



Wilton Primary School

Inspection Report

Unique Reference Number 111611
Local Authority Redcar and Cleveland
Inspection number 289001
Inspection date 7 March 2007
Reporting inspector Rosemary Rodger

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

Type of school	Primary	School address	Lazenby
School category	Community		Middlesbrough
Age range of pupils	3-11		TS6 8DY
Gender of pupils	Mixed	Telephone number	01642 453374
Number on roll (school)	84	Fax number	01642 453374
Appropriate authority	The governing body	Chair	Mr Graham Richardson
		Headteacher	Mrs Alison Hill
Date of previous school inspection	1 January 2001		

Age group 3-11	Inspection date 7 March 2007	Inspection number 289001
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small village school is situated in an area of high social and economic deprivation and an above-average proportion of pupils are eligible for a free school meal. Wilton Primary is bordered by a large industrial site. A third of pupils attend the school from out of the immediate area. Most pupils are of White British heritage. When the children join the Nursery, their attainment is below average for their age, particularly in language and in their personal and social skills. The proportion of pupils with learning difficulties and/or disabilities is above average. There is an after-school club on site which is held every day.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Wilton Primary is a good school which makes a great difference to the lives of all those who are part of it. Pupils and parents alike praise the way they are made to feel 'a very special part of the school'. Pupils with learning difficulties and/or disabilities are included in all activities and make outstanding progress as a result. All pupils settle extremely well socially and emotionally owing, in part, to the effective partnership with outside specialists funded through a local Education Action Zone and Behaviour Improvement Programme, which provide well-targeted support for vulnerable pupils.

Pupils achieve well and overall standards are above average by the time pupils leave school. This has been a consistent picture for the past few years. The pupils' personal development and well-being are good. The promotion of healthy lifestyles and robust systems to ensure the pupils eat healthily, keep fit and feel safe, are given paramount importance throughout school. Pupils enjoy learning, which was well exemplified in their enthusiasm for group work in Years 3 and 4 when they wrote a play script. Pupils have good basic skills and are well prepared for the next stage of education.

The quality of teaching is good. Lessons are planned in great detail and take good account of the mixed ages in each class. Teachers have good subject knowledge, explain what pupils have to do clearly and make sure all understand by using probing questioning effectively. The recent improvements in the Foundation Stage are raising standards and improving provision, both inside and outside the classroom; the quality of education is now satisfactory. Assessment systems have also improved and show the progress made by pupils term by term, although assessment data in the Foundation Stage are not always linked clearly enough to everyday teaching and learning. The good curriculum gives a high priority to basic skills, which are further developed through twice-weekly 'booster' classes for literacy and numeracy. Information and communication technology (ICT) is used well to enrich learning and to encourage independent learning. The mixed-age classes are well managed but, at times, they make it difficult to cover all the subjects of the curriculum. Occasionally, the school overcomes this difficulty by planning the teaching of more than one subject together; for example, in Years 5 and 6, pupils' writing skills were effectively extended in history in a study of evacuation during the Second World War. The care, guidance and support provided for pupils are good. Arrangements to safeguard pupils meet statutory requirements. Child protection is given a high priority and all staff are aware of their duties and responsibilities following recent training.

Leadership and management are good. The headteacher has quickly established herself and her clear vision of how to make the school even better is reflected in the school's improvement plan. However, the leadership provided by some staff with management responsibilities for subjects is not fully effective. The school gives good value for money and has made good improvement since the last inspection. Its own evaluation of its strengths and weaknesses is accurate and it has a good capacity to improve further.

What the school should do to improve further

- Increase the effectiveness of subject leadership.
- Apply and extend pupils' basic skills across the subjects of the curriculum.
- Link assessment more closely to teaching and learning in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement is good and overall standards are above average. Many children starting the Nursery have low levels of literacy and are still developing some basic social skills. They make satisfactory overall progress in the Foundation Stage and good progress in all areas of learning apart from some aspects of communication, language and literacy, and personal, social and emotional development. The school is tackling weaknesses in early reading skills effectively.

Pupils make good progress in Key Stage 1 and they achieve well. In the 2006 national assessments, the results in reading, writing and mathematics were a little above average and the more able pupils did particularly well.

The good progress is maintained in Key Stage 2 and the national test results were above average overall in 2006. They were well above average in mathematics and a little above average in English and science. The pupils achieve well in all subjects because of good teaching and are very thoroughly prepared for the national tests in Year 6 by 'booster classes' held after school. The support for pupils with learning difficulties and/or disabilities is outstanding and is reflected in the high proportion of them who achieve nationally expected levels by the time they leave school.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils feel safe and enjoy coming to this caring and friendly village school. As they said, 'We all get along and look after each other.' Pupils lead healthy lives and understand that fruit, playing games to keep fit, and avoiding certain substances all contribute to their well-being. The school's work in this area was recently recognised in the ActiveMark award and the bid about to be submitted for the Healthy School Award. The Eco status of the school means that pupils switch off lights when they leave a room; they know that the sun is a valuable energy source because of the solar panels on the school roof, and they know that they should always recycle paper. Decision-making by the school council has led to improvements to outdoor play equipment and plans to provide a covered outdoor area. These pupils are well equipped to contribute to their communities through involvement in tidying the village and planting flowers. All pupils know that if they work hard they are more likely to get a good job in the future. They all know the importance of the good foundation provided by basic literacy, numeracy and ICT skills. Pupils say they feel safe in school and have a good awareness of potential dangers in their community because of regular visits and talks by community police

officers. Pupils' attitudes and behaviour are good; they are tolerant and very understanding of one another. Pupils are effectively supported by external agencies. The spiritual, moral, social and cultural development of pupils is good. Attendance is above average and improving because of the rewards system and close monitoring of attendance. Punctuality remains an issue owing to the high number of pupils attending school from beyond the school's local area.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well prepared: what pupils are expected to learn is shared with them, along with learning outcomes. Work is matched well to the different ages and abilities in the classes. Good use is made of whiteboard technology. Relationships are effective and behaviour is always good in lessons. Day-to-day assessment and the marking of work generally show pupils how well they are doing and how to improve their work, especially in Years 5 and 6.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements. A high priority is given to basic skills and also to other subjects, but these tend to be taught in isolation. The teachers have plans to review the curriculum to consider how they might apply basic skills in subjects other than English, mathematics and science. This will help to ensure that there is adequate coverage of all National Curriculum subjects and less emphasis on using commercially produced schemes of work for each subject. Pupils love their visits to various places which are planned to enrich their learning. They now have a full range of after-school clubs, such as ICT, and they participate in sports through links with Middlesbrough Football Club.

Care, guidance and support

Grade: 2

Pupils are well cared for in school. Arrangements to safeguard pupils meet legal requirements and all adults working with pupils are properly vetted. Support staff and midday supervisors take infinite care when there are accidents and log all incidents diligently. Child protection and health and safety issues are dealt with meticulously. The support of several external agencies ensures that vulnerable pupils are well cared for. However, there are no systems in place to monitor the personal development of pupils. A new system for monitoring pupils' progress has been introduced recently but some teachers are not familiar with it.

Leadership and management

Grade: 2

Leadership and management are good overall. The leadership provided by the headteacher is good but the management of subjects is not yet as effective. The headteacher has a very clear vision for the future direction of the school. For example, a range of effective strategies has been put in place to embrace the government's Every Child Matters agenda and to ensure that all pupils' well-being is given a high priority. The impact of actions taken to improve healthy lifestyles through working towards the Healthy Schools Award is good.

The school is on track to meet the deadlines for its key priorities to raise standards, improve teaching and learning and to make subject leadership more effective due to the work of the headteacher. The headteacher is keen to share leadership roles and is raising expectations that the professional duties of all staff are to be fulfilled. She has ensured that limitations to the budget owing to falling rolls have minimal impact on the quality of pupils' learning by deploying staff creatively.

Governance is good and governors support the school well. A programme of monitoring and evaluation of teaching is providing useful information for performance management. The self-evaluation completed since the headteacher's appointment accurately shows the school's strengths and weaknesses.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Wilton Primary School

Lazenby

Middlesbrough

TS6 8DY

8 March 2007

Dear Pupils

Thank you for making my visit to your school so welcoming. You like your school and teachers very much and enjoy everything you do in school. I did too, and below I have listed what I liked the best and what could be better.

What is good about your school.

- You work hard and achieve well in the tests you take in Years 2 and 6.
- Your teachers are kind and ensure that you are safe and well cared for.
- The school council is important and helps to get improvements made.
- Those of you who need additional help to learn are given excellent support.

What needs to improve.

- Everyone needs to work hard to make changes to continue to improve your school.
- The practice of your literacy and numeracy skills should be planned more often in all subjects.
- The assessments of the youngest children in the Foundation Stage are not linked closely enough to what they are doing in lessons.

Good luck for the rest of your time in school. I hope you continue to enjoy everything you do and work hard.

Best wishes

Rosemary Rodger

Lead inspector