

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01392 363867  
David.edwards@ofsted.gov.uk

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Mrs Debi Downing  
Wylve Valley Church of England Voluntary Aided Primary School  
Cherry Orchard  
Codford  
Warminster  
BA12 0PN

Dear Mrs Downing

Special measures: monitoring inspection of Wylve Valley Church of England Voluntary Aided Primary School

Following my visit to your school on 8 and 9 February 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in September 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors, the Director of Children's Services for Wiltshire and the additional inspectors.

Yours sincerely

David Edwards  
Her Majesty's Inspector

Special measures: monitoring of Wyllye Valley C of E V A School

Report from the first monitoring inspection on 8 and 9 February 2010.

## Evidence

HMI observed the school's work, scrutinised documents and met the headteacher, senior leaders, and pupils, individually and in groups, teaching assistants, the chair of the governing body and a local authority advisory headteacher.

## Context

There has been a significant change to the structure of the teaching staff since the last inspection. A full-time teacher left the school at the end of December 2009 and was replaced by a two-teacher job share.

## Pupils' achievement and the extent to which they enjoy their learning

Overall attainment achieved by pupils in English and mathematics at the end of Key Stage 2 in 2009 was broadly in line with the national average. However, science outcomes remained well below the national average. A rise in pupils' reading attainment meant that overall attainment in English rose above the national average. Effective assessment systems have been established to track pupils' progress and the data is being used appropriately by teachers to inform the planning of lessons. The school's monitoring of current pupils' progress indicates that pupils are beginning to make better progress in writing and mathematics as they experience more consistently good teaching. Significant support has been provided to the school by local authority advisors in re-writing the science curriculum and training teachers. As a result, teachers now possess a renewed confidence and enhanced effectiveness to teach science, and pupils' progress is showing signs of improvement. Lesson observations indicate that teaching is improving, so that time is used more effectively and lessons are becoming more interesting and enjoyable for pupils. Opportunities for pupils to become more involved in assessing their own work remain undeveloped. They are not always clear about what they need to do next to improve further. In the best lessons, careful teacher assessment and planning is ensuring that pupils' learning needs are being better provided for and, as a result, more pupils are making good progress in lessons.

Progress since the last inspection:

- Improve the quality of teaching and learning by:
  - improving teachers' use of assessment so that lesson activities challenge all groups of pupils to do well
  - providing clear guidance on how the pupils can move onto the next step of their learning



- ensuring that the work teachers set builds on what pupils already know, understand and can do
- improving teachers' management of time in lessons – satisfactory.

### Other relevant pupil outcomes

Pupils say they feel safe and are happy in school. They particularly appreciate the improvements in resources at playtimes. Behaviour in lessons and around the school is good. Pupils say they all get on well with one another and their teachers. Attendance is good.

### The effectiveness of provision

Six lessons were observed during this first monitoring visit. All teaching was at least satisfactory and much was good. No inadequate teaching was observed. Pupils settled quickly to their work and displayed positive attitudes to learning. In the best lessons, pupils displayed a real sense of enjoyment in learning. Teaching ensures that they are made aware of learning objectives at the start of a lesson and have targets which help them to focus on how to improve their work.

Planning is detailed and is an effective tool in supporting pupils' learning throughout the school. It is not yet consistent in the way it is recorded, particularly for mathematics. The pace of learning in the good lessons observed was brisk and ensured pupils maintained interest in their work. Pupils made the best progress in the lessons where teachers set high expectations and gave clear explanations for what pupils were expected to do. Teaching assistants work closely with teachers and provide good support to pupils. There are effective opportunities for teaching assistants to help with the recording of pupils' progress and report back to teachers.

Although the challenge of providing Early Years Foundation Stage education within a split-site setting still remains, children are benefiting from more equitable provision. Teachers plan regularly together and demonstrate a good understanding of children's different abilities and learning needs. They are making accurate use of assessment data to guide children's next steps in learning. Opportunities for children to make choices about what they do are improving, which is helping to promote their independent learning well.

### Progress since the last inspection:

- Urgently review provision at the two sites to ensure that:
  - children in parallel classes have access to good quality teaching which enables them to progress at a consistently high rate- satisfactory.



## The effectiveness of leadership and management

The headteacher has worked closely alongside the local authority advisory headteacher to create a detailed school action plan that is focused on addressing the key issues for improvement. Senior leaders now manage their time more effectively. As a result, subject leaders have received good support and training to improve their subject knowledge and ability to monitor and improve the quality of provision for pupils. Also, intervention strategies for those pupils identified as requiring additional support are well led and managed.

The governing body has also benefited from support and training. This has strengthened its role in providing the necessary support and challenge to the school. School leaders provide accurate and timely information to governors which help them gain a better understanding of the progress pupils are making and the challenges facing the school. As a result, the school's capacity to improve is strengthening as the governing body becomes more effective in securing improvements and holding the school to account.

Progress since the last inspection:

- Develop the roles of senior and middle leaders and managers by:
  - ensuring senior leaders and managers manage their time more effectively and share best practice among all the staff – satisfactory.
  - ensuring monitoring and evaluation helps teachers develop their skills and fully understand what they need to do differently to accelerate pupils' progress
  - increasing their accountability for the performance of pupils
  - making better use of target-setting processes to raise standards – good.

## External support

Actions taken by Wiltshire local authority in response to the school requiring special measures have been swift and appropriate. The resulting action plan and the engagement of an advisory headteacher to work closely alongside the leadership of the school have already made a significant impact on the progress made by the school since the last inspection. In addition, the local authority has provided regular support and training through subject consultants supporting curriculum leaders and by demonstrating best practice in lessons.

## Priorities for further improvement

**Build upon current self-assessment strategies used by children and involve them in identifying what they need to do next to improve further.**

