

Morgan's Vale and Woodfalls C E V A Primary School

Morgan's Vale Road, Redlynch, Salisbury, SP5 2HU

Inspection dates 20–21 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils, including disabled pupils and those who have special educational needs, achieve well. Progress in reading, writing and mathematics is good and attainment at age 11 is consistently above average.
- The attainment of pupils entitled to support under the pupil premium (mainly those entitled to free school meals) is above that of all pupils nationally.
- Behaviour and safety over time are outstanding. The school is a harmonious community. Pupils are polite and courteous and have a very strong understanding of how to stay safe.
- The school provides extremely good support for pupils whose circumstances make them vulnerable.
- A very large majority of teaching and learning is good and improving rapidly because realistic and challenging targets are set for teachers. Teaching in Years 5 and 6 is outstanding.
- The provision for pupils' spiritual, moral, social and cultural development is outstanding.
- The strong leadership and management, including that of the effective governing body, is driving school improvement.
- Thorough and effective monitoring of teaching identifies strengths and areas for improvement that form the basis for school improvement planning. As a result, strengths are maintained and improvement is continuing.
- Links with parents and carers are excellent.

It is not yet an outstanding school because:

- Teaching has not been consistently good enough to challenge more-able pupils in Years 1 and 2 or ensure a brisk pace to learning. As a result attainment at age seven has not improved rapidly, especially in reading, because too few pupils have been attaining the higher Level 3
- The independent learning skills of pupils in Reception and Years 1 and 2 are not strong enough to improve progress further.
- Systems for analysing data do not provide easily accessible information to compare school performance with other schools nationally.

Information about this inspection

- The inspector observed four teachers in the course of visiting 11 lessons or parts of lessons, including short visits to observe the provision for teaching reading.
- Discussions were held with staff and groups of pupils, including a group from the school council. Discussions were also held with representatives of the governing body and a representative of the local authority.
- The responses of the 15 parents and carers who filled in the online questionnaire, Parent View, were considered along with the results of the most recent survey of the views of parents and carers conducted by the school. Parents and carers were spoken to at the start of the school day and in a weekly coffee morning held for parents and carers and members of the local community. Questionnaires from ten staff were also analysed.
- Documentation studied included: the school's own self-evaluation; the school development plan; reports from the school improvement officer; the school's records on pupils' attainment and progress; reports on pupils with special educational needs; documents relating to safeguarding and child protection; and the minutes of the governing body.
- The work in pupils' books and folders was examined in partnership with the headteacher.

Inspection team

Stephen Lake, Lead inspector

Additional inspector

Full report

Information about this school

- This school is smaller than the average primary school.
- Almost all pupils are of White British origin. Very few have English as an additional language. The school has a variable proportion of pupils from families of Traveller background. Currently this is just over 6% which is well above average for this particular group.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is average. The proportion who are supported at school action plus or who have statements of special educational needs is well above average.
- The proportion of pupils eligible for the pupil premium is below the national average. This includes children in local authority care, children of service families and those known to be eligible for free school meals.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school houses an independent nursery class which is subject to a separate inspection.
- The school holds the Eco-schools Green Flag Award.
- No pupils are taught in off-site provision.

What does the school need to do to improve further?

- Improve the quality of teaching further so that the attainment, especially that of pupils in Years 1 and 2, rises further, particularly in reading, by:
 - embedding securely the changes made to the teaching of letters and the sounds they make (phonics)
 - ensuring a more consistent use of assessment data to plan tasks that challenge pupils more robustly and enable learning to move at a brisk pace so that more pupils in Year 2 achieve the higher Level 3
 - increasing the emphasis upon developing pupils' independent learning skills in the Reception class and up to Year 2
 - ensuring that all lessons move at a brisk pace so that pupils are continually engaged in learning.
- Introduce a better system of recording and analysing information on pupils' attainment and progress to enable quick and easy access to high-quality information that can be used to compare the performance of the school with others' nationally.

Inspection judgements

The achievement of pupils

is good

- The small size of this school means that skills and abilities when children start school can vary considerably from year to year. Children start school with skill levels that are well below those normally found at their age, especially in language and communication and personal and emotional development. Although they make good progress in Reception, attainment at the start of Year 1 is below average.
- Pupils continue to make good progress in Years 1 to 6 but this is faster in Years 3 to 6 because pupils' initially weaker reading skills and their weaker independent learning skills limit improvements to progress in Years 1 and 2. Attainment in mathematics at the end of Year 6 has risen faster than nationally over several years, but attainment in English varies more from year to year.
- In the recent national assessments of reading skills at age six, fewer pupils than average met the expected standard. For some years, attainment in reading at age seven has remained broadly average. This is changing as new strategies for the teaching of letters and the sounds they make (phonics) begin to have an impact. The more consistent teaching of basic reading skills in streamed groups and a much increased emphasis on encouraging parents and carers to listen to their children read at home is already improving attainment. Pupils in Year 2 are on track for above average attainment in reading this year.
- Good support from teachers and teaching assistants enables disabled pupils and those with special educational needs to take a full part in lessons and make the same or better progress than other pupils. The few pupils who speak English as an additional language or are from a Traveller background receive high-quality support that enables them to learn effectively.
- Pupils entitled to support through the pupil premium make good progress because they receive well-planned additional support. By the end of Year 6 those pupils have made a gain in their average points scores in English and mathematics of 16 points compared to a gain of 14.5 points made by other pupils.
- The large majority of parents and carers who responded to Parent View or to the school's own recent survey agree that their children make good progress.

The quality of teaching

is good

- Teachers plan carefully to provide lessons that stimulate and motivate pupils to learn, especially in Years 3 to 6, and make very effective use of information and communication technology to support learning. All those parents and carers who responded to Parent View believe that teaching is good.
- Changes to the curriculum over the last few years, such as 'Big Write', are bringing a purpose to learning. For example, pupils made outstanding progress in a Year 5/6 lesson where a photograph of an old man sitting in a graveyard stimulated them into writing excellent story openings. These same pupils spoke very enthusiastically about the entries for the BBC 500 word story competition.
- Discussion of the moral dilemmas and the feelings of characters in stories, together with regular studies of other countries as part of their geography, make a very significant contribution to pupils' spiritual, moral, social and cultural development.
- In a large majority of lessons, information on what pupils already know, can do and understand is used well to provide tasks that challenge all pupils to achieve of their very best. Nevertheless a little inconsistency remains, especially in Key Stage 1.
- As part of the drive to improve writing, teachers place a high focus on talk before writing but occasionally learning is slowed because these discussions go on too long.
- Teachers mark work frequently and in most cases set clear next steps for pupils in their work.
- Good quality assessments of pupils are used to monitor and guide progress and set targets for

what pupils should achieve at the end of the year. Pupils in Years 3 to 6 understand these well and are clear what it is they need to do to achieve a certain level in their work.

- The vast majority of the capable teaching assistants provide good and, at times, outstanding support for disabled pupils and those who have special educational needs, those with English as an additional language and those supported through the pupil premium. These pupils are kept fully included in lessons by tasks matched closely to their assessed needs.

The behaviour and safety of pupils are outstanding

- Pupils are very positive about the way the school looks after them and helps them feel and stay safe. They say that behaviour is usually very good and it is rare for any disruption to lessons to occur. All parents and carers who responded to Parent View feel their children are safe and along with staff and governors feel that behaviour is outstanding.
- Pupils have a strong understanding of the different types of bullying, including cyber bullying and that related to discrimination. They say that bullying is quite rare and they trust adults to deal with any that might occur.
- The school is a very friendly and orderly learning community. Pupils are polite and courteous towards each other and adults. They have consistently positive attitudes to learning and work together extremely confidently in pairs or small groups.
- Teachers have very high expectations of how pupils should behave and use consistent strategies for managing behaviour that are based securely upon praise. This ensures the small group of pupils who demonstrate challenging behaviour are dealt with effectively to avoid any disruption to learning. Pupils say that the behaviour policy works very well.
- Attendance is broadly average. The school monitors attendance carefully and is putting in place additional strategies such as fewer agreements to holidays in term time to improve attendance. The proportion of pupils with poor attendance is low.

The leadership and management are good

- The headteacher and all staff share with the governors a clear and ambitious vision of how the school can improve further.
- The headteacher checks regularly on how good teaching is and makes well-informed decisions about teachers rising up the salary scale on the basis of these checks. Areas for improvement are identified and good quality professional development planned to address these.
- Good support from the local authority and close links with other schools in the area provide support for professional development designed to improve the quality of teaching and learning; for example, by arranging for teachers to observe good practice.
- The curriculum is planned well to encourage curiosity, creativity and imagination alongside systematic and structured teaching of English and mathematics. It makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
- The school takes all reasonable steps to make sure that pupils are safe. Good attention is given to child protection. Procedures are robust and firmly established, with up-to-date safeguarding and child-protection training for staff and governors.
- Detailed records of the attainment and progress of individual pupils are used well to check the progress of pupils and to identify those who need additional support. This also enables the headteacher to check that all pupils are receiving equal access to the curriculum. However, the governors have correctly identified that these records are labour intensive and that the school does not have an easily managed system for analysing data to give accurate information on the school's overall performance compared with other schools.
- The school has an accurate view of its strengths and weaknesses. Areas for improvement

from the previous inspection have been addressed well and the lack of improvement in attainment at Year 2 is being addressed through well-targeted actions to improve the quality of teaching, especially in reading. This indicates a secure capacity to improve further.

■ **The governance of the school:**

- The effective governing body provides strong direction to the work of the school. Governors ask direct questions about how well pupils are learning and why. This is supplemented by regular reports from the school improvement officer and is enabling governors to have good information about the quality of teaching. The governing body monitors the budget well. On visits to the school, governors check on the impact of spending, especially the pupil premium funding, and hold the headteacher and senior staff to account for raising pupils' achievement. Governors undertake frequent and regular training, including recent training on the interpretation of data. This has identified for them the need to improve systems for analysing data. Governors in ensuring that management of the headteacher's performance include challenging targets on school performance. They are well aware of what is being done to reward good teachers and tackle areas for improvement. A very strong feature of this school is the exit interviews by governors with every pupil leaving Year 6 for secondary school which are used to inform school self-evaluation.
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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	126406
Local authority	Wiltshire
Inspection number	403605

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	85
Appropriate authority	The governing body
Chair	Sally Marsh
Headteacher	Graham Nagel-Smith
Date of previous school inspection	29 April 2008
Telephone number	01725 510740
Email address	admin@morgansvalewoodfalls.wilts.sch.uk

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