

Studley Community Infants' School

Inspection report

Unique Reference Number	125527
Local Authority	Warwickshire
Inspection number	340789
Inspection dates	8–9 February 2010
Reporting inspector	Ruth Westbrook

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	233
Appropriate authority	The governing body
Chair	Gordon Marshall
Headteacher	Debbie Price
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed 9 teachers and spent the majority of their time observing learning. Meetings were held with governors, staff and pupils. Inspectors observed the school's work, and looked at the school improvement plans, key policy documents, assessment information, governors' minutes and pupils' books. Safeguarding procedures were also checked. In addition, 62 parent questionnaire responses were received and analysed together with questionnaire responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively teachers plan for the different groups in their classes and set targets for individual pupils including those with special educational needs and/or disabilities
- how effectively school leaders are evaluating the impact of the curriculum on outcomes for pupils.

Information about the school

Children enter the Early Years Foundation Stage into the Nursery. The proportion of pupils eligible for free school meals is below average. Most pupils come from White British families. Almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs mainly relate to moderate learning difficulties. The Bright Kids out-of-school club operates on the same site. It is privately managed and subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school provides a welcoming and stimulating learning environment for pupils. Their well-being and care are a high priority and all staff are committed to providing a happy, secure, safe environment for them to learn. Relationships between pupils and staff are positive and productive providing the right balance of support and encouragement. The environment is summed up by one parent as, 'This lovely happy family school where all the staff are very supportive and helpful.'

The curriculum is organised in themes. This creative approach works well and promotes good personal development and key skills. It enhances pupils' enjoyment greatly and provides a meaningful context in which to learn. As a result, achievement across the school is good. Pupils make a good contribution to their school, through their various jobs and responsibilities and through the democratic system of Indaba, which gives them all a vote on important issues. As a result, the school itself operates as a cohesive community. Pupils' understanding of communities further afield is less well developed because there are fewer opportunities in the curriculum to extend this knowledge. The quality of teaching and assessment is good and teachers plan carefully for groups of different abilities within the class. Because of this, pupils make good progress in their learning. Occasionally, those pupils who are most able do not make enough progress because their work lacks sufficient challenge.

The headteacher is highly effective in sharing the school's vision with staff, pupils and parents. Her inspirational leadership motivates all members of the school's community so that they are on board in carrying out the school's plans. These are based on thorough evaluation of the school's work and are effective in driving improvement. The views of parents and pupils are taken into account in forming these plans. As a result, leaders have brought about improvements to provision which have resulted in raised attainment both in the Early Years Foundation Stage and in Key Stage 1. This indicates that the school's capacity to improve is good because it is sustaining good progress for pupils and improving those areas which it identifies as weaker.

What does the school need to do to improve further?

- Raise standards in English and mathematics by ensuring that assessment is used consistently well to plan challenging activities for high ability pupils.

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- Extend pupils' knowledge and understanding of communities beyond the school's immediate locality.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Year 2 is average in reading, writing and mathematics. The very large majority of pupils make good progress from their various starting points. Pupils with special educational needs and/or disabilities make good progress because their needs are clearly identified and appropriate support is put in place. The quality of learning in lessons is good. Generally, pupils are actively involved in their learning through activities and discussion, and this generates good pace in lessons. This lively pace of learning was seen in a Year 2 mathematics lesson when all the class were expected to show the teacher the correct time on their clock face. The teacher quickly adjusted the expectations for individuals depending on their success with the task. The teamwork between the teacher and teaching assistant provided a good balance of challenge and support. In a small minority of lessons, across all years, the pace of learning slows because the teacher talks for too long and pupils are not actively involved in discussion or questions.

Pupils have a good understanding of what keeps them healthy and what does not. The large majority value exercise and use the school grounds well, in all weathers, for 'fitness' as they call it. Pupils feel safe at school and trust the adults around them to help if needed. They respond well to the, 'talk, walk, tell' strategy and to encouragement to resolve difficulties themselves. They engage fully in opportunities to arrive at democratic decisions that affect school life, through school and class indabas. During the inspection, Year 2 pupils were seen to reflect carefully on the behaviour of Goldilocks and the three bears. Pupils were able to empathise with different viewpoints and consider others' feelings. These approaches promote good behaviour and strong social and moral development that are seen throughout the school. Pupils gain a good understanding of their own heritage through artistic and cultural opportunities, but awareness of the diversity of other cultures is less well developed. Pupils develop good interpersonal and organisational skills from their many 'jobs' that they willingly carry out in school. They are adventurous yet safe and are reflective about their experiences. All these attributes contribute to their readiness for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the great majority of lessons, teaching is good. Activities are carefully chosen and well-organised. This engages pupils and motivates them to learn. Teaching assistants are used well and provide effective, sensitive support for pupils. This works well because they are involved in careful planning with teachers. In the small minority of lessons where teaching is satisfactory, the pace of learning is slower because pupils are not actively engaged in their learning. Assessment is used well to check pupils' progress and to inform planning. Most lessons are organised to meet the needs of different ability groups, and teaching is adapted in response to pupils' progress in the lesson, but there are inconsistencies in this. In some lessons, activities for the most able pupils do not extend their learning far enough and they could achieve more.

The curriculum provides a good range of enrichment opportunities, which are used to promote development and the acquisition of skills across a wide range of curriculum areas. This was seen during the inspection when visitors from the local authority's 'Kerbsafe' scheme worked with school staff and small groups of pupils. These activities made a positive contribution to pupils' understanding of how to keep safe on the roads and in the development of their vocabulary to discuss safety issues. There is a well balanced emphasis on developing literacy, numeracy and information communications technology skills through practical activities and experiences. The school's creative partnerships approach to planning the curriculum is now in its second year. The school recognises the need to review its coverage and identify any gaps in provision and has plans in place to do this.

The positive partnership with the junior school ensures smooth transition for pupils at the end of Year 2. A comprehensive programme of additional support for pupils with special educational needs is well-organised and delivered effectively. This ensures that pupils with additional needs make good progress and benefit from all the school's provision. The school works hard to promote regular attendance and many pupils have attendance which is above average. It is average overall because a small minority of children have low attendance.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and governors have a clear view of the school's strengths and areas for development. These are included in effective plans, which emphasise the school's strong commitment to the principle that Every Child Matters. Leaders go to considerable lengths to ensure that all pupils have as many opportunities as possible. Thus, the school promotes equal opportunities and tackles discrimination should it occur. Leaders use effective tracking systems to ensure that the performance of individuals and groups is even. Where gaps in performance are identified, prompt action is taken to close them. This was the case when the underperformance of boys, in communication, language and literacy in the Early Years Foundation Stage, was identified. A more appropriate curriculum was put in place and attainment has improved as a result. Good strategies are in place to ensure that all children can participate in activities regardless of cost.

Governors are fully involved in the work of the school and in planning its future. They are thorough in ensuring that staff and pupils are safe and all procedures for safeguarding meet government requirements. They know the school well from their work with staff, pupils and parents. The school works well as a cohesive unit within its immediate vicinity. It has embraced the location of the children's centre on the school site and works in close partnership to enhance community provision. However, the effectiveness with which the school promotes community cohesion is satisfactory because the opportunities are limited for pupils to benefit from work with communities elsewhere in the United Kingdom or internationally. The school has a positive relationship with the large majority of parents. Good dialogue exists between parents and school leaders and parents give good support to the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make a good, happy start to school in the Early Years Foundation Stage. As one Reception parent says, 'My daughter really loves school. In fact, she misses it at weekends and holidays.' They enter the Nursery with skills and abilities which are below the expected level. Communication skills are still low when children enter the Reception class. Most children make good progress, so that by the time they leave Reception most reach the expected goals. This is because good teaching develops children's literacy and numeracy skills well through a range of stimulating activities. Children take on responsibilities readily. They are beginning to develop a good understanding of how to be healthy. They know, for example, why they eat brown toast and which foods are not healthy. Independence and problem-solving are encouraged through activities such as preparing their own toast at breaktimes. Children are encouraged to take risks and use the outdoor space creatively for a range of adventurous activities. They cooperate with the emphasis on doing this safely. Children behave well, responding to the encouragement and praise from adults. Staff establish good relationships with children and parents before they enter school and parents are encouraged to work in partnership with their child's learning. Staff know the children very well and carry out assessments thoroughly. They use this information to plan carefully the next steps for children. Occasionally, the most able children are not challenged sufficiently in these next steps. There have been changes this year to the leadership and staffing within the Early Years Foundation Stage. Staff work well as a team and have clear plans in place. There is strong commitment to continue improvements to provision and raise attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

The overwhelming majority of the parents' and carers' questionnaire returns were positive. All parents and carers who responded felt that their children enjoyed school and that the school kept them safe. This comment from one parent is typical of many received: 'The teachers are really friendly and kind, and are willing to help with any problems or situations that arise with positive answers on how it can be resolved.' Of greatest concern for very few parents was the infrequency of communication on their child's progress. This was particularly the case for some working parents. Inspectors investigated this and found the school's leaders receptive to the concern and keen to find a solution.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Studley Community Infants' School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	80	13	20	0	0	0	0
The school keeps my child safe	52	80	13	20	0	0	0	0
The school informs me about my child's progress	27	42	28	43	9	14	1	2
My child is making enough progress at this school	32	49	28	43	4	6	1	2
The teaching is good at this school	43	66	20	31	2	3	0	0
The school helps me to support my child's learning	35	54	23	35	7	11	0	0
The school helps my child to have a healthy lifestyle	36	55	27	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	40	28	43	2	3	0	0
The school meets my child's particular needs	36	55	25	38	2	3	0	0
The school deals effectively with unacceptable behaviour	31	48	31	48	1	2	0	0
The school takes account of my suggestions and concerns	29	45	33	51	1	2	1	2
The school is led and managed effectively	45	69	19	29	1	2	0	0
Overall, I am happy with my child's experience at this school	46	71	17	26	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2010

Dear Pupils,

Inspection of Studley Community Infants' School, Studley B80 7HJ

Thank you for giving us a warm welcome on our recent visit and for telling us about your school. It was very helpful. Now, I would like to share with you what we found out.

- Your school provides you with a good education.
- You make good progress in your work and you are able to do most of the things we expect by the time you leave.
- Your headteacher and her staff look after you really well and because of that you feel safe in school. You trust adults to help you. You behave well towards each other.
- You enjoy school very much because of the many different activities that are planned for you. It was good to see you joining in with these with such enthusiasm.
- You know how to keep healthy. I enjoyed watching you keep fit in your playgrounds. You use all the equipment well and safely.
- We were very impressed with the way you help to make decisions through the Indaba. You do this very maturely and help to make your school a better place by doing things like designing the school sign. It is beautiful.

We are asking the adults in charge of the school to make two further improvements. We are asking them to give you more of a challenge in your work when you find something easy. We are also asking them to plan some activities which help you to learn about other communities in different parts of the United Kingdom and the world. We know that you will enjoy doing this and will help your headteacher and her staff to put new plans in place. Work hard and achieve your best.

Yours sincerely

Ruth Westbrook
Lead inspector

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