

Wylve Valley Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	134977
Local Authority	Wiltshire
Inspection number	354246
Inspection dates	6–7 October 2010
Reporting inspector	David Edwards HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Sue Jiggins
Headteacher	Debi Downing
Date of previous school inspection	22 September 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. When Wylve Valley School was inspected in September 2009 it was judged to require special measures. The inspectors visited 11 lessons and four teachers. They met with governor representatives, members of staff, parent representatives and pupils. Inspectors also looked at a range of school policies, improvement plans, records of pupils' achievements and progress, and held meetings with the headteacher, Chair of Governors, staff, parents and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made towards amalgamating the school onto one site at Codford village.
- Pupils' attainment and progress throughout the school.
- Whether teaching is sufficiently challenging to secure and maintain pupils' high achievement.
- The impact of strategies to monitor pupils' learning and raise attainment, particularly in writing.
- Evidence to demonstrate the school's strengthening capacity to improve.

Information about the school

This is a small primary school that draws pupils mainly from the villages of Codford and Steeple Langford. Most pupils are from a White British background, with only a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is below average and so is the number of pupils with a statement of special educational needs. The school shares its site with an independently managed breakfast and after-school club. In the last few months the school has successfully amalgamated its two-site provision onto one site in the village of Codford.

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?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Wylve Valley is now a good and improving school. With the full support of the governing body, the headteacher has worked single-mindedly to bring about the necessary reorganisation of the school so that all pupils can now benefit equally from high-quality provision within a single-site school. The headteacher's high expectations, her willingness to accept advice and support, and her determination to bring about change have inspired confidence and trust from leaders and managers, at all levels, as well as from parents, carers and the wider community.

Typically, teaching is good and sometimes outstanding. As a consequence, pupils' attainment is above average in English and mathematics and their learning and progress are now good throughout the school. Systems to track pupils' progress are monitored rigorously and provide leaders with accurate information that helps to identify pupils at risk of underachievement. In the best lessons, superbly constructed activities ensure pupils have frequent opportunities to apply their learning to real life situations. When supported by effective questioning this ensures pupils make good progress in their learning. However, occasionally in some lessons opportunities to respond quickly to the needs of pupils are missed by teachers and planned activities do not always encourage pupils to take full responsibility for their learning. At these times pupils' progress and learning slow.

Pupils' behaviour in and around the school is good. Pupils say they feel very safe in school and enjoy their lessons, especially when there are practical activities to complete. The school has excellent quality assurance and safeguarding systems in place that comply with government requirements and these are very carefully implemented and reviewed regularly. Communication systems are very effective throughout the school and provide parents and carers with regular guidance and information about pupils' learning and progress. Furthermore, in the build-up to the recent reorganisation of the school, senior leaders took particular care to consult with parents and carers. Consequently, the school enjoys highly positive relations with parents, carers and the wider community.

A well-planned curriculum ensures all pupils benefit from stimulating and enjoyable learning experiences with carefully targeted intervention programmes for those pupils who need the most help. Senior leaders possess an accurate understanding of the school's strengths and weaknesses and are using the results of pupils' assessments to regularly hold teachers accountable for their pupils' progress. The school's self-evaluation is accurate and focused on improving provision. Pupils are known as individuals because of the excellent attention that is given to all aspects of care, guidance and support. The school has developed strong partnerships with other organisations and services, in order

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to enhance the achievement and well-being of pupils. The effectiveness with which the school promotes equal opportunities and tackles discrimination is excellent. As a result, the school is now demonstrating a good capacity for further improvement.

What does the school need to do to improve further?

- Develop the use of assessment in lessons to respond more quickly to the needs of pupils.
- Ensure planned activities allow pupils to reflect on their work and take more responsibility for their learning.

Outcomes for individuals and groups of pupils

2

Children often start school with skills and abilities that are below national expectations, particularly in personal, social and emotional development. However, they quickly settle and begin to make good progress in all areas of learning. A strong sense of community, founded on good relations between pupils and adults, means pupils' attitudes to their work and their behaviour are good, especially when stimulating activities allow them to play an active part in their learning. Pupils make good progress in their learning throughout the school. Pupils who have special educational needs and/or disabilities also make good progress, relative to their starting points, because activities are well organised to match their individual learning needs.

Pupils say they feel very safe in school and know who to talk to if they have concerns. Incidents of bullying are infrequent and unacceptable behaviour, on the rare occasions it does occur, is dealt with swiftly and appropriately. Close links with the church supported by regular acts of worship promote pupils' spiritual development effectively. Pupils have a strong voice in decision-making relating to the environment and health issues and contribute very well to wider community issues. For example, the 'Wylve Warriors' eco group provides good opportunities for pupils to contribute to the work of the school and apply their social and literacy skills in a real world context. With a particular focus on writing, pupils' attainment has steadily improved throughout the school in English, mathematics and science and is now above average. Pupils regularly benefit from focused teaching sessions using information technology to develop their spelling and grammar skills. At these times pupils show sustained concentration and enjoyment of learning as adults skilfully support them to develop good basic literacy skills. End of year test results for 2010 demonstrate pupils' achievement by the end of Key Stage 2 in all three core subjects is now good. Pupils' attendance is also above the national average.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There is a strong Christian ethos within the school and all pupils and their families are made to feel very welcome and encouraged to contribute in any way they can. Excellent attention is given to the care, guidance and support of all pupils. Academic guidance to ensure pupils make good progress in their work is good because teaching is focused on raising pupils' achievements through well-targeted support. Teaching assistants are appropriately trained and work closely with small groups or individuals to support the assessment of pupils' learning. However, pupils' ability to take progressively more responsibility for their learning is limited because they sometimes lack the opportunity to reflect on and respond to the written comments provided by teachers on their work.

In the best lessons, teachers use their good subject knowledge to plan stimulating lessons that challenge and match the learning needs of pupils well. This was particularly the case in a Key Stage 2 lesson where pupils worked collaboratively in deciding the sequencing of pictures to tell a story. Where teaching is less strong pupils spend too long sitting on the carpet listening to the teacher talk and planned activities fail to challenge or engage all pupils. The good use of marking to guide pupils and help them understand how they could improve their work further is a strong feature throughout the school and makes a significant contribution to ensuring pupils' good achievement. However, there is not always sufficient time given for pupils to reflect on and respond to written comments.

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The school provides a rich and balanced curriculum through innovative cross-curricular themes and the appropriate use of trips, visitors, role play and independent research opportunities. The indoor learning environment is enhanced with colourful displays that reinforce and celebrate the school's values and it is used effectively to display pupils' learning and the breadth of their involvement with local, national and international communities. Plans to develop the outdoor learning environment, that is already enjoyed by pupils, have yet to be implemented.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the school has placed the promotion of equal opportunities and tackling discrimination at the heart of its work. The headteacher has worked determinedly, with the close support of the governing body, to bring about the restructuring of the school. This has resulted in the successful relocation of the school onto one site. The headteacher has drawn together a cohesive team of motivated professionals who are successfully providing all pupils with a good education. Staff work collaboratively to provide an inclusive learning environment where pupils can learn and thrive. All adults are appropriately trained and kept regularly up to date in safeguarding pupils and are vigilant in the keeping of records.

A robust system for monitoring pupils' learning and tracking their progress provides essential information to leaders and managers about the school's effectiveness. Governors are rigorous in ensuring all pupils and staff are safe. They are fully involved in evaluating the performance of the school and deploy their skills and abilities to good effect. Through regular training and good communication governors are holding the school to account well and provide confident strategic direction. The school does much to support community cohesion and provides a wide range of activities within the community. Leaders work very closely with partners and other agencies to enhance the provision which underpins pupils' good achievement and well-being. Communication with parents and partners has continued to improve and is a particular strength within the school. Overall, the school is providing good value for money and has a good capacity to improve further.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress across all the areas of learning because teaching is good and sometimes outstanding and centred on the needs of the individual child. Furthermore, trusting and supportive relationships are quickly made between the school, children and their parents and carers. As a result, children are happy in school and develop good language skills and positive attitudes to learning. The ongoing assessment of children's learning results in teachers developing a good understanding of children's strengths and their next steps in learning. The improved outcomes seen in children's communication, language and literacy and emotional development for 2010 are a result of the good provision and focused cooperation of all adults. The learning environment is welcoming, both inside and out, although plans to improve the outdoor provision have yet to be completed. Activities are carefully thought through to engage, support and extend children's learning. For example, children showed determination and good concentration in practising the ordering of number cards up to 20 which they then applied confidently to count out bulbs for planting in pots for the spring.

The leader of the Early Years Foundation Stage has shown enormous enthusiasm and commitment to her role and has been very effective in working closely with colleagues, particularly during the recent move onto one site and the remodelling of the classroom. She demonstrates a secure knowledge of how children learn, is reflective towards her work and highly ambitious for further improvements.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Views of parents and carers

The inspection began as a monitoring visit and was converted into a section 5 inspection because the school has made good progress in the past year and has been removed from special measures. Consequently, it was not possible to send an inspection questionnaire to parents to canvass their views about the school. However, the team has extensively sought parents' views around the school and findings confirm that the majority are overwhelmingly positive and appreciative of the school's work and the progress which it has made in the past year. For example, the recent reorganisation of the school onto one site has led to a strengthening of communication and a greater feeling of community. Improvements in how parents are kept informed about their children's progress are also appreciated by parents.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



20 October 2010

Dear Pupils

Inspection of Wylve Valley Church of England Voluntary Aided Primary School, Warminster, BA12 0PN

Thank you for making us so welcome when we visited your school recently. We were impressed with your good behaviour and your enthusiasm to learn in lessons, especially when you had practical activities to do. I have seen many good improvements in your school since I made my first visit a year ago and have decided that Wylve Valley is now a good school. This means your teachers and all those who work in the school support you in your learning well. You now make good progress and by the time you leave school at the end of Year 6 your achievement is good, particularly in reading, writing and mathematics. The support and guidance you enjoy are exceptional because your headteacher, staff and governors do all they can to provide you with enjoyable learning experiences. I was not surprised therefore to find that your attendance is good. Well done, keep it up!

Those of you we spoke with told us the school is a safe place, and that you learn about staying healthy through regular exercise and eating a healthy diet. We noticed that you work well together in lessons and have plenty of opportunity to learn using your school grounds. You find your teachers' marking of your written work helpful which enables you to improve. However, you said you would like to get more involved in the planning of your work and we agree. So we have asked your headteacher to make sure that time is given in lessons for you to think about your work and respond to marking. Also, we would like teachers to think of ways for involving you more in the planning of lessons. In this way you will be able to take more responsibility for your learning and make even better progress in your work.

Finally, I would like to say how brilliantly you have cooperated with your teachers in quickly transferring onto the one site at Codford and settling back down to work. This has shown your parents, as well as us, your good attitudes to learning. I hope all of you continue to work hard in school and make the most of the opportunities your school offers you. I wish you well for your futures.

Yours sincerely

David Edwards

Her Majesty's Inspector

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