

Inspection of a good school: Wilton Primary Academy

Pasture Lane, Lazenby, Middlesbrough TS6 8DY

Inspection dates:

10 November 2022

Outcome

Wilton Primary Academy continues to be a good school.

What is it like to attend this school?

The 'family atmosphere' in this small village school helps pupils feel happy and safe. Each pupil is very well known to staff. Pupils enjoy attending this school.

Leaders and staff have high expectations for all pupils. They have designed and delivered a curriculum which enables pupils to achieve well. Teachers adopt thoughtful approaches to meet the needs of pupils taught in mixed-aged classes. Leaders continue to develop the curriculum and the approaches to assessment. They have clear plans to further develop assessment in foundation subjects.

Children in Nursery and Reception learn the routines of school quickly. They listen attentively and respond well to staff and their peers. Pupils' behaviour in lessons is good overall. On the playground pupils from all ages play and socialise well. Incidents of bullying are very rare. Pupils are confident that staff will resolve any issues promptly. Leaders and staff take any incidents of bullying very seriously.

Staff successfully create opportunities for widening pupils' horizons. This enhances pupils' understanding of future educational and career pathways. Pupils are proud of their achievements in music and choir. Links with another local school in the trust have expanded pupils' experiences. This helps pupils to meet other pupils beyond this school.

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

Leaders have designed a suitably sequenced curriculum. Teachers implement the long-term plans effectively. They consider the needs of pupils in the mixed-aged classes to appropriately adapt teaching to build on pupils' prior learning. In English and mathematics, teachers make effective use of assessments to check pupils' learning. Regular opportunities for pupils to revisit and develop recall of learning helps to secure strong learning in mathematics. Leaders' evaluations found that the pandemic had a negative impact on pupils' writing. They focused on making improvements in this aspect. Children starting school are taught how to develop correct pencil grip and this is helping

them to develop their handwriting skills. There is evidence of quality writing on display around school. This reflects the emphasis leaders and staff have placed on improving writing.

Leaders have established secure planning for the early years and for key stages 1 and 2. However, leaders have not firmly established the links between early years and Year 1. This term, leaders have trialled an approach, used across trust schools, to address this. At present, the planning and teaching choices of this approach are providing variable levels of success. Leaders recognise that they need to take further action to ensure a smooth transition from Reception into Year 1.

In foundation subjects, such as art, leaders have improved planning and teaching. Subject leaders and staff have developed their expertise. Pupils' knowledge of artists and art techniques is better sequenced. However, pupils do not get sufficient opportunities to put this knowledge into practice. In addition, approaches to assessment in some foundation subjects are still developing. Leaders have plans in place to address these aspects.

Leaders have ensured that all staff have received training on teaching phonics and early reading. The English subject leader regularly checks the consistency of phonics teaching. She provides further support and guidance for staff where needed. Leaders have purchased more book stock. This enables younger pupils to have books that are well matched to their phonics knowledge. Pupils are proud to receive their 'golden ticket' for reading regularly at home. Older pupils can talk articulately and with enthusiasm about the books that they are reading. Teachers' discussions with pupils help them to develop an increasing range of vocabulary. The school's approaches enable pupils to achieve well in reading.

The school's behaviour code is well understood by pupils. Staff use this consistently and fairly. Pupils' behaviour and conduct is good overall. Pupils demonstrate good manners. They are respectful with adults and their peers.

Pupils enjoy the range of after-school clubs and the breakfast club. Involvement with the sports partnership has increased participation in sports with other schools. Links with Dormanstown Primary Academy provide opportunities to meet and mix with pupils beyond the school. For example, access to the holiday club and joint residential visits for Years 5 and 6 pupils. Staff provide valuable opportunities for pupils to gain understanding of gender and racial equality.

The special educational needs coordinator ensures that the needs of pupils with special educational needs and/or disabilities (SEND) are identified and met. Where necessary, links are made with other agencies to supply guidance and support for staff. The school adapts the curriculum and teaching to provide suitable support for pupils with SEND.

Leaders consider staff workload and well-being. Consequently, staff morale and motivation are high. The executive headteacher, who is well supported by the deputy head of academy, has an accurate understanding of the school's strengths and priorities. The trustees and chief executive officer (CEO) of the trust have set up suitable lines of accountability to challenge and support leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff identify pupils who are vulnerable to safeguarding risks promptly. Leaders and staff secure help for pupils. They collaborate well with safeguarding partners and other agencies. The school has appropriate policies and procedures to manage safe recruitment. Leaders and staff know how to manage allegations or safeguarding concerns about staff. Leaders are clear about how to address incidents relating to sexual harassment, online sexual abuse and sexual violence.

The personal social and health education (PSHE) curriculum helps pupils to learn about different safeguarding risks. However, while lessons in PSHE and computing cover aspects of online safety, pupils' knowledge in this area is rather limited.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' endeavours to ensure that planning is well sequenced between early years and Year 1 is not complete. As a result, in some subjects, pupils' learning does not build effectively on prior knowledge. On occasion, teachers do not make suitable pedagogical choices. Leaders should complete their review of the recently introduced approach and improve practice to ensure children make a smooth transition from Reception and a stronger start to key stage 1.
- Assessment in some foundation subjects is not fully developed. This makes it difficult for leaders and teachers to evaluate the impact of the curriculum on pupils' learning. Leaders should complete their review of assessment in foundation subjects and introduce manageable and effective approaches to assess pupils' learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Wilton Primary School, to be good in February 2017.

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	146067
Local authority	Redcar and Cleveland
Inspection number	10241562
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	Board of trustees
Chair of trust	Jason Brine
Headteacher	Alison Hill
Website	www.wilton.teesvalleyeducation.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Wilton Primary Academy converted to become an academy in August 2018. When its predecessor school, Wilton Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of Tees Valley Education Trust.
- The executive headteacher provides headteacher leadership in this school and Dormanstown Primary Academy. Since the inspection of the predecessor school, there is a new deputy headteacher and there have been several changes to the staff.
- The school uses no alternative provision.

Information about this inspection

- 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.
- The lead inspector met with the executive headteacher and deputy headteacher, the CEO of Tees Valley Education Trust, and completed an online meeting with four trustees, including the chair of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with the leaders for pupils' personal development and for behaviour and attitudes.
- Inspectors discussed the school's safeguarding procedures with a range of staff. They reviewed the school's documentation regarding safeguarding. They discussed how safe pupils feel in school and how staff teach them to stay safe, including online.
- The lead inspector analysed the responses to Ofsted's pupil, staff, and parent surveys.

Inspection team

Michael Reeves, lead inspector

Ofsted Inspector

Zoe Carr

Ofsted Inspector

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