school improvement priorities and pay progression.
- The school's leadership promotes and checks on equal opportunities well and has developed effective systems to check the progress of individual pupils. A number of well considered actions aimed at raising pupils' attainment have been implemented. For example, additional funds received to support pupils eligible for the pupil premium are used effectively to accelerate the progress they make and close the gap with other pupils in their learning. Leaders have also rightly identified the need to increase the rate at which more-able pupils make progress and to

bring pupils' level of attainment in mathematics in line with that of English.

- The curriculum is rich and exciting and rightly stresses the importance of reading, writing and mathematics. It captures pupils' imagination because subjects and themes are made relevant to them and provide them with a range of well planned opportunities to apply and develop their reading and writing skills across a range of subjects. However, there are too few opportunities for pupils to apply their mathematical skills to problem-solving activities in other subjects.
- The local authority has provided the school with effective support and guidance. It now rightly regards Wilton Primary as a good school and support has reduced.
- Well established lines of communication ensure parents are well informed and opportunities for them to engage with and support their children are effective. Parents would recommend the school to other parents. One parent said, 'Everybody in the school puts our children and the families first. It's a place any parent would want their child to be.'

The governance of the school:

- governors have a good knowledge of the school and plays a full and active role in supporting and challenging the school
- uses a range of well considered strategies and methods, including the review of data on progress, to check on how well the school is performing
- visits regularly and has an informed view of the quality of teaching in the school
- ensures that staff are set challenging targets linked to pupils' progress and that rewards are based on these being achieved successfully
- checks the pupil premium funding is spent well by employing teaching assistants who provide one-to-one support to enable eligible pupils to achieve as well as their classmates
- ensures that safeguarding procedures are firmly in place and that current requirements are comprehensively met.

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	111611
Local authority	Redcar and Cleveland
Inspection number	401192

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Judith Gordon
Headteacher	Alison Hill
Date of previous school inspection	6 October 2009
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