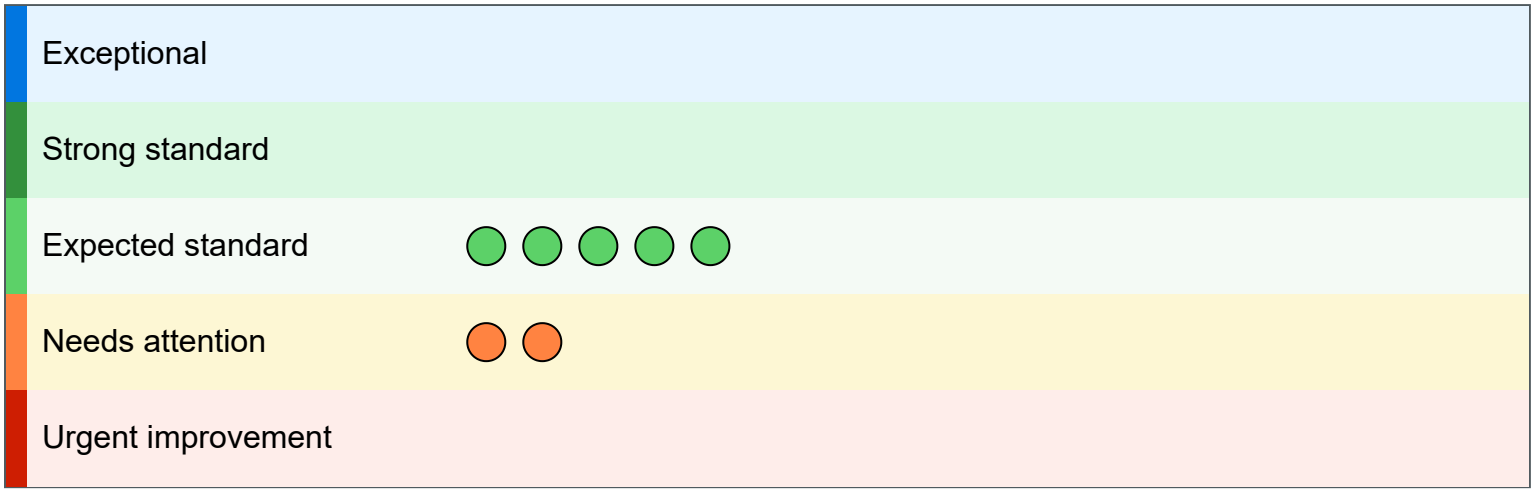
Morgan's Vale and Woodfalls Church of England Primary School

Address: Morgans Vale Road, Redlynch, Salisbury, Wiltshire, SP5 2HU

Unique reference number (URN): 140112

Inspection report: 24 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Leaders and staff communicate their expectations about attendance consistently to pupils and their families. Therefore, they are well understood by all. Published trends over time for pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care, are in line with the national average. Leaders analyse and track absence patterns carefully. They know the barriers faced by pupils well and take appropriate action to tackle them. Leaders work closely with parents and carers to help pupils to develop positive attendance habits.

Leaders have established a well-defined behaviour curriculum. It is informed by the school's values of love, aspiration and respect. Staff know pupils well. This helps them to provide effective support and care for pupils. Staff apply the behaviour policy consistently and sensitively. They make well-considered adaptations for pupils with special educational needs and/or disabilities. Leaders set clear routines and expectations for pupils' behaviour across all aspects of school life. Classrooms are calm and orderly. Pupils have positive attitudes to learning. Playtime routines and expectations are well established, enabling all pupils to belong. Pupils of all ages play together happily. They share equipment and encourage each other to engage in games. Staff deal with any incidents of bullying or unkindness swiftly and effectively.

Curriculum and teaching

Expected standard

New leaders have overhauled the curriculum in all subjects. They have ensured that it is ambitious and coherent. The curriculum is designed to ensure that pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care, gain the knowledge and skills that they need for their next steps. Leaders and staff know pupils' needs well and adapt teaching where appropriate.

Leaders ensure that teachers have the expertise they need to deliver the curriculum effectively. Pupils revisit learning regularly and link their knowledge to new ideas and concepts. For example, in science, pupils build on previous knowledge when learning about food chains.

In most subjects, staff check that pupils have learned what was intended. However, in some subjects, the checks that teachers make on pupils' learning do not identify gaps in pupils' knowledge. Therefore, some pupils move through the curriculum with ongoing gaps and misconceptions in their learning.

In reading and mathematics, pupils receive the teaching they need to secure important knowledge. Leaders have accurately identified that there are longstanding gaps in pupils' writing knowledge and skills. The school is working systematically to address these. The work in pupils' books demonstrates that this is having an impact. As a result, pupils' writing is showing early signs of improving.

Inclusion

Expected standard

The school has a wholly inclusive vision. Leaders identify and assess the needs of pupils with special educational needs and/or disabilities, those who are disadvantaged and those known or previously known to children's social care. They understand the barriers to learning that pupils face. Leaders work effectively to overcome these. The school operates in partnership with families, professionals and external agencies to shape the support pupils receive.

Leaders ensure that staff receive high-quality training. In general, they adapt the curriculum in response to pupils' emerging needs. Pupils' individual plans match their specific needs. Leaders review the impact of teaching and additional help for pupils. This ensures that pupils progress well from their starting points.

The school's pupil premium strategy accurately reflects the needs of the pupils. Staff understand their roles. They enhance the provision for disadvantaged pupils to help pupils to overcome barriers. Staff ensure that families are aware of external support that can help them if needed. The school works closely with carefully selected alternative provision. They make sure pupils attending alternative provision receive tailored, specialised education. Leaders collaborate closely with the virtual school. They ensure that pupils in care receive the support they need to progress.

Leadership and governance

Expected standard

Many leaders are relatively new. They have worked at pace to considerably strengthen the school's strategic direction. Leaders have rightly ensured that there is an ambitious and distinctive vision in place. Leaders understand the school's context. They accurately identify and address priorities while maintaining strengths. Leaders' high expectations and aspirations have led to improvements in many areas. Where there is more work to do to continue to drive school improvement forward, leaders address this purposefully.

Leaders are mindful of staff workload and wellbeing. Staff benefit from a well-structured professional learning programme. It is informed by research and tailored to the school's strategic priorities. Staff are proud to work at the school. They value opportunities to work with other trust schools and external partners. Through these opportunities they share effective practice and strengthen their skills.

The trust and those responsible for governance share leaders' ambitions for pupils. The trust ensures that the school meets its statutory duties. It holds leaders to account in relation to managing resources. The trust provides support and challenge to leaders. Leaders and those responsible for governance always act in the best interests of pupils, particularly those with barriers to their learning and pupils with special educational needs and/or disabilities. They make decisions that put pupils' learning, safety and wellbeing first so that pupils can thrive.

Leaders foster a culture of openness and trust. They have worked to develop positive relationships with parents. Leaders have maintained the school's presence as the cornerstone of the wider community.

Personal development and wellbeing

Expected standard

The school's personal development and wellbeing offer supports pupils to thrive. The personal, social and health education curriculum permeates through school life. This begins in the early years and continues at an age-appropriate level as pupils get older. Pupils have an age-appropriate understanding of protected characteristics and British values. They make links between the democratic process and voting for school councillors. Pupils have a strong sense of justice. This is because they understand that discrimination is wrong and that everyone should be treated equally. Older pupils act as role models to younger children. Through this they develop a sense of responsibility. Pupils are tolerant towards others and accept differences. This helps to prepare them for life in modern Britain.

Pupils learn how to keep themselves safe online and in the local community. They learn important life skills, such as swimming and personal safety. Pupils also learn about the features of a healthy relationship. Consequently, they know how to manage changes as they grow. Specialist staff provide additional help to support pupils' emotional wellbeing. Pupils are inspired by the wide range of possible careers that leaders introduce to them. They begin to learn what they need to do to achieve their ambitions.

Pupils make visits to places of interest. These are carefully planned to support and build on areas of the curriculum. For example, pupils visit the local museum to deepen their understanding of history. Leaders ensure that pupils benefit from artistic and cultural opportunities to develop their talents and interests.

Leaders meticulously analyse pupils' participation in enrichment opportunities. They take effective action to remove any barriers that might prevent pupils from taking part. Consequently, pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, have a wide and rich set of experiences.

Needs attention

Achievement

Needs attention

Pupils achieve well in mathematics and reading. This is reflected in outcomes in the phonics screening test and in national tests at the end of key stage 2. However, in writing, pupils do not achieve as highly as they should. There are longstanding gaps in pupils' knowledge and skills in punctuation, spelling and handwriting. Consequently, pupils do not build securely on what they already know. Leaders have taken appropriate steps to strengthen the writing curriculum. This work is relatively recent. Therefore, leaders' improvements have not had sufficient time to have an impact on published outcomes.

Across subjects in the wider curriculum, pupils gain the knowledge and skills they need. They are typically well prepared for their next stage of education. Disadvantaged pupils, including pupils with special educational needs and/or disabilities and those known or previously known to social care, generally achieve well from their starting points.

Early years **Needs attention**

Leaders have identified that increasing numbers of children join the Nursery Year with gaps in their communication and language skills. Although these gaps are recognised, children do not consistently benefit from high-quality interactions with staff. Opportunities to extend children's ideas and develop their language and vocabulary are missed. Consequently, children do not deepen their understanding effectively or build the secure language foundations they need.

Leaders have improved the environment both indoors and outdoors. There are now a range of inviting activities available to children. However, staff do not make important knowledge and skills sufficiently explicit. Leaders are aware of this and are taking steps to develop staff expertise. Nevertheless, children are not systematically supported to make the progress they are capable of.

Children benefit from a warm welcome. Staff know the children well. Daily routines are well understood. Clear behaviour expectations ensure that pupils feel safe, secure, stimulated and happy. Children begin to learn to read as soon as they start the Reception Year. Phonics teaching is effective. Children use their developing phonics knowledge to read simple sentences with increasing accuracy and confidence.

The school works in close partnership with parents and carers. A thoughtful transition process prepares children to move from Reception Year to Year 1.

What it's like to be a pupil at this school

This small school has pupils at its heart. The school's distinctive vision of 'love your neighbour as yourself' infuses school life. Pupils attend well. A collaborative and kind approach permeates the school. Pupils are polite and welcoming. They know they belong. They have positive relationships with their peers and with staff. Pupils feel safe. Pupils embrace the school's high expectations for behaviour. Pupils focus well during lessons and conduct themselves responsibly around the school. Bullying is rare. Pupils have confidence in staff's ability to help them if they have any worries

Pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care, are well supported to thrive and learn. Staff take steps to reduce any barriers pupils face. Pupils enjoy learning. They have recently started to benefit from learning an ambitious new curriculum. In subjects such as mathematics and reading pupils achieve well. However, weaknesses in the previous curriculum mean that some pupils have gaps in their learning in writing. Leaders are taking action to address this. Nevertheless, it is too early to see the impact in published outcomes in writing.

The school is the lynchpin of the tight-knit community. Pupils value the opportunities that they have to make a difference to their locality. For example, they participate with pride in Remembrance Day commemorations. Pupils are well prepared for life in modern Britain. They enjoy raising money for different charities. Pupils also look forward to visiting older

residents in the local care home. These experiences help pupils develop a sense of citizenship.

Pupils build a sense of responsibility from being positive members of the school community. Their actions have had a positive impact on the experiences of others. For example, school councillors worked with school leaders to introduce a gymnastics club.

Next steps

- Leaders should ensure that they strengthen pupils' writing accuracy and fluency so that pupils progress well.
- Leaders should ensure that all early years staff develop the expertise required to deliver the curriculum as intended. This includes providing consistently high-quality interactions that develop and extend children's knowledge and vocabulary.
- Leaders should ensure that staff check pupils' understanding of the curriculum and swiftly remedy any misunderstandings.

About this inspection

This school is part of Magna Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Maeve McNeill, and overseen by a board of trustees, chaired by Mark Allinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the interim headteacher, other senior leaders, the chair of the board of trustees, the interim CEO of the trust, the Director of Education and representatives from the academy governance committee during the inspection.

The school uses one provider of alternative provision.

The school has undergone significant changes in staffing and leadership since the last inspection.

Headteacher: Polly Bailey

Lead inspector:
Liz Geller, His Majesty's Inspector

Team inspector:
Julie Fox, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 24 March 2026

School and pupil context

Total pupils

90
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

120
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.78%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.44%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.22%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (revised)	33%	62%	Below
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	67%	75%	Below
2023/24 (final)	88%	74%	Above
2022/23 (final)	95%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (revised)	33%	72%	Below
2023/24 (final)	63%	72%	Below
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	88%	73%	Above
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	68%	-45 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	78%	-56 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.9%	13.3%	Close to average
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	13.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright