



Studley Green Primary School

Inspection Report - Amended

Unique Reference Number 126480
Local Authority Wiltshire
Inspection number 293569
Inspection dates 26–27 September 2006
Reporting inspector Diane Wilkinson

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

Type of school	Primary	School address	Westfield Road
School category	Foundation		Trowbridge
Age range of pupils	4–11		BA14 9JQ
Gender of pupils	Mixed	Telephone number	01225 752713
Number on roll (school)	197	Fax number	01225 774199
Appropriate authority	The governing body	Chair	C Cook
		Headteacher	S Wigley
Date of previous school inspection	1 May 2001		

Age group 4–11	Inspection dates 26–27 September 2006	Inspection number 293569
--------------------------	---	------------------------------------

Amended Report Addendum

Report updated to resolve formatting inconsistency

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Studley Green is an average sized primary school which also has a community nursery on site and four classes for pupils with complex learning and speech and language needs. A significant proportion of pupils in the other classes also have learning difficulties and disabilities. A small number of pupils are from minority ethnic groups and speak English as an additional language. The school serves an area with a high level of social and economic deprivation. Children start school with skills and knowledge that are well below the expected levels. It holds the Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Studley Green is a satisfactory and improving school with strengths in some areas of its work. For the past two years, supported by the local authority, the school's involvement in an intensive support programme has increased the rate of improvement. Leadership and management are satisfactory. The headteacher and deputy headteacher lead the school well and there is a shared sense of purpose amongst staff to bring about further improvement. Self-evaluation is accurate and appropriate strategies are beginning to improve progress. Subject leaders are helping to move the school forward although some aspects of their work need further development. Nevertheless, these are all indications that the school is securely placed to improve further.

Achievement is satisfactory. Standards have improved but are still well below the national average. This is to a considerable extent the consequence of the school's very high proportion of pupils with learning difficulties and disabilities. However, these pupils, including those in the special classes, receive effective support and make good progress. The progress of pupils who speak English as an additional language and higher attaining pupils is satisfactory.

Since the Nursery opened two years ago, children entering Reception have better developed social skills, giving a good foundation for learning. Good teaching in Reception ensures their good progress. Standards on entry to Year 1 this year are below expectations. Standards in the 2006 Year 2 national tests were well below average although pupils made satisfactory progress. This is because standards were well below expectations when these pupils entered Year 1. Progress in Years 3 to 6 is satisfactory, but is better in Years 5 and 6 owing to good teaching. However, slower progress made in earlier years means standards at the end of Year 6, although improved, remain well below average.

Teaching is satisfactory, but better in the Reception class and in Years 5 and 6, where effective learning takes place. Classroom assistants support learning well. The curriculum is satisfactory and it is good for Reception children. Good links with other schools and agencies benefit learning and the good range of clubs, visits and visitors helps promote pupils' positive attitudes to school. Pupils with learning difficulties and disabilities in the special classes are well taught and their individual programmes of work meet their specific needs well.

The caring ethos and good personal, social and health education programme result in pupils' good personal development. Attitudes, behaviour and relationships are good and attendance has improved, but is still slightly below average. Pupils feel well cared for and the school is a happy and harmonious place to be. Pupils' progress is carefully monitored although the information is not always used to best effect to help pupils recognise what they need to do next.

What the school should do to improve further

- Raise the rate of progress by ensuring that all teaching is lively and stimulating and motivates pupils to do their best.

- Ensure that all pupils are given sufficient guidance to help them improve their work.
- Develop the role of subject leaders in monitoring and supporting the work in their subjects.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards are well below the national average but they are improving, particularly in Years 3 to 6, where in previous years they had been exceptionally low.

Significant improvements in teaching and learning over the last two years mean that Reception children now achieve well although few reach the levels expected for their age. Although achievement in Years 1 and 2 is now satisfactory, standards in the end of Year 2 tests in 2006 were well below average. That group of pupils entered Year 1 with well below the expected standards for their age. Achievement in Years 3 to 6 is satisfactory. It has improved largely because of better teaching in Years 5 and 6 and, in the last two years, the school has exceeded the realistic targets set for the Year 6 national tests. Standards have risen in the past three years and the rate of progress is now around that expected nationally.

Pupils with learning difficulties and disabilities, including those in the classes for specific learning needs, make good progress, particularly in English, as the result of the good support they are given. Pupils who speak English as an additional language achieve satisfactorily.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good and their cultural development is satisfactory. Children in Reception and pupils in the classes for specific learning needs make good progress in their personal development.

Pupils feel happy and safe in school and enjoy attending. One parent wrote, 'Three weeks into the summer holidays my daughter was asking to go back to school as she was missing it.' Pupils behave well, form good relationships and are friendly, polite and helpful. Pupils show the ability to reflect well on issues, such as resolving conflict and know how to keep themselves safe. The many sport activities and healthy meals available encourage pupils' healthy lifestyle. Pupils' good involvement in the life of the school and the wider community also involves fund-raising, including for third world countries. Pupils have made good progress in developing the personal and social skills that will help them in future life although further progress is still needed in literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 3

Effective teaching in the Reception class, particularly of the basic literacy and numeracy skills, gives children a good start. Teaching has improved in other classes, particularly in English and mathematics, and pupils are set appropriately challenging work. Pupils in Years 3 to 6 are making better progress, which is beginning to compensate for past weaknesses. Progress is good in Years 5 and 6 where effective teaching enthuses and challenges pupils to do their best. Teaching in other classes does not motivate pupils so well. Sometimes they have to spend too long listening to the teacher so their concentration wanders. The targets set to help pupils improve are beginning to raise the rate of progress although pupils are rarely encouraged to refer to these in lessons. When marking work, not all teachers indicate how pupils could improve.

Pupils with learning difficulties and disabilities, including those in the classes for specific learning needs, are well taught because activities are interesting and exciting and meet their individual needs well. Teaching assistants make a major contribution to the good progress these pupils make.

Curriculum and other activities

Grade: 3

Improved literacy and numeracy planning includes more opportunities for pupils to use these skills in all subjects. The effective promotion of speaking and listening skills also forms a basis for improving writing skills although the full effect has yet to be seen. Less has been done to improve planning in science. The curriculum for Reception children meets their needs and interests well. An effective personal, social and health education programme supports pupils' personal development. Good activities are planned for pupils with learning difficulties and disabilities and pupils in the special classes have work that is well tailored to meet their individual needs. Effective links with other schools, and a good range of visits, visitors and after-school clubs support pupils' learning well.

Care, guidance and support

Grade: 3

Pupils are well cared for. Parents agree that the positive ethos of the school is underpinned by pupils' good relationships with adults. Staff are committed to pupils' welfare and promote their personal development well. Effective arrangements to safeguard pupils' safety and good links with outside agencies help to support all pupils well, especially those with learning difficulties and disabilities. Guidance for pupils' personal development is good, particularly through the work of the school counsellor. The school tracks pupils' academic progress carefully, but more could be done in using the information to help pupils improve.

Leadership and management

Grade: 3

The headteacher and the deputy headteacher have set a clear direction for improvement and built a staff team committed to moving the school forward. This is demonstrated in pupils' good attitudes and behaviour and the gradual improvement in their standards and achievement over the last two years. Effective leadership of the provision for pupils with specific learning difficulties and disabilities is a key factor in their good progress. The school successfully links the performance management of teachers and consultation with parents and pupils to its self-evaluation and to the priorities in the school development plan. Subject leaders are beginning to play a greater part in monitoring teachers' planning and pupils' work although their role in monitoring teaching and tracking pupils' progress is underdeveloped.

The governing body carries out its legal responsibilities satisfactorily. The chair of governors knows the school well and has a good understanding of its strengths and weaknesses. Governors support the school well but they do not have well developed strategies for monitoring the school's progress and securing improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the school council members who gave up their lunchtime to talk to me. You and your parents think your school is a happy and safe place to be and we agree with you. It is giving you a satisfactory standard of education, but it is improving and some of you are now making good progress.

This is what we thought was good about the school

- You enjoy school, behave well, get on well with other children and are friendly, polite and helpful. Your teachers are proud of you and we enjoyed our two days in school.
- Children in Reception and pupils in Years 5 and 6 are making good progress.
- Pupils with learning difficulties and disabilities, including in classes 2, 3, 6 and 9 are taught well and provided with good activities so they make good progress.
- Your headteacher and deputy headteacher lead the school well and your teachers, classroom assistants and governors are all working hard to help the school improve.
- Adults take good care of you.
- You have lots of visits and visitors and clubs which help you keep fit and enjoy school.

What we have asked your school to do now

- Make all your lessons lively and exciting so that you want to do your very best. You can help by always trying hard.
- Give you more advice on how you can improve your work. You can help by referring to it regularly when you have new tasks.
- Ensure that teachers who have the job of helping you to do well in subjects like English, mathematics and science have all the information they need.

Thank you again for all your help and good luck for the future.