

Inspection of Wilton CofE Primary School

Burcombe Lane, Wilton, Salisbury, Wiltshire SP2 0ES

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils, regardless of their background, flourish at Wilton. The Christian ethos of courage, kindness, love, perseverance and respect runs like a stick of rock through the school. Relationships between staff and pupils are warm and nurturing.

Leaders have established a highly inclusive culture. Pupils with special educational needs and/or disabilities (SEND) experience the same broad and balanced curriculum as their peers. They enjoy opportunities beyond the classroom to develop their character, such as residentials and productions. This includes pupils with highly complex needs.

Pupils feel safe and happy. Leaders have ensured the behaviour policy, 'The Wilton Way', is clear and understood by staff and pupils. As a result, pupils behave well in class and at social times. Staff support those who need help to manage their emotions. Pupils show kindness and tolerance towards each other. They say that bullying is rare. However, pupils trust staff to sort it out if it happens.

Parents speak highly of Wilton and its staff. They appreciate the many changes that leaders have made. One comment, typical of many, was 'The school have been incredibly supportive in building my child's emotional well-being and helping with their learning'.

What does the school do well and what does it need to do better?

Leaders have transformed the school since joining the trust. Staff morale is high. They share the same ambitious vision. Leaders have high expectations of pupils and staff. They have developed a carefully sequenced curriculum which matches those expectations.

Leaders strive for constant improvement. They prioritise actions. In conjunction with the trust and governors, leaders make rigorous checks on the curriculum. Consequently, they know the strengths and weaknesses well. When they spot areas that have fallen below the standards they expect, they work quickly to address them. There is now an emphasis placed on vocabulary, which is having an impact on the language pupils use and understand. For example, in early years, staff were expecting children to use the terms 'past' and 'future'.

Staff use agreed teaching approaches to introduce new concepts to pupils. They explain them clearly. As a result, pupils have an impressive recall of what they have learned. In history, they talk knowledgeably about how people lived during different eras, such as the Shang Dynasty and the Stone Age. In mathematics, pupils solve problems using their knowledge of fractions confidently.

Leaders have prioritised reading throughout the school, including in the resource base. They have introduced a highly structured phonics programme. This means

that pupils learn phonics in a consistent way as they move through the school. They learn to read more quickly than in the past.

Children in the early years learn to read from the moment they start school. Staff establish clear rules and routines. This means children are engaged and ready to learn.

Leaders have ensured that all staff are trained in the teaching of phonics. They have clear systems for identifying pupils who fall behind in reading. Staff provide additional opportunities for these pupils to practise their phonics. However, some pupils read books that are too difficult and not well matched to the sounds they know. As a result, some pupils struggle to sound out words accurately and read fluently.

Teachers read regularly to pupils from a carefully planned selection of books. This means that pupils are exposed to a wide variety of themes and genres over time. Pupils say these sessions develop their own love of reading. Some say it has inspired them to read more books by particular authors.

Staff regularly check what pupils know across the curriculum. In mathematics, teachers ask pupils routinely what they have learned in the past. This ensures that they identify gaps in knowledge swiftly. However, a minority of pupils do not attend well. Consequently, these pupils miss important parts of learning. While leaders have increased their efforts to improve attendance, it is too early to see an impact.

Leaders have made the resource base a thriving part of the school. They ensure that pupils are not left behind and develop their academic talents. For example, pupils attend mainstream lessons such as mathematics or physical education. In all classes, staff adapt lessons for pupils with SEND skilfully.

Leaders promote personal development well through all aspects of its work. Pupils learn about topical and moral issues in assemblies. Through the personal, social and health education curriculum, pupils study age-appropriate topics such as bodily changes and dangerous substances. Leaders emphasise the importance of contributing to society through raising money for charities such as Children in Need.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. They ensure staff receive regular training and check its impact. Staff know pupils and families well. They note any concerns about pupils. Leaders make referrals to the local authority as necessary. They produce clear follow-up actions. Staff work with multiple agencies to ensure vulnerable families get the support they need. Governors make regular checks on safeguarding procedures.

Pupils know how to stay safe online and in the local area. They know the importance of reporting anything that concerns them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who have fallen behind in their reading do not read books that match the sounds they know. As a result, pupils struggle to sound out words accurately and read fluently. Leaders need to ensure that pupils' books are well matched to the sounds they know.
- A minority of pupils are persistently absent. Consequently, they miss important learning. Leaders need to continue to work with families to ensure pupils attend school regularly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146098
Local authority	Wiltshire
Inspection number	10241607
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	Board of trustees
Chair of trust	Rosemary Tong
Headteacher	Richard Boase
Website	www.wilton.dsat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Wilton CofE Primary School became a sponsor-led academy in 2018. When its predecessor school, Wilton and Barford CofE Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school uses two unregistered alternative providers.
- The school has a SEND resource base for 13 pupils. All pupils have communication and interaction needs.
- The school runs its own breakfast and after-school provision.
- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in 2019, when it received a good judgement overall.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, groups of staff, groups of pupils, trust executive leaders, trustees and members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also met with subject leads and looked at samples of work in science and geography.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to the online survey, Ofsted Parent View, and took into consideration responses to the staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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