

By Brook Valley Church of England Primary School

The Street, Yatton Keynall, Chippenham, SN14 7BA

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The outstanding quality of teaching means that pupils make strong progress throughout their time in school. The standards they reach are above average in reading, writing and mathematics.
- Achievement in reading is a strength of the school.
- Children in the Reception class develop very good attitudes to learning and make rapid gains. Adults get to know the children before they start school so that there is a smooth transition into school life.
- All groups of pupils do equally well including disadvantaged pupils and those who are disabled or who have special educational needs. Pupils with specific needs are exceptionally well supported.
- Pupils who show signs of falling behind are quickly spotted. The extra support they are given helps them to catch up rapidly.
- Teaching assistants are highly skilled and the support they give to pupils of all abilities helps them to make rapid progress.
- Teachers and teaching assistants ask just the right questions to challenge pupils' thinking and deepen their understanding.
- The pupils are strong advocates for the school. Their behaviour is exemplary and they are intensely proud of their school.
- Pupils, teachers and parents all agree that the school is a very safe place in which to learn.
- The subjects pupils learn are interesting and promote the development of pupils' spiritual, moral, social and cultural understanding very effectively.
- Led by the visionary headteacher, achievement and the quality of teaching have improved significantly. All leaders and managers share the desire to make the school the best it can be. All staff are fully supportive and are proud to work in the school.
- Governors use their talents well to provide an excellent balance of challenge and support. They have made a significant contribution to the success of the school.

Information about this inspection

- Inspectors observed pupils’ learning in 11 lessons and parts of lessons, some of them jointly with the headteacher.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, and with parents and pupils.
- Inspectors took account of the 90 responses to the online questionnaire, Parent View. Inspectors also considered the views of parents from informal discussions in school, from a telephone conversation with a parent and from one letter received during the inspection.
- Inspectors considered school leaders’ views on the quality of the school’s work and their plans for school improvement, as well as information about pupils’ progress. They also looked at teachers’ planning, pupils’ work, documentation about safeguarding procedures and examples of the targets teachers are given as part of the management of their performance.
- The inspection team analysed the 21 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Inge Fey

Additional inspector

Full report

Information about this school

- By Brook Valley Church of England Primary School is smaller than the average-sized primary school.
- By Brook Valley converted to become an academy school on 1 May 2012. When its predecessor school, also called By Brook Valley, was last inspected by Ofsted, it was judged to be good overall.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium funding (pupils known to be eligible for free school meals and those in local authority care) is lower than average.
- The proportion of disabled pupils and those with special educational needs on the school roll is lower than average.
- The children in the Reception class are all full time.
- The headteacher is a local leader of education and is employed by Wiltshire Local Education Authority as a school improvement adviser. She is currently providing support for four primary schools.
- Inspectors evaluated the quality of provision in the breakfast and after-school clubs which are managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Help the pupils to make even more rapid progress in their learning by making sure that they practise and apply, in a timely way, the advice about how to improve their work that teachers give them when they mark their work.

Inspection judgements

The leadership and management are outstanding

- The headteacher, other leaders in school, all staff and governors share a drive to make By Brook Valley Primary School the best it can be. Led by the highly effective headteacher, they have worked together to improve the quality of teaching and to raise standards. They have been very successful.
- All leaders, including governors, make regular and accurate checks on all aspects of the school's work. Their plans for the continued improvement of the school focus on the right things. The actions they have taken over the last few years have resulted in significant improvements to all aspects of the school's work. This shows that they make the right choices.
- Teachers who lead subjects are very knowledgeable. They are fully involved in driving forward improvements through working alongside colleagues to support them, as well as to hold them accountable. The changes they have made have contributed effectively to the improvement in standards.
- The headteacher's leadership of teaching is exemplary. The system of mentoring and development she has introduced has resulted in significant improvement to the quality of teaching. All members of staff are extremely positive about the way they have been helped to develop their skills.
- Teachers recognise and welcome the high levels of challenge, linked to pupils' achievement, that they have from the targets they are set to improve their performance. They say that they are all working together towards the same aims and they feel that this helps them all to improve.
- Additional funding has been spent wisely and has ensured that disadvantaged pupils have made progress which is better than expected. This has helped these pupils to catch up with their classmates.
- The subjects pupils learn are organised imaginatively. Pupils benefit from practising and applying their developing skills in meaningful and creative ways. The topics they learn are enriched by visits and visitors, and often involve special thematic days which the pupils thoroughly enjoy. Successful efforts are made to ensure that pupils develop understanding and tolerance of those whose culture and beliefs are different from their own. Books and art are often used to stimulate learning, which gives pupils deep insight into the arts and the world of literature.
- The promotion of pupils' social, moral, spiritual and cultural understanding is a strength of the school. Pupils have many opportunities to show responsibility through the roles they carry out. All pupils are members of house parliaments, led by pupils from Year 6 who chair meetings and take minutes. Pupils are currently involved in putting the finishing touches to the junior citizenship awards which pupils can earn for their contributions to the school, local and national communities. Pupils benefit from learning a range of musical instruments. Their cultural and spiritual understanding is evident in the richness of the displays all around the school. Their exemplary behaviour and their sensitivity to the feelings of others are shown in the excellent relationships at all levels.
- Effective use has been made of the additional funding for primary sport. Leaders have ensured that the funding is making a difference both to pupils' skills and to their understanding of how to keep themselves healthy. The work of the specialist coaches is benefiting the pupils and is also helping teachers to develop confidence so that the expertise can continue in the future. Pupils have taken part in a local championship of sport and they are learning new sports, including orienteering. There is a variety of lunchtime sports clubs which have been targeted at pupils who may not normally have the opportunity to participate in sports clubs outside school.
- The school's systems for safeguarding of pupils meet statutory requirements. Adults know the pupils as individuals and leaders make sure that pupils' well-being is constantly monitored. All adults in school spoken to during the inspection were clear about the processes for keeping pupils safe. Leaders and managers, including governors, are vigilant in ensuring that safeguarding is given a high profile within the school.
- **The governance of the school:**
 - Governors bring a wealth of talents to their roles and they make sure that they use this expertise to provide high levels of support and challenge. They attend training to improve their skills further and they share their learning so that other governors can benefit. They have a very clear understanding about how well pupils are doing. They compare achievement at By Brook Valley to that in other schools and they constantly challenge leaders in school to account for any slight dips in pupils' achievement. They regularly visit school to meet with teachers to check on the quality of teaching and to find out about specific areas of the school's work. They check on the effectiveness of the systems to manage the performance of the headteacher and the teachers. They make sure that teachers are appropriately rewarded by progression through the pay scale and that underperformance is tackled. Their drive to make the school the best it can be has contributed strongly to the improvement process.

The behaviour and safety of pupils are outstanding.**Behaviour**

- The behaviour of pupils is outstanding. They are exceptionally polite and considerate at all times to each other and to all adults in school. They are intensely proud of their school and they like to share their feelings with visitors.
- High expectations of behaviour are embedded in the school. Adults model the high expectations they have of the pupils and the pupils willingly reflect them back because they want to please their teachers.
- Pupils show exemplary attitudes to learning, regardless of the subject they are learning or the adult who is teaching them. They persevere and take great pride in the presentation and the quality of their work. As a result, all groups of pupils make fast progress in their learning.
- During the inspection, there were no examples observed of low-level disturbance in lessons. Neither were there any incidents of unkind or inappropriate behaviour.
- In the playground, pupils of all ages play well together. Pupils were keen to share with inspectors how all pupils help each other, for example if anyone falls over in the playground. At the end of playtime, pupils enter the school calmly so that they are immediately able to get on with their work.
- Pupils' high standards of behaviour extend into the breakfast and after-school clubs. Pupils enjoy the exciting and engaging activities provided. Older pupils both help and play with younger children. They share games and resources because this is expected of them and is part of the rules of the group, which they willingly accept.
- Pupils have clear understanding of the different forms of bullying, including cyber-bullying. They know the difference between rough or inappropriate play and bullying. Their reaction to any suggestion that there is bullying in the school is one of indignation. They are adamant that there is no bullying because they say all pupils treat each other kindly. They were quick to point out that it does not matter what people look like on the outside; it is what is inside that matters. Pupils feel confident that if there was any bullying, it would be dealt with.
- Inspectors looked in depth at the very few individual cases of bullying recorded by the school. Systems for recording incidents are thorough and well documented with clear actions. Parents are appropriately involved.

Safety

- The school's work to keep pupils safe and secure is outstanding. All adults in school know the pupils exceptionally well and they are quick to spot any changes in behaviour or any indications that pupils are not thriving. In the words of one child, 'If a teacher notices you are not smiling much in a lesson, she will come and talk to you to find out if anything is wrong.'
- Without exception, pupils said that they felt safe in school. They are confident that, if they were worried about anything, all adults would listen to them and help them. All parents who responded on Parent View agreed that their children were safe in school.
- Pupils know how to keep themselves safe, including when they are using the internet.
- Pupils understand how to make safe lifestyle choices. The younger pupils learn about road safety and stranger danger. Visits from the Life Skills bus help pupils to gain an understanding of the challenges they may meet as they get older. The pupils appreciate the efforts the school makes to ensure they understand the fire evacuation procedures. They were particularly enthusiastic about how the headteacher waves her arms around and pretends to be the fire so that they have to find another way out of the school!
- Attendance is above average. There are almost no pupils who are regularly absent, because they enjoy their learning. The school makes sure that pupils who are not in school are safe through telephone calls or visits to pupils' homes.

The quality of teaching**is outstanding**

- Pupils say that they learn well because the teachers push them, but they make sure that the learning is fun. They say that the work is at just the right level to make them work hard and that teachers are always there to help them if they get stuck. Their views are accurate. The consistency of the high expectations that teachers have of the pupils, together with highly skilled teaching, helps pupils to make rapid progress in all subjects.
- Records kept by the school show that the quality of teaching has improved in the last two years. All teachers are committed to ensuring that pupils are able to benefit from the highest quality of teaching. They willingly share their expertise and they show a determined drive to continue to improve their skills.
- Teachers have excellent subject knowledge and they understand the small steps that pupils need to take in order to build their learning. Their explanations are clear so that pupils understand the new ideas, as well as what they need to do to apply their knowledge or skills successfully. This means that no time is lost.
- Teachers use highly skilled questioning to challenge pupils' thinking and to help them explain their understanding. Pupils' learning is frequently deepened further through the subsequent questions teachers ask. Teachers are quick to spot misconceptions and they adapt their teaching to overcome any barriers.
- The partnership between teaching assistants and teachers is very strong. Teaching assistants use questioning exceptionally well to help pupils of all abilities to make more rapid progress in their learning.
- Disadvantaged and disabled pupils, those with special educational needs and those who are not making fast progress for other reasons are given precise help which meets their specific needs very well. Regular checks on pupils' progress means that teachers and teaching assistants are quick to notice if pupils are falling behind. The effective support they receive ensures any such pupils catch up quickly.
- The most-able pupils make rapid progress because their learning activities have high levels of challenge. The pupils never mark time because teachers are aware of their needs and they make sure that the pupils are not held back.
- Pupils know how well they are doing from the helpful comments teachers write when they mark their books. Teachers consistently share with pupils the most successful aspects of their work and what they need to do to be even better. The guidance is helpful to the pupils, and they often respond to say that they have read the guidance. However, some pupils do not always practise and apply the advice in a timely way. This means that mistakes are sometimes repeated, which limits the progress some pupils could make.
- Pupils learn to read well because they are taught the skills they need from their earliest days in school. The youngest pupils have an excellent understanding of the sounds that letters make which they use well when they meet unfamiliar words. The oldest pupils recognise how teachers have helped them to become fluent and confident readers through regular practice and encouragement.
- Pupils develop well as writers because they understand the link between the skills they learn in reading and how they can apply these skills in their own writing. During the inspection, pupils in two classes were learning about inference and deduction in their reading. They were able to apply their understanding very effectively in their writing to describe the feelings of a new character through his actions, rather than by simply stating his emotions.
- Teachers make sure that pupils' learning in mathematics is related to practical situations. Pupils frequently apply their new skills to solve problems or to explore mathematical patterns. Pupils use mathematical language correctly which ensures consistency and helps them to avoid misconceptions.

The achievement of pupils**is outstanding**

- Pupils make rapid and sustained progress from the time they start school. The standards they reach at the end of Key Stage 1 and Key Stage 2 are well above average in reading, writing and mathematics. Pupils are able to apply their skills in all the subjects they learn so that, by the time they leave, they are well prepared for the next stage of their education.
- All pupils do equally well. This demonstrates the effectiveness of the school's efforts to ensure equality of opportunity and to tackle discrimination.
- Disabled pupils and those with special educational needs make progress which is at least in line with their classmates because the help they receive is well matched to their needs. Special programmes of work are chosen to help them to practise the particular aspects of learning which they find difficult. As a result, they achieve well from their starting points. Pupils with specific needs are exceptionally well supported. Parents of these pupils were very complimentary about the way the school works with them for the

benefit of the pupils.

- Disadvantaged pupils also achieve well as a result of the skilled help of teachers and teaching assistants, both individually and in small groups. They are supported to attend a wide range of activities outside school, such as clubs and residential visits. As a result, their progress is at least in line with their classmates. It is not appropriate to make comparisons about their attainment with the national average because the numbers of disadvantaged pupils in each year group are very small.
- Pupils achieve particularly well in reading. The proportion of pupils who reach the expected standard in the national reading check at the end of Year 1 is broadly in line with the national average. This represents good progress from their starting points. Those who do not reach the standard are given extra help. In 2014, all the pupils who did not reach the standard the previous year had caught up by the end of Year 2.
- By the end of Key Stage 1, standards in reading are slightly above average. The gap widens during Key Stage 2 so that, by the time they leave, pupils are almost a year ahead of the national average.
- Standards in writing and mathematics are also above average. At the end of Year 2, pupils are about one term ahead, and by the end of Year 6, the gap is about two terms.
- The most-able pupils do exceptionally well from their starting points. The proportions of pupils who reach the higher levels in the national tests at the end of both key stages are well above average.
- During Key Stage 2, almost all pupils make the progress that is expected of them in all subjects. The proportion who make better than expected progress is almost double the national average.

The early years provision

is outstanding

- When children start in the Reception class, their skills and understanding are broadly in line with what is typically found for their age. They settle well because adults take trouble to get to know the children and their families. The high levels of care were recognised by many parents spoken to informally, particularly the additional care taken to support pupils with specific needs.
- Children settle exceptionally well to their learning from the time they enter the classroom because the activities are well prepared. Adults encourage the children to become involved. They support children's learning through their questioning which deepens children's understanding. As a result, they make rapid progress.
- Children who are below the levels expected for their age catch up quickly. There are no gaps in the attainment of any groups of pupils or between different areas of learning. The proportion of pupils who reach a good level of development by the time they enter Year 1 is well above average, as is the proportion who exceed the expected levels.
- Children make a strong start in learning to read. The classroom is rich with books, words and resources to help children to learn well. There are prompts to help them remember the sounds that letters make and they use the prompts well to help them when they are reading.
- Adults observe children's learning carefully and they are very quick to respond and change the activity to help children to learn at a deeper level. They use questioning very well. They ensure that children are encouraged to practise their developing skills in speaking and listening to each other. They insist that children use words correctly, which establishes good habits from the start.
- Children enjoy their learning and parents say that their children like coming to school. The wide range of activities across all areas of learning enable the children to explore their understanding and learn well. They are able to sustain their concentration because they are engrossed in what they are doing. They willingly help each other, and they listen carefully and respond immediately to instructions from adults. As a result, they are very safe.
- The leader has a deep knowledge of how well children are doing and what needs to be in place for children to thrive. The plans she has for future developments are highly appropriate. She recognises the need to update and improve the learning opportunities that children have outdoors. She ensures that policies and practices are consistently followed. As a result of the excellent experiences and learning that children have during their year in Reception, they are well prepared for the next stage of their education.

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	138112
Local authority	Wiltshire
Inspection number	444324

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Ian Banister
Headteacher	Bev Ball
Date of previous school inspection	Not previously inspected
Telephone number	01249 783006
Email address	admin@bybrookvalley.wilts.sch.uk

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