

# Wilton Primary School

## Inspection report

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<b>Unique Reference Number</b>	111611
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	337708
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	David Matthews

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Richardson
<b>Headteacher</b>	Mrs Alison Hill
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Lazenby Middlesbrough North Yorkshire TS6 8DY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four lessons, observed clubs before and after school, and held meetings with the headteacher, governors and groups of pupils. They observed the school's work, and looked at a range of evidence including: the school's information about pupils' progress, teachers' plans for subject links, records of the headteacher's monitoring of teaching and the questionnaires completed by 25 parents.

- the achievement of the most able pupils to determine whether teaching is sufficiently challenging
- the use of planned links between subjects to promote learning
- the clarity and accuracy of the school's view of the rate of pupils' progress in the different key stages and year groups.

## Information about the school

This is a much smaller than average school. The proportion of pupils known to be eligible for free school meals is twice the national average and there is an above average number of pupils identified as having special educational needs and/or disabilities. Most pupils are of White British heritage with 4% from other minority ethnic groups. The school has achieved national awards for its work on promoting pupils' health.

**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

The overall effectiveness of the school is satisfactory. Some aspects of its work are good and the effectiveness of its partnership with others to promote pupils' care and well-being is outstanding. Parents, pupils, governors and members of the local community understandably value Wilton Primary as an extremely caring community where everyone feels welcome. Personal development is particularly strong as a result of the school's work. The pupils feel safe, grow rapidly in confidence and behave well in lessons, at lunchtime and playtime, showing great respect for the adults who care for them. They contribute keenly to the smooth running of the school by taking on responsibilities, and their spiritual, moral, social and cultural development is good. Children in the Early Years Foundation Stage make good progress.

Pupils enjoy their learning, and overall, they make satisfactory progress during Key Stages 1 and 2. Pupils with special educational needs and/or disabilities make good progress overall. Overall, teaching is good with uniformly good teaching seen during the inspection. However, there are a few inconsistencies. Despite the most positive relationships in classrooms, some teaching does not always challenge pupils of all abilities and this limits their progress. Occasionally, work set is too easy for more able pupils or too hard for others, while some pupils do not have a sufficiently clear idea of what they need to do to improve. The headteacher has taken appropriate steps to rectify this and there are early signs of improvement. However, these recent strategies have not had sufficient time to make a significant impact on pupils' progress.

Arrangements to track pupils' progress do not yet provide a sufficiently accurate picture of achievement in each year group. As a result, the school's judgement of 'good progress' for most pupils during the past year is overgenerous and reflects a lack of accuracy in some aspects of its self-evaluation, which is otherwise satisfactory.

Improvements since the last inspection are evident in the good progress of the youngest children and the increased opportunities for pupils to apply their skills across subjects. This track record of impact, alongside a clear determination by all to improve, contributes to the school's satisfactory capacity to improve.

## What does the school need to do to improve further?

- Ensure that the quality of teaching and learning in Key Stages 1 and 2 ensures pupils' good progress by:
  - making sure that teaching challenges pupils of all abilities consistently well
  - providing individual pupils with work that always accurately matches their

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abilities

- ensuring each pupil has a clear view of what to do next to improve
- making sure that older pupils know precisely what to do to reach the next level of attainment.
- Improve the school's self-evaluation through a more rigorous and accurate analysis of performance data relating to the progress of different groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils' achievement and enjoyment in their learning are satisfactory. Children join the Nursery with knowledge, skills and understanding that are below those expected for their age. During their time in the Early Years Foundation Stage they make good progress, so that by the time they start Year 1 their attainment is broadly average. Inspection evidence confirms the school's most up to date assessment information showing that most pupils make satisfactory progress through the rest of the school. Pupils reach broadly average standards by the time they leave at the end of Key Stage 2.

The school has dealt appropriately with previous slowing of progress in particular year groups through effective support for teaching. This is starting to have a positive effect. Inspectors saw examples of good progress in lessons throughout the school. However, at this very early stage in the school year, this good progress has yet to become a securely established feature. Pupils with special educational needs and/or disabilities make good progress as a result of well-targeted support and the school's real commitment to building their confidence.

Pupils' keen understanding of how to be healthy is a strong feature of their good personal development, as is their willingness to contribute to the school and wider community. While attendance figures remain broadly average, pupils are increasingly punctual. They develop good interpersonal skills that will help them in the future, while their progress in the basic skills of mathematics and English is satisfactory.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Good teaching was observed during the inspection and the use of assessment to support learning is good in the main. Teachers use their knowledge of what pupils can and cannot do to group them and set tasks. Occasionally, however, the work provided is not pitched at the right level. This means that, while teachers and support assistants often use questions well to extend pupils of differing abilities, the level of challenge in work set is not always as precise as it might be. Consequently, their learning is not as rapid as it could be. The school has recognised this. Positive action has been taken to remedy this and early indications show that the school is achieving success in this strategy. There are good examples of marking, notably in Years 5 and 6 where teaching not only praises pupils for what they have done well, but indicates clearly what they need to do to improve. However, not all pupils are provided with clear steps for improvement and some older pupils are unsure what they need to do to get to the next level of attainment.

The curriculum meets pupils' needs well overall. The school focuses strongly on the basic skills. The impact of this provision on pupils' progress in English and mathematics is as yet satisfactory overall. There is good provision for information and communication technology and pupils enthused about the enrichment opportunities including visits such as that to a Roman site where they made 'Roman' pots. One pupil wrote 'I love to go on the trips'. Meaningful links between subjects support learning.

The school goes to great lengths to provide a welcoming learning environment for all pupils and links between agencies facilitate the support for vulnerable pupils. The guidance that groups of pupils receive to support their learning enables them to make

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satisfactory progress, with pupils with special educational needs and/or disabilities making good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher and governors satisfactorily drive improvements and embed ambition by implementing suitable plans aimed at improving areas of weakness and taking steps to secure good teaching. Newly introduced systems for tracking pupils' progress provide the school with ample information. However, the interpretation of this data has not been accurate enough to enable the school to rigorously evaluate its effectiveness.

The headteacher and staff know the pupils well and have high regard for their well-being and safety. There is an effective focus on ensuring that procedures for safeguarding pupils are securely in place. Government requirements are fully met and regularly reviewed. The school's outstanding partnership with other agencies is reflected in highly effective support for families as well as pupils, and this promotes the well-being of all and equal chances to succeed. The school is highly committed to working in partnership with other agencies and this aspect of its work is outstanding. It supports parents extremely well by enabling much additional support, for example speech therapy, to be provided for pupils on the school premises. The provision of support above and beyond the minimum requirement means that partnerships enhance provision considerably.

The school has an extremely positive impact on local community cohesion because it places itself right at the heart of the community. Engagement with community groups beyond the school, however, is limited. The school actively and effectively promotes equal opportunities and tackles discrimination. Assembly themes deal with how individual pupils are different and how all are special and pupils show high levels of respect for others. Those with special educational needs and/or disabilities are valued and supported by their fellow pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a flying start in the Early Years Foundation Stage, and as a result, they make good progress. They settle quickly into the Nursery because adults make them feel safe and confident. Also, there is a wide range of hands-on opportunities for them that match their learning needs well. For example, children are totally absorbed when exploring clay and there are moments of awe and wonder when finding out about the qualities of water. 'Wow, the water is going downhill!' exclaimed one boy.

While there are ample opportunities for children to choose what they will do, adults intervene when appropriate to extend learning. This intervention is usually effective, although opportunities are sometimes missed to extend children's language skills by engaging them in further conversation. Children's good progress continues in the Reception class where children have valuable first-hand opportunities to initiate their own learning. During the inspection they were making model rockets and using computers independently and with confidence. Systematic recording of children's progress helps adults to be constantly aware of what children need to learn next, and this helps them to focus effectively on providing well for the children to ensure good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Parents are overwhelmingly positive about the school and hold it in high regard. They commented on the 'friendly, caring team', 'they always make you feel welcome'. Other comments included the good support for pupils with special educational needs and/or disabilities and parents' appreciation of the individual support for pupils in small classes. The care of pupils with medical needs was praised. There were very few negative comments. Inspectors agree with parents that this is a caring, welcoming school at the heart of the local community.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilton Primary 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 inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	88	2	8	0	0	1	4
The school keeps my child safe	20	80	4	16	1	4	0	0
The school informs me about my child's progress	19	76	6	24	0	0	0	0
My child is making enough progress at this school	20	80	4	16	1	4	0	0
The teaching is good at this school	21	84	3	12	0	0	0	0
The school helps me to support my child's learning	21	84	3	12	1	4	0	0
The school helps my child to have a healthy lifestyle	18	72	7	28	0	0	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)	21	84	2	8	1	4	0	0
The school meets my child's particular needs	22	88	2	8	1	4	0	0
The school deals effectively with unacceptable behaviour	18	72	6	24	0	0	0	0
The school takes account of my suggestions and concerns	22	88	2	8	1	4	0	0
The school is led and managed effectively	22	88	3	12	0	0	0	0
Overall, I am happy with my child's experience at this school	22	88	2	8	1	4	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 October 2009

Dear Children

Inspection of Wilton Primary School, Middlesbrough, TS6 8DY

Thank you for helping the inspectors when we visited your school recently. We really enjoyed chatting to you in lessons, in the playground and in the pupil interviews. Your school has many things that are good.

Here are some of the good things that we found.

- You feel safe in school and the adults care for you well.
- You behave well and you are growing into responsible young people.
- You know how to be healthy.
- You are keen to play a part in the life of your school and the village.
- Your parents like the way that the grown ups in school make them feel welcome.
- The children in Nursery and Reception and those of you who sometimes find learning difficult make good progress.

We found that overall you make satisfactory progress in your learning in Years 1 to 6. To make it even better we have asked your headteacher, governors and teachers to make more accurate measures of the school's work, especially how you are progressing. This will help them to see what needs to improve. We have also asked them to make some changes to the teaching so that your work is not too easy or too hard but just right. They should also help you to understand what you need to do next to improve your work. We would like your teachers to make sure the oldest of you know which level you are on and what you need to do to get to the next one.

You can help by continuing to work hard and by coming to school regularly as you do. We wish you well for the future.

Yours sincerely

David Matthews

Lead inspector

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