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Mrs Saron Hetenyi
The Headteacher
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Dear Mrs Hetenyi

Ofsted monitoring of Grade 3 schools: monitoring inspection of Soudley School

Thank you for the help which you and your staff gave when I inspected your school on 1 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. In particular I would like to thank the governors who came in to talk to me and the pupils who spoke to me about life at Soudley School.

Numbers on roll have declined slightly since the inspection and there are now three classes. Class 1 comprises of Reception and Year 1, Class 2 consists of Years 2 and 3 and Years 4, 5 and 6 are taught in Class 3. Year 6 did not take the national tests in 2010 and so attainment judgements have been gathered from teacher assessments.

As a result of the inspection on 7 May 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment in Year 6 is average, which is an improvement from 2009 when results in the national tests were below average. Daily structured support sessions where reading skills are discretely developed have improved the quality of learning and successfully resulted in raising pupils' standards in reading. Consequently, over half of the Year 6 pupils attained a higher than expected level in the 2010 teacher assessments for reading. By simultaneously timetabling mathematics lessons across the classes and organising pupils into ability groups, teachers have improved the



quality of learning in this subject. Specific skills are targeted for additional support, such as mental mathematics and problem solving, and this has improved the rate of progress pupils make. This is reflected well in the 2010 teacher assessments for mathematics when over one third of pupils attained the higher-than-expected level for their age group. Standards in science have improved with over one third of the 2010 Year 6 cohort attaining the higher-than-expected level for their age. This has been achieved by teaching science as an individual subject within the curriculum and, consequently, raising its profile as a discrete subject. Key scientific vocabulary is developed well and the practical approach taken to lessons engages the pupils well in their learning. Regular pupil assessment tasks provide teachers with detailed information on the amount of progress each individual makes in English, mathematics and science. This information is carefully analysed and teaching groups are organised to meet the needs of specific pupils. Individual targets and one-to-one support are improving the rate of progress made by all pupils, including those with special educational needs and/or disabilities and the more able.

The improvement in standards and the greater consistency in the quality of learning and progress made by the pupils are as a direct result of the way in which the subject leaders for English, mathematics and science have professionally embraced their role. They have used their expertise to raise attainment and improve pupils' overall achievement. By extending their own professional development through additional training and by seeking specialist advice and providing guidance to other staff, they have effectively implemented programmes and systems which have increased the rate of progress made by the pupils. Information is gathered with precision and carefully analysed to enable them to provide bespoke teaching and to set challenging targets for the pupils. For instance, a focus on improving writing skills is being effectively led by the English subject leader who has analysed pupils' writing and focused the outcomes whole school targets. By working with the most able mathematicians, the subject leader has extended their learning well. Support assistants made a good contribution to pupils' progress in lessons because they focus on scaffolding learning and encourage independent thinking. By completing detailed assessments of how well the pupils have achieved during these sessions, teachers are well informed on how individuals have progressed. This information is used well to plan for the next steps in their learning.

Pupils enjoy their school life at Soudley and make a strong contribution to their own community. For example, by selling healthy snacks in their tuck shop, the older pupils raise money for their end of year trip. This enables them to develop a good understanding of profit and loss margins and helps their younger customers to understand the value of money. Their ability to prepare and cook nutritious soups to sell in their tuck shop and the effort put into their early morning physical exercise sessions demonstrates their good understanding of maintaining a healthy lifestyle. Pupils talk enthusiastically about the trips and residential visits which they participate in. They feel particularly safe in their school and particularly appreciate the family feel. As one pupil explained, 'It doesn't matter how small the school is, its how hard the pupils work that makes the difference.'



Members of the governing body understand well the effective part played by the subject leaders in school development and they confidently demonstrate a good level of support and challenge in relation to the areas that require further development. The school has been well supported by the local authority and it has wisely used the expertise of external consultants. It has developed good links with other local schools and this has strengthened its capacity for further improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Lorna Brackstone
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in May 2009.

- Ensure work provides sufficient challenge for all pupils in mathematics and science, particularly for the more able.
- Develop the role of subject leaders to increase their influence on raising standards and achievement.

