

Studley Community Infants' School

High Street, Studley, B80 7HJ

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The Nursery and Reception classes are well managed and children make good and in some cases outstanding progress from very low starting points.
- Pupils in Years 1 and 2 often make outstanding progress and achieve well because teaching is consistently good and at times outstanding.
- Pupils leave Year 2 with average standards in reading, writing and mathematics. An increasing number achieve above average standards, particularly in reading and mathematics.
- Pupils enjoy coming to school and taking part in lessons. They feel safe, behave exceptionally well and are proud of their school. Attendance is average.
- Parents are extremely positive about the school and praise the staff's commitment to their children.
- Teachers and other adults have high expectations of what pupils can achieve. They are particularly good at getting pupils to think for themselves.
- Pupils have many memorable learning experiences and opportunities which prepare them well for the future.
- The headteacher is a highly effective leader with a clear plan for the school's future. Staff at the school support her fully and there is a strong team approach.
- Governors are knowledgeable, provide support and ask searching questions.

It is not yet an outstanding school because

- Not enough teaching is outstanding. In some lessons the pace is not rapid enough, work lacks challenge and pupils do not have enough opportunities to work independently and assess their own performance.
- Pupils have too few opportunities to practise their writing skills in other subjects.
- Teachers have not been trained to improve pupils' progress in writing in the same way they do in reading and mathematics.

Information about this inspection

- Inspectors observed 13 lessons, two of which were observed jointly with the headteacher.
- Meetings were held with pupils, members of the governing body, a representative of the local authority, a parental liaison worker and a range of staff, including senior leaders.
- The inspectors took account of the 36 responses from parents and carers to the on-line questionnaire (Parent View) and their views expressed in two letters. They also met with parents and carers informally.
- The inspectors observed the school's work and looked at a number of documents including the school's own data on pupils' progress, safeguarding documents, and records relating to attendance, behaviour, and bullying. They also met with a group of pupils and talked with them about their views of the school.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

Graham Marshall

Additional Inspector

Full report

Information about this school

- Studley Community Infants' School is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school achieves additional funding from the government (the pupil premium), is below average.
- The majority of pupils are from White British heritage and a very low proportion come from minority ethnic groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. A below average proportion is supported through school action plus or with a statement of special educational needs.
- The headteacher is a local leader in education and a member of the senior team is also involved in work with other schools as a teacher coach.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring learning moves at a demanding pace and pupils are always encouraged and challenged to take risks with their learning
 - creating more opportunities for pupils to take ownership of their next steps in learning.
- Accelerate pupils' progress in writing to match the progress they make in reading and mathematics by:
 - consistently planning activities that are well matched to pupils' abilities
 - providing pupils with more opportunities to use their writing skills in other subjects
 - using similar approaches to training staff that have proved so successful in improving the teaching of reading and mathematics.

Inspection judgements

The achievement of pupils is good

- The achievement of children in the Early Years Foundation Stage is improving year on year. Children start in Nursery with skills and knowledge well below those expected for their age, particularly in personal development, communication and language. Exciting learning experiences, well-matched to their needs, result in the majority of children making good progress.
- By the end of the Reception Year those children who have been with the school for two years enter Year 1 with broadly average standards. A growing percentage reach above average standards. Children who join the school in the Reception Year have skills below those expected and are taking longer to catch up, despite receiving good teaching and support.
- In the Year 1 national screening test of pupils' knowledge of the sounds that letters make (phonics), the proportion of pupils performing in line with national expectations was similar to that in most schools.
- For the past three years pupils have left Year 2 with broadly average levels of attainment, with slightly stronger results in mathematics and reading. The proportions of pupils making good and outstanding progress in reading and writing is leading to attainment which compares favourably with national standards. In mathematics the school's results exceeded the national average considerably.
- The progress made by the current pupils in Year 2 is outstanding. The least-able pupils are making real gains and meeting national standards in mathematics, reading and writing. Increasing numbers of pupils are achieving above the national average in reading and mathematics. Higher level attainment in writing is not as strong because teaching in this area is not as good. Current pupils in Year 1 are making good progress and are on track to achieve well at the end of the summer term.
- In 2012 pupils in Year 2 who were supported with pupil premium funding reached the same standards as other pupils in writing and mathematics and were one term behind them in reading. Spring term assessments show outstanding progress for current pupils in Year 2 and they are on track to narrow the gap in achievement by the end of the summer term.
- Disabled pupils and those who have special educational needs make good progress towards challenging individual targets. Their progress benefits from identifying their needs promptly and ensuring that effective, timely support is in place.

The quality of teaching is good

- In the Nursery and Reception classes, children thrive in their stimulating learning environment. Work is well-matched to their needs. Staff make regular checks of what children can do and move them on quickly to new tasks when they are ready. This results in very busy, productive learners. Children are encouraged to explain what they are doing and why. Their concentration levels are excellent and their relationships with one another are purposeful and constructive. Daily communication with parents cements home-school links and the children's Learning Journals provide clear evidence of how they are learning and developing.
- In all year groups teachers have high expectations of what pupils can achieve. Teachers set

pupils demanding tasks which make them think hard. In a numeracy lesson in Year 2 the teacher set a variety of challenges which were linked to real-life situations and pupils persevered and worked well together to find solutions. Teachers question pupils well to check their understanding and to move them on quickly once they have understood. Even so, there are some lessons when learning does not move forward at a sufficiently quick pace.

- Creativity in lessons allows pupils to explore their world and also learn about how others live too. Children in the Nursery were learning the dances of a variety of cultures, for example from, Spain, Korea, Cuba and India. Children in the Reception Year were using shades of orange to provide the background for their pictures. 'Van Gogh liked these bright colours', was one girl's response to why she was using the colour.
- All staff have been well trained in teaching pupils the sounds that letters make (phonics) and how to combine them to make words. They make sure pupils are totally secure in one sound before moving on to the next. Teachers move quickly from recognising the letter and sound, using it in a word, writing it and then using the word in a sentence. This means pupils make rapid progress in a short period of time. As a result, pupils read well and widely.
- Books are well marked and provide a clear record of what the pupil has been asked to do and how well they are doing. Pupils have too few opportunities in lessons to assess for themselves how well they have done.
- Teaching assistants are skilful at questioning pupils who find learning more difficult. They encourage them to work out things for themselves, rather than giving them too much help or giving them clues too quickly. More generally, pupils do not have enough opportunities to work things out for themselves and learn from situations that do not work out as expected.
- The teaching of writing is not as effective as that of mathematics and it is not improving as quickly as in reading. Teachers do not build in enough opportunities to develop writing skills in different subjects.

The behaviour and safety of pupils are outstanding

- Pupils have very positive attitudes to their learning throughout the school. In the Nursery and Reception classes the children have an excellent work ethos. They are fully involved in their learning. They ask questions, solve problems and support one another well.
 - These excellent attitudes to learning continue into Years 1 and 2. Pupils want to do well and they appreciate the help they are given. They do not give up when the work is more difficult; instead they try harder.
 - Pupils' behaviour around the school is exemplary. They are polite, friendly and courteous. They feel a part of the school and are proud to belong to it. Pupils are given opportunities to take part in decision making and they enjoy this. Their participation in assemblies is exemplary. They celebrate their own achievements and enjoy sharing the achievements of others. The joy, enthusiasm and respect they show for one another are striking.
 - Attendance is consistently average and punctuality is good. The school has clear systems in place to encourage high attendance. School leaders and the parental liaison worker ensure that parents are engaged and supported fully to help their child attend school regularly.
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- In lessons and assemblies, pupils learn the skills they need to manage everyday risks for themselves. These cover, for example, road safety, fire safety and keeping safe whilst using the internet. They know about different forms of bullying and that there is always an adult they can speak to if they have any worries.
- Pupils know the school's rules and also enjoy the rewards they are given. They are encouraged to sort out their own problems as far as they can. They understand and use the school's 'Walk, talk, tell' system well.
- The school's effective approaches to responding to pupils' emotional needs and development have made a significant impact on behaviour. Staff know their pupils well and manage behaviour successfully. Parents strongly support this view. Instances of bad behaviour are rare and when they do happen they are dealt with in a fair and measured approach. There have been no exclusions in the past year.
- The school provides good additional support for pupils whose circumstances make them vulnerable through a nurture room known as 'The Haven'. The teaching and support offered here are outstanding and enable these pupils to learn and achieve well.
- The school has a wide range of strategies in place to support pupils and families who experience difficulties. Parents are very grateful for the level of support they receive and the difference this makes to their child.

The leadership and management are good

- Attainment is rising as a result of strong leadership and teamwork. The headteacher is relentless in her drive to improve teaching and raise achievement further. Staff support her fully in this. There is a common sense of purpose and staff morale is high.
- Leaders' regular lesson observations, followed by detailed feedback, have ensured that all teaching is at least good and an increasing proportion is outstanding. The headteacher manages the performance of staff well, with clear links between pay increases and pupils' progress.
- Senior leaders make rigorous checks to find out how well pupils are achieving. All staff use data well to track the progress pupils make, and to ensure they are meeting their challenging targets. The school provides appropriate, effective, well-timed support for those pupils who need it, enabling them to make good progress.
- The co-ordinators for the Early Years Foundation Stage and for Years 1 and 2 lead their areas well by regularly checking teaching and pupils' progress in their area, and ensuring that challenging targets are met.
- Subject teaching gives pupils many enjoyable learning experiences that contribute greatly to their spiritual, moral, social and cultural development. Work on the latest space mission has excited pupils greatly as they marvel at the astronauts' achievements. They recall with pleasure their adventures in the forest school and the opportunities they have had to learn about other cultures and traditions through dance and music.
- All staff at the school have received training in supporting pupils with emotional, social and behavioural issues. The school has invested in a classroom called 'The Haven' which allows pupils to receive additional support and nurture alongside their learning. Pupils who are eligible

for additional funding through the pupil premium have benefited significantly from this provision.

- The school works effectively with other schools in the local area. This co-operation provides additional opportunities for moderation of assessments, support for pupils and professional development for staff. The local authority provides light touch support to this good school.

■ **The governance of the school:**

- The governing body takes a full and active role in the life of the school. Governors make regular visits to the school and meet with staff. The reports they produce show that they have a good understanding of what the school is doing to raise attainment. They ask challenging questions. Governors understand what the data on pupils' progress is telling them and have made sure that the funds available through the pupil premium have been used well to improve the achievement of targeted pupils. They have a clear understanding of the quality of teaching and performance management, and that teachers' pay will only be increased if their pupils make good progress. They know the strengths and weaknesses of the school and participate in the development of the school action plan. They ensure that all statutory requirements are met, including those for safeguarding pupils.
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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	125527
Local authority	Warwickshire
Inspection number	412708

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Gordon Marshall
Headteacher	Debbie Bateman
Date of previous school inspection	8 February 2010
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