

Studley St Mary's CofE Academy

New Road, Studley, Warwickshire B80 7ND

Inspection dates

9–10 May 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teachers do not always plan accurately enough to meet pupils' needs, which leads to some work being too hard or too easy in writing and mathematics. This is especially so for lower-attaining pupils and those who have special educational needs and/or disabilities.
- Some teachers do not have high enough expectations of what some pupils can achieve. Additionally, teachers do not consistently expect pupils to take pride in their work and present it to the best of their ability. Consequently, some pupils do not make sufficient progress.
- Not all teachers consistently apply the behaviour policy. As a result, some lessons are interrupted by low-level disruption which is not addressed quickly enough.
- Pupils do not have enough opportunity to write at length. Pupils' mathematical reasoning and problem-solving skills are underdeveloped.
- The support for pupils who have special educational needs and/or disabilities is not effective enough. Consequently, these pupils tend to fall behind in their learning and are not making good progress.
- Middle leaders are not yet fully effective in their roles.
- Leaders have not yet ensured that teachers use the school's assessment systems accurately. Leaders and governors do not, therefore, have a clear understanding of which pupils are falling behind in their learning.
- Systems to manage the performance of teachers do not effectively hold teachers to account for pupils' performance and governors have not checked this carefully enough.
- Pupils have limited understanding of British values.

The school has the following strengths

- The headteacher has accurately identified the school's needs and has already implemented changes which are leading to rapid improvement. The multi-academy trust provides effective support to the school.
- Many higher- and middle-attaining pupils are now making the progress they should.
- Pupils' personal development is supported well especially through specialist provisions such as 'The Hive'. Pupils have a clear understanding about how to keep themselves safe.
- A range of extra-curricular activities and trips support the curriculum.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - leaders and governors check more carefully on the progress of different groups of pupils, especially pupils who have special educational needs and/or disabilities and lower-attaining pupils
 - assessment systems are further developed to provide more accurate information about all groups of pupils
 - leaders and governors further develop the systems to manage the performance of teachers
 - leaders at all levels, particularly those new to their roles, receive further support and training to develop and extend their responsibilities
 - the curriculum is planned to provide pupils with more opportunities to write at length, develop their skills in reasoning and problem-solving in mathematics and acquire an understanding of British values
 - leaders further develop the behaviour policy and make sure that all staff consistently apply it across the school.
- Improve the provision for pupils who have special educational needs and/or disabilities by:
 - further supporting and developing the leadership of special educational needs provision
 - monitoring the provision and outcomes for pupils who have special educational needs and/or disabilities more closely to ensure that these pupils are receiving effective support
 - providing training and support to staff to develop their understanding of the needs of pupils who have special educational needs and/or disabilities, and how to plan to meet these needs in reading, writing and mathematics.
- Improve the quality of teaching, learning and assessment in writing and mathematics by ensuring that teachers:
 - raise expectations and the level of challenge for all groups of pupils, especially pupils who have special educational needs and/or disabilities and lower-attaining pupils
 - use the school's assessment systems accurately to plan work to meet the needs of all groups of pupils
 - provide pupils with more opportunities to write at length, and in a range of different styles, to enable them to develop their writing skills
 - provide more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning
 - set pupils high standards for the presentation of their work.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The school has been through a period of change over the last few years, including two changes of headteacher. There have also been some challenges which leaders have dealt with sensitively. The recently appointed headteacher recognises this and has ensured that there has been a smooth transition to the new leadership structure. She has, however, also quickly and accurately identified where the weaknesses in the school remain. The headteacher recognises that not enough teaching is of a sufficiently high quality to ensure that pupils make the rapid progress needed to meet the standards expected of them.
- The leader of special educational needs is still relatively new to the role. While there is some effective provision to support pupils who have social and emotional needs such as 'The Hive', the overall effectiveness of the support for pupils who have special educational needs and/or disabilities has not been monitored carefully to check if it is meeting their needs. The progress of these pupils has not been tracked carefully. As a result, pupils with special educational needs and/or disabilities have underperformed over a sustained period of time. Funding has not been used to full effect.
- Middle leaders are not fully effective in their roles. Limited monitoring of the quality of teaching and learning has taken place. There is a lack of clarity about how teachers are building on prior learning as pupils move through the school, especially in writing and mathematics. This results in teachers in some classes providing pupils with tasks and activities which they have already shown that they can achieve in younger year groups. These pupils, therefore, are not making enough progress in their learning.
- Systems to manage the performance of teachers have not been used effectively to hold teachers to account. The targets set for teachers are not challenging and lack clarity. Prior to the appointment of the current headteacher, training and development opportunities have not supported teachers to improve the quality of their teaching. The headteacher recognises this and the systems are in the early stages of being changed. However, these changes are yet to be implemented.
- Teachers do not use the school's assessment systems accurately. Leaders are, therefore, unable to track the progress of different groups of pupils effectively. As a result, the underperformance of some groups, such as lower-attaining pupils and pupils who have special educational needs and/or disabilities, is not identified and addressed.
- The headteacher recognises the inadequacy of the school's assessment system and a new system is being developed. However, this will not be in place until later in the year.
- The school's behaviour system has led to some considerable improvements in pupils' behaviour. Pupils' movement around the school and at breaktimes is mostly positive. However, the behaviour system is not always used consistently in all classes, which leads to variability in the standards of behaviour across the school. Leaders recognise this but have not yet ensured that all teachers use the behaviour system consistently.
- Pupils' spiritual, moral, social and cultural learning is developed well. Pupils have opportunities to learn about other cultures and religions, and show respect for different

beliefs. However, they show little understanding of British values, which are not yet embedded within the curriculum.

- The curriculum provides pupils with a range of learning experiences, including 'forest schools'. Leaders have ensured that pupils are provided with a wide range of subjects, supported by a range of trips and visits. Pupils say they enjoy learning when studying different subjects and look forward to being awarded the laboratory coat to wear in science lessons for being the 'super scientist'.
- The headteacher, who was appointed in January 2017, has a determined drive to improve the school. She has high expectations and has very quickly identified the school's strengths and weaknesses. The headteacher monitors teaching and learning regularly and has a precise understanding of where and what improvements need to be made. She has implemented some changes quickly which have already shown improvements in the school. She has the overwhelming support of staff, who value the support and care provided to them.
- The headteacher is using all available support to help improve the school. She is proactively working with other schools within the multi-academy trust to ensure that expertise across the trust is used to secure rapid improvements in leadership and teaching and learning. Leaders now provide teachers with professional development and training which is improving the quality of their teaching.
- Additional funding received to support disadvantaged pupils is used effectively. There is a high focus on supporting pupils' social and emotional needs, which has a positive impact on these pupils. Leaders ensure that disadvantaged pupils are able to be fully included in all aspects of school life.
- The sport premium funding is also used effectively. Specialist coaches help to develop teachers' knowledge and skills in delivering physical education. There has also been a focus on developing extra-curricular sports provision, with a wide range of opportunities provided for pupils, including American football.

Governance of the school

- Governors understand the assessment information that leaders share with them. However, this information is not yet providing accurate details about the achievement of pupils. Consequently, governors do not have an accurate understanding of current pupil outcomes.
- Systems to manage the performance of the headteacher are in place. Governors check that systems to manage the performance of teachers are carried out. However, governors have not rigorously checked that these systems are being used effectively to hold teachers to account for pupils' performance.
- The monitoring of safeguarding procedures by the governors is robust and detailed. Policies are scrutinised and governors visit the school regularly to check that leaders are putting the policies into practice. Consequently, the school provides a safe environment for pupils and staff.
- Governors manage the finances of the school effectively. They understand how the additional funding to support disadvantaged pupils and the sports premium funding is used, and receive reports on the impact of the spending.

- The multi-academy trust provides a range of effective support to the school. The school is developing strong links with other schools within the multi-academy trust, which is supporting the development of leaders and providing additional training and professional development for a range of staff.
- The school has recently started working with a national leader of education (NLE) from a local high school, which is further strengthening the development of leaders, especially middle leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding within the school. Staff have received updated training and know what to do if they have any concerns about a pupil. All safeguarding policies and procedures are detailed and up to date. Leaders review safeguarding procedures regularly and check that all staff understand them, including staff new to the school.
- Checks made on staff and volunteers working in school are detailed and recorded carefully. Leaders take all possible steps to ensure that all staff appointed to the school pose no risk to pupils.
- Risk assessments are thorough and clearly identify any risks which pupils may face, and how these risks are to be minimised. Detailed risk assessments are in place for individuals where needed.
- The school works with a range of agencies to support vulnerable pupils. Leaders react swiftly whenever there are any concerns about a pupil, and ensure that all necessary steps are taken to provide any additional support that is needed to keep the pupil safe. Records are detailed and held securely.
- Pupils are taught well about how to keep themselves safe. Due to the high emphasis the school places on supporting pupils' personal development and welfare, pupils know that there is always someone that they can go to if they have a concern.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good across the school. In some classes, expectations of what pupils can achieve are far too low. Some teachers give pupils, especially lower-attaining pupils and pupils who have special educational needs and/or disabilities, work which is far too easy. As a result, these pupils are falling behind in their learning.
- Some teachers do not use the information they have about what pupils can do to plan work which is matched to their needs in writing and mathematics. This results in work which is too hard or too easy. In these lessons, some pupils become disengaged and disrupt the learning of others. Consequently, learning slows.
- The school has introduced values to support and develop positive attitudes to learning. For example, pupils are currently focusing on the value of pride, including taking pride in their work. In some classes this is effective. However, in other classes teachers do

not insist that pupils produce work to the best of their ability, which results in some pupils not trying hard enough.

- Grammar, spelling and punctuation are taught across the school. However, not enough teachers provide pupils with sufficient opportunities to apply these skills in longer pieces of writing. Too often pupils complete grammar exercises and do not then apply the skills learned. Therefore, pupils are not developing their writing skills well enough to make the progress they should. This is especially the case for lower-attaining pupils and those who have special educational needs and/or disabilities.
- Progress in mathematics has been below national averages for some time. Recently, the teaching of mathematics has begun to improve. However, not enough teaching of mathematics is good enough to enable more pupils to make the progress they should by the end of key stage 2. In addition to this, teachers do not give pupils enough opportunities to apply their mathematical skills in problem-solving and mathematical reasoning activities.
- The headteacher has quickly and accurately identified where the strengths and areas for development in teaching, learning and assessment are. She is using a range of support from the multi-academy trust and an NLE to improve the quality of teaching. Some improvements can already be seen and there is an increasing proportion of good teaching. However, not enough teaching, learning and assessment is consistently good across the school.
- Where teaching is more effective, work is closely matched to the needs of all pupils and teachers plan engaging and challenging activities which encourage pupils to think for themselves. Questioning further challenges pupils' thinking and there are high expectations of what pupils can achieve. Work from these classes shows pupils are making at least expected, and in some cases, accelerated progress. This is especially so for the most able pupils.
- The teaching of reading is mostly effective and is enabling pupils to develop their reading skills appropriately.
- A priority is placed on the teaching of science across the school. A range of interesting and investigative science can be seen in all year groups. Pupils speak enthusiastically about their learning in science and particularly enjoy the practical learning and experiments carried out.
- 'The Hive' provides very effective support for pupils who have social and emotional needs. As a result of the support 'The Hive' provides, these pupils are able to engage more in their learning back in the classroom.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school places a high priority on ensuring that pupils' social and emotional needs are met. 'The Hive' provides an exceptionally supportive and nurturing environment which enables pupils to develop their confidence and social skills, and supports their emotional needs. In addition to this, the school works with a range of agencies to

provide vulnerable pupils with the care and support they need to help them settle successfully in school. Pupils are very well cared for in this school.

- There are very positive relationships between pupils and adults within the school. Staff interact with pupils at breaktimes, including organising games in which pupils can participate. Pupils say they trust the staff and know there is always someone they can talk to if needed.
- The school has a very inclusive ethos. Pupils say that it is absolutely fine to be different in their school. They show a high level respect for other faiths and cultures, and most are happy and confident individuals.
- Pupils are taught about different values throughout the year, which include a focus on Christian values. Leaders ensure that the values support pupils' personal, social and emotional development as well as their academic progress.
- Pupils have the opportunity to participate in a wide range of extra-curricular clubs, including sporting, dance, drama and musical activities. American football is a very popular club. A range of trips supports the curriculum, such as visits to museums and places of worship. Year 6 pupils attend a residential visit which supports the development of their independence and confidence away from home.
- Pupils have a very good understanding of how to keep themselves safe. E-safety is taught well, and regular assemblies reinforce the importance of keeping yourself safe online. Pupils say they feel very safe in school.
- Pupils know what bullying is, including cyber bullying. They are taught what to do if they are being bullied and have confidence that if there is a problem, a teacher would always deal with it. However, pupils say bullying very rarely happens in school.
- The school has recently introduced a breakfast club. Although it is in its early days, the club is run well and provides a positive start to the day for the pupils who attend.

Behaviour

- The behaviour of pupils requires improvement.
- In some lessons, pupils do not behave well enough. A few pupils do not listen to the teacher and cause some disruption to the lesson. As a result, pupils do not make the progress they should in these lessons.
- Teachers do not consistently apply the school's behaviour policy in all classes. Pupils say that the rewards and sanctions are not always used. Consequently, some pupils are unclear about teachers' expectations of behaviour. This leads to some pupils not behaving as well as they should.
- Since the new headteacher started, there have been improvements in pupils' behaviour, especially at breaktimes and when pupils move around the school. Pupils say that behaviour has improved. Most pupils are clear about the rewards and sanctions that are now in place, and are keen to earn awards such as 'reach for the stars'. The majority of pupils are polite and courteous, and show respect for visitors and staff in school.
- Leaders track pupils' attendance in detail. The school takes all possible steps to tackle poor attendance. Leaders work with families to find ways of improving the attendance

of their children. 'The Hive' has successfully supported some pupils to attend school more regularly. As a result, current attendance figures are broadly in line with national averages, and where attendance is below national averages for individuals, leaders take robust action to address it.

Outcomes for pupils

Requires improvement

- At the end of 2016, standards in reading were in line with the national average, and the proportion of pupils working at a greater depth of learning in reading was above the national average. Progress in reading was broadly in line with national averages.
- The majority of pupils made progress that was broadly in line with national averages in writing at the end of key stage 2 in 2016. Standards in writing were slightly below the national average. However, the proportion of pupils achieving a greater depth of learning in writing was broadly in line with national averages.
- Progress in mathematics was below national averages, as were the standards achieved by pupils at the end of 2016.
- Pupils with low starting points and pupils who have special educational needs and/or disabilities made significantly less progress than national averages in reading, writing and mathematics at the end of key stage 2 in 2016.
- Disadvantaged pupils made progress that was broadly in line with other pupils nationally in reading and writing. However, their progress in mathematics was below that of other pupils nationally. The school's assessment information shows that, in the vast majority of year groups, disadvantaged pupils currently in school are making progress to enable them to achieve the standards of which they are capable in reading, writing and mathematics.
- The school's own assessment information shows that pupils who have special educational needs and/or disabilities and lower-attaining pupils currently in school are not making the progress they should. Work in pupils' books also shows that these pupils are not making adequate progress in writing and mathematics. This is because teachers' expectations of what these pupils can achieve are too low.
- Work in English and mathematics books currently demonstrates that higher- and middle-attaining pupils are making sufficient, and in some cases, accelerated progress, because teachers accurately match work to meet their needs.
- Teachers are not using the school's assessment systems accurately enough. Some teachers do not assess and record carefully what pupils can do. Leaders are, therefore, unable to track pupils' progress effectively across the school to identify which pupils are falling behind in their learning. Consequently, pupils who are underperforming are not supported quickly enough to help them catch up, particularly lower-attaining pupils and pupils who have special educational needs and/or disabilities.

School details

Unique reference number	141000
Local authority	Warwickshire
Inspection number	10032564

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

Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Academy trust
Chair	Mr Ron Harris
Headteacher	Mrs Melanie Ireland
Telephone number	01527 852 153
Website	www.studley-jun.warwickshire.sch.uk/
Email address	admin3310@welearn365.com
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school became part of the Diocese of Coventry Multi-Academy Trust in July 2014.
- The school complies with Department for Education guidance on what academies should publish.
- Studley St Mary's C of E Academy is a slightly smaller than an average-sized school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is average.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of pupils who have statements of special educational needs or education, health and care plans, is above the national average.

- A breakfast club is run for the pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress in reading, writing and mathematics for pupils by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the headteacher.
- Inspectors met with pupils, heard a selection of pupils read and observed pupils at breaktimes and lunchtimes.
- Inspectors met with the headteacher, the leader of provision for special educational needs, and middle leaders with subject responsibilities. The lead inspector met with members of the governing body and spoke to representatives of the multi-academy trust.
- A range of pupils' books from all year groups and a range of subjects were looked at.
- A number of documents were considered, including the school's self-evaluation and improvement plans. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- Inspectors took account of 64 responses on the Ofsted online questionnaire, Parent View. Inspectors spoke to a number of parents before school. There were no responses to the online pupil questionnaire.
- Inspectors reviewed 21 responses to an inspection questionnaire returned by staff.

Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

Tracy Stone

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017