

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR

T 0300 123 4234  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0300 123 4234  
Ofstedhelpline@ofsted.gov.uk



25 May 2010

Mrs Downing  
Headteacher  
Wylve Valley Church of England Voluntary Aided Primary School  
Cherry Orchard  
Codford  
Warminster  
Wiltshire  
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 18 and 19 May 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 second 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 – good.

Progress since previous monitoring inspection – good.

Newly Qualified Teachers may 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 and the Director of Children's Services for Wiltshire and the Salisbury Diocese.

Yours sincerely

David Edwards  
Her Majesty's Inspector



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

Report from the second monitoring inspection on 18 and 19 May 2010

## Evidence

The inspector observed the school at work including a parents' experience morning, four lessons and scrutinised documentation. Meetings were held with the headteacher, senior leaders, staff and pupils, individually and in groups, and the chair of the governing body.

## Context

Since the last monitoring visit, the school has successfully completed the consultation process with parents that will lead to the closure of the Steeple Langford site and the relocation of all classes onto one site at Codford. A member of the teaching staff left at the end of March 2010. This post will not be replaced.

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

The most recent assessments indicate that pupils' attainment in English, mathematics and science is improving throughout the school. Monitoring procedures are securely established within the school and used effectively by senior leaders to inform the strategic development of the school. Data are analysed swiftly and outcomes are used by all staff to inform their planning of the next steps in pupils' learning. As a result, the rate of pupils' progress has begun to accelerate throughout the school to bring their achievements more in line with national expectations. The school is confident that the challenging yet realistic targets set for all pupils in English, mathematics and science will be achieved by the end of this academic year. Further school improvement work has been carried out on raising pupils' achievements in mathematics, to bring them in line with those for English and science. In addition, pupils now speak with greater confidence about their personalised targets which are helping them improve and aim for higher standards.

Children in the Early Years Foundation Stage are demonstrating good progress in all areas of learning because of the good teaching and support they receive. They, too, are provided with learning targets and are encouraged to assess their own progress in learning. Similarly, pupils in Years 1 and 2 make good progress overall and more are demonstrating standards of work that are now close to national expectations. Teachers are aware that there is still work to be done to ensure more pupils attain higher levels in writing by the end of Year 2.

Progress since the last visit on the areas for improvement:

- 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
- clear guidance is provided on how the pupils can move on to 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 – good.

### Other relevant pupil outcomes

This visit did not specifically focus on pupils' personal development and well-being. However, behaviour both in and around the school was observed and remains good. Pupils' enjoyment of learning was clearly demonstrated during lesson observations. In particular, their ability to analyse a piece of writing or work collaboratively with visiting parents was impressive. In conversation, pupils demonstrated good attitudes to school and their work. Older pupils spoke confidently about their learning and how teachers' written comments are helping them to improve their work. They have increasing opportunities to exercise self-monitoring skills which in turn supports their personal development and well-being. Attendance remains above average.

### The effectiveness of provision

All four classes were observed during the course of this visit and the quality of teaching was consistently good. This is because teachers are demonstrating secure subject knowledge and the pace of learning in lessons is brisk which enables pupils to make good progress in their learning. Teachers have completed further training to help them raise pupils' achievements in writing, mathematics and science. This is proving successful with pupils, making up for earlier underachievement.

The good quality of care, guidance and support given to pupils continues to be a strength of the school. For example, teaching assistants provide very effective support for individuals and small groups. They are knowledgeable about strategies that work successfully to accelerate pupils' progress in acquiring basic skills. However, they have yet to evaluate the full impact of these strategies so that outcomes can be used to inform further improvements.

Progress since the last visit on the areas for improvement:

- 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
  - senior leaders and managers manage their time more effectively and share best practice among all the staff
  - monitoring and evaluation help teachers to accelerate pupils' progress, increase their accountability and make better use of target-setting processes to raise standards – good.



## The effectiveness of leadership and management

The headteacher and governing body have demonstrated effective leadership and management by successfully resolving the equal opportunities issue that arose from the school being situated on two sites. The delicate decision to close the Steeple Langford site and relocate all classes to the main Codford site was taken following open consultation with all stakeholders and began with the smooth transition of year 3 pupils to the Codford site at the end of March. Leaders have ensured appropriate plans are in place to minimise the disruption to children's learning while the necessary alterations to the main school are made later in the summer term.

The headteacher is maintaining a rigorous programme of monitoring of teaching and learning throughout the school. As a result of more consistently good teaching, pupils' assessments show an improving picture for English, mathematics and science. Subject leaders possess good subject knowledge and understanding of what needs to be done to raise standards further. They now regularly and rigorously check how well pupils are progressing and have systems in place that enable them to adjust plans and priorities in the light of changing circumstances.

The governing body has worked closely with the headteacher to secure the future location of the school. It is now better informed regarding the pupils' progress and attainment. As a result, governors question and challenge school leaders with more authority and understanding.

Progress since the last visit on the areas for improvement:

- Develop the roles of senior and middle leaders and managers by:
  - ensuring senior leaders manage their time more effectively and share best practice among all the staff
  - ensuring monitoring and evaluation help 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

Additional support from the local authority has been welcomed throughout the school and has helped to strengthen both leadership and the quality of provision. Leaders and managers have discussed an exit strategy for support with the local authority and are in agreement that as a result of improving outcomes for pupils the level of support will now be gradually reduced.

