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Neil Pritchard
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Dear Mr Pritchard

Requires improvement monitoring inspection of Pewsey Vale School

This letter sets out the findings from the monitoring inspection that took place on 26 June 2024 on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also reviewed school improvement documents, visited lessons, completed work scrutiny and met with your special educational needs coordinator, groups of pupils and teachers. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- ensure that all staff have high expectations of pupils' work and behaviour
- ensure that all staff are implementing the curriculum consistently well.

Main findings

Since the previous inspection, the school has addressed each of the areas of improvement set out in the report. In addition to this, the school has begun to make arrangements to join a multi-academy trust.

The school's actions have included the introduction of 'preferred pedagogies' to help pupils know and remember more. You have also made significant changes to the ways in which you use assessment. These actions are starting to have a positive impact on the quality of education pupils receive. However, these changes are not being implemented consistently, so pupils' learning remains variable. You have also ensured that struggling readers are more accurately identified and receive appropriate support. This work has had a positive impact. More work needs to be done to ensure that teachers know about the individual needs of all pupils with special educational needs and/or disabilities (SEND) so that they adapt learning appropriately.

You have commissioned an external review of governance. Governors are becoming more skilled at challenging leaders and holding them to account, particularly in relation to pupil outcomes. You have made changes to the way you quality-assure your work. Quality assurance and self-evaluation are now more systematic and, most of the time, more accurate. You have also developed middle leaders' ability to drive improvements in their curriculum areas.

While most pupils have positive attitudes towards school, the expectations of them are not consistently high. This impacts the work they produce and, at times, their behaviour. Relationships between staff and pupils remain a strength of the school.

Following the previous inspection, when the school was judged as requires improvement, the Department for Education's regional director requested that you engage with a range of external partners. These partners, including two multi-academy trusts, have supported you with much of the work outlined above. Leaders have been open and reflective during this process. Your work with one multi-academy trust is ongoing.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for Wiltshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Victoria Griffin
His Majesty's Inspector