

Wylve Valley Church of England Voluntary Aided Primary School

Cherry Orchard, Codford, Warminster, Wiltshire, BA12 0PN

Inspection dates 5–6 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good because teaching is effective, extra help for pupils is well planned and they are very keen to learn. Attainment by the end of Year 6 is average, but rising well.
- Children benefit from a positive start from low starting points in the Early Years Foundation Stage and begin to develop the skills needed for the future.
- Challenging, lively teaching combines with very interesting subjects and topics to provide enjoyable, worthwhile lessons that promote good learning.
- Behaviour is good; lessons benefit from very positive relationships and pupils' great enthusiasm. Pupils have a good grasp of how to be safe.
- The headteacher, staff and governing body work well together to develop the school and nurture its pupils.
- This is an improving school. Better teaching and high quality additional help for pupils who need it have sharply boosted achievement.

It is not yet an outstanding school because

- Most teaching is good rather than outstanding and teachers occasionally miss opportunities to promote the best possible learning.
- While progress and attainment have turned up sharply recently, there is not a long-term pattern of strong achievement.

Information about this inspection

- The inspector observed lessons in all classes; he visited seven lessons taught by five teachers.
- The inspector held discussions with pupils, teachers, the headteacher, representatives of the governing body and conducted a telephone discussion with a local authority officer.
- The inspector analysed school documents including assessment information, planning documents and records of checks on teaching.
- The views of 29 parents were analysed through the Parent View website and their opinions expressed in school surveys were also examined.

Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The school does not use any alternative provision for its pupils (lessons that take place regularly away from school).
- The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils eligible for additional money allocated to schools by the government (pupil premium) is below average.
- The proportion of disabled pupils and those with special educational needs is below average overall, including those pupils supported on school action. The school has an average proportion of pupils supported on school action plus or with a statement of special educational needs.
- The turnover of pupils at the school is above average. Almost all pupils are White British and speak English as their first language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to raise attainment by ensuring that:
 - pupils, particularly the most able, always have the correct degree of challenge and support
 - the pace of learning in lessons does not flag.

Inspection judgements

The achievement of pupils is good

- Pupils across the ability range achieve well in English and mathematics. The work they do is well planned to match their abilities so they all benefit from lessons that usually offer the right degree of challenge and support.
- Children enter the school with skills and aptitudes that are well below those expected for their age, with particular weaknesses in communication, language and literacy. The well-organised Early Years Foundation Stage with its good teaching and caring atmosphere ensures they make a positive start to their education and develop good learning habits. Children move into Year 1 with attainment that is a little below average.
- Progress across Years 1 to 6 is improving. This is because the school ensures a consistent quality to lessons so they usually promote learning effectively for all groups of pupils.
- The school has improved the availability of additional help, well chosen to meet each pupil's needs. This has raised progress for those who previously experienced difficulties with learning. The extra time and resources allocated to providing a boost for those who might otherwise be left behind ensure consistently good progress for all groups of pupils, including those who are disabled or have special educational needs and those who join the school at other than the usual times. This means there is equal opportunity for all pupils and there is no discrimination.
- Pupils in receipt of additional government funds through the pupil premium benefit from carefully tailored support provided in small group or through personal tuition. This helps them to make good progress in line with their peers. This extra attention has also benefited this group's attainment which, reflected in their average point scores, has risen, closing the gap to those pupils not in this group nationally.
- Pupils' attainment at the end of Year 6 is close to the national average and rising. Mathematics attainment had previously lagged a little behind that in English. The school has changed its approach to teaching mathematics skills and now provides regular, brisk practice in numbers and skills. These sessions are highly enjoyable and are carefully targeted to keep each ability level working at full stretch, so the gap in attainment with English is now closing.
- Attainment in reading is close to average; the school encourages reading at every opportunity. Most pupils are capable readers who show a growing confidence in using books both for information and pleasure.

The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is invariably good.
- Creative initiatives such as 'number-crunching' sessions and the 'maths passport' have focused on improving pupils' skills in interesting and challenging ways. The maths passport scheme offers a stepped method of developing number skills. Pupils move from one passport to another, enthusiastically striving to reach the ultimate goal, the 'globetrotters passport' (club class). These teaching developments mean attainment and progress in mathematics are quickly rising.
- Lessons have a positive climate for learning. Teachers foster good relations by showing great courtesy and using praise well; pupils' confidence rises and the pupils are almost always keen to learn and happy to contribute to lessons.
- Teachers have high expectations and often ask probing questions to develop pupils' understanding and check their learning. They adjust their plans perceptively, for example moving on more quickly when learning is firmly established or lingering over issues that pupils find difficult.
- The promotion of reading is good. Teachers and parents both contribute, hearing individual readers very regularly and recording their progress. Pupils' vocabularies are developed as teachers encourage them to use key terms when answering questions in subjects such as mathematics and science. The reading buddies scheme links pairs of pupils across the school for

an enjoyable weekly joint reading session.

- Marking and other assessments of pupils' work are thorough and feedback given to pupils is appropriate to their age. For example, Year 6 pupils know their National Curriculum levels and target levels for the end of the year. Precise advice given when teachers mark and set targets helps them reach their goals. Younger pupils benefit from friendly advice written down and good verbal feedback from their teachers.
- The skills of teaching assistants are well employed in lessons because they are fully briefed about who to help and the best way of doing it. They are well trained, so play a significant role in the individual and small group booster sessions that are particularly successful in developing pupils' literacy skills.
- Good lessons are enjoyable and purposeful. An excellent Year 6 mathematics lesson on measurement exemplified many typical strengths. Warm relationships and subtle pupil management meant the lesson ran at a brisk pace and effective questioning challenged pupils to think for themselves. They showed great enthusiasm for learning, work was consistently challenging and they made outstanding progress.
- Occasionally, the rapid pace that teachers set at the start of lessons slows when teachers do not move promptly from task to task or do not have everything fully prepared. At other times, whole-group sessions are pitched at middle ability pupils and do not fully engage or challenge the most able.

The behaviour and safety of pupils are good

- Both parents and pupils are confident the school is a safe place where good behaviour is the norm. Pupils take a very positive approach to their school and the opportunities it offers. They enjoy learning and take part in lessons enthusiastically. Exclusions are almost unknown and point to a pattern of good behaviour over time.
- Pupils report only occasional disruptions to lessons and that teachers deal with any incidents firmly. Behaviour is consistently well managed by all staff, setting high expectations in the classroom and around the building and grounds.
- Pupils know about the various types of bullying, including through the internet and by mobile phone. They report that bullying is not unknown, but say they know what to do and are confident that teachers usually nip it in the bud before it develops.
- Relationships between pupils and staff are excellent; both parties see that learning is at its best when they work as a team and there are numerous examples of this in every lesson. The delight of teachers and teaching assistants in pupils' successes is clear to see.
- Pupils receive clear information about how to be safe in their daily lives. Visits from the emergency services contribute to their understanding of dangers at sea and fire safety. Pupils are well briefed on the safest way of using the local roads and are well informed about what to avoid on the internet.

The leadership and management are good

- The school has developed well since the previous inspection. It has addressed the issues raised by improving the quality and use of assessment information and developing pupils' skills as independent, reflective learners.
 - Initiatives in mathematics teaching and support given to underachieving pupils are accelerating pupils' progress, but these are relatively recent innovations and have yet to raise pupils' attainment over time. Given its track record, the school is well placed to improve further.
 - The good work of leaders and managers is underpinned by their clear understanding of the school. Regular checks made on teaching through lesson observations, looking at books and teachers' plans have improved classroom practice, so there are now few weaknesses in teaching.
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- Pupils are regularly assessed and the results carefully analysed. Results are acted on to hold teachers to account through regular pupil progress meetings. Information from assessment is used to identify where pupils might benefit from extra help; teachers consult widely and select the most appropriate support. This initiative has been expanded in the last year and has significantly boosted progress.
 - The headteacher and staff work closely together on school improvement, using the clear priorities identified in the school improvement plan. The local authority provides light touch support for this good school.
 - The subjects and activities the school offers provide very interesting opportunities for learning. Excellent arts activities have been recognised in the recent second grant of the Artsmark Gold award. Careful planning of themes like 'Take One World', which focuses on sustainability, ensures that pupils' skills and understanding are developed while fully engaging their enthusiasm for learning.
 - Parents are regularly involved in classroom activities when they and their children attend experience mornings that introduce new topics. Most express gratitude for the opportunity to see their child in the school environment, one commenting, 'Fabulous, a real insight, sharing my child's world.'
 - The school works well to promote multicultural understanding and has an active links with a school in India. Pupils' spiritual development benefits from close association with the Church of England through regular visits from the vicar and trips to local churches. The good behaviour that is the norm is strong evidence for pupils' good social and moral development. There is a lively, active eco-council; a trip to a local bio-digester plant benefited pupils' understanding of sustainability.
 - **The governance of the school:**
 - Governors have a good grasp of standards of teaching and attainment through their extensive checks on the school, their good understanding of assessment information and regular detailed briefings from the headteacher. They know how school attainment and progress trends compare with national averages. Members understand the way that priorities for teachers' performance are set, based on those in the development plan; they know how these are linked to teachers' pay. Sound financial management includes a good knowledge of how additional government funds are allocated; the governing body runs careful checks to confirm this expenditure has resulted in improvements for the targeted pupils. Many governors benefit from regular training opportunities to improve their skills and keep up to date with educational developments. The breadth of information held by governors means they can confidently challenge the school when required. Well-planned systems ensure governors keep a firm eye on pupils' safety and that the school's safeguarding arrangements meet requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134977
Local authority	Wiltshire
Inspection number	400157

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

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	6–7 October 2010
Telephone number	01985 850461
Fax number	01985 850461
Email address	admin@wylvevalley.wilts.sch.uk

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