

# Inspection of Studley Green Primary School

Westfield Road, Trowbridge, Wiltshire, BA14 9JQ

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Inspection dates: 14–15 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are at the heart of this inclusive school. Leaders have high expectations and are determined that all pupils achieve well. Parents appreciate the care and nurture provided for their children. One parent commented that 'all children are respected as individuals and are encouraged to reach their own full potential'.

Pupils enjoy coming to school and they feel safe. Staff have an accurate view of the individual needs of children and their families and strong pastoral support is in place. This supports pupils well with their classroom learning and personal development.

Pupils are polite and considerate towards others. They behave well in the classroom and around the school site. If poor behaviour occurs, staff deal with incidents appropriately and sensitively. Pupils understand what bullying is and say that staff deal with it effectively when it happens.

Pupils understand the importance of being tolerant. They know the school's values and the consequences of not being respectful. They see everyone as being unique and that differences should be celebrated. This has allowed them to develop strong relationships with each other and the adults working with them.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for all pupils, including those with the most complex needs. This ambition is shared across the whole school community, including governors. Staff value the teamwork approach that exists in the school. They recognise and appreciate the importance placed on everyone's well-being.

Leaders prioritise reading. High-quality training has been provided for all staff. Pupils enjoy a wide variety of texts. Staff support pupils by exposing them to new words and phrases regularly. Strong use of assessment means teachers are clear which sounds pupils know and need to learn next. Teachers check that pupils are keeping up. If pupils fall behind, they get the help they need to catch up quickly. Older pupils understand why it is important to be able to read.

The mathematics curriculum is clearly sequenced to ensure that pupils secure knowledge over time. Pupils are given time to practise. Staff utilise assessment opportunities to see what pupils can and cannot do before moving onto something new. Pupils say that previous learning helps them when learning new ideas for the first time.

Leaders have worked diligently on planning for subjects within the wider curriculum. It is clear what pupils must know and the order they will learn things. For example, in history, leaders have identified the key historical knowledge they want pupils to remember. Opportunities are planned for this knowledge to be revisited over time.

However, sometimes pupils are unable to recall this knowledge. As a result, pupils do not remember enough about some of the subjects they learn.

Children get off to a good start in the early years. Relationships between adults and children are strong. The environment is well organised. Clear routines help children to become independent from a young age. They listen attentively to adults and engage in purposeful conversation. Children are curious about their learning and not afraid to ask questions. This develops their resilience. Adults identify what children need to do next to develop their knowledge. The early years curriculum is carefully planned, prioritising vocabulary development to support children's communication skills. Consequently, pupils develop knowledge and behaviours that prepare them well for Year 1.

Pupils with special educational needs and/or disabilities (SEND) have full access to the same ambitious curriculum as their peers. This includes those in the resource base classes. Staff know these pupils well. They adapt planning to support pupils to access the curriculum and enable pupils to work independently.

Staff expect pupils to behave well in lessons. Pupils respond to these high expectations. They have positive attitudes to their learning and want to do well. The school is a calm and purposeful place to learn. There is mutual respect for all.

Leaders have a clear and accurate understanding of the needs of their community. High-quality pastoral support and positive engagement with parents has enabled pupils to see everyone as being equal. Staff understand the importance of physical and mental health among pupils. There is no stigma. It is alright to not feel alright. Pupils learn how to stay safe and enjoy healthy relationships. Staff provide pupils with a range of opportunities, including being part of the school council, sports leadership programmes, mini police and digital leaders. Opportunities are given for pupils to develop talents and interests.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff act in the best interests of keeping pupils safe. Leaders ensure that all staff are knowledgeable and receive frequent, up-to-date safeguarding training. Systems for reporting concerns are effective. Staff understand what to do if they are worried about a pupil. They know leaders take their concerns seriously. The support for vulnerable pupils is strong.

The school completes the necessary checks to ensure that all staff are safe to work with children. Pupils and parents agree that the school is a safe place to be. Pupils know how to keep themselves safe and understand risk.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A well-sequenced curriculum is in place. However, sometimes pupils do not recall previous learned knowledge independently in some subjects. Leaders need to ensure that pupils remember what they have learned and build on this each year.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	126480
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10200940
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Uncles
<b>Headteacher</b>	Sarah Garbutt
<b>Website</b>	<a href="http://www.studleygreenprimary.co.uk">www.studleygreenprimary.co.uk</a>
<b>Date of previous inspection</b>	26–27 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The school has three specialist resource base classes for pupils with speech, language and communication difficulties and complex needs. Currently, there are 35 pupils, aged between four and 11 years old, accessing this provision.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteachers, the special educational needs coordinator, the school improvement adviser, groups of staff and representatives from the governing body.
- Inspectors did deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils, and

looked at samples of pupils' work. An adult was present when one inspector met with a group of pupils about their learning.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- An inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- Inspectors looked at how the school keeps pupils safe. The lead inspector met with the designated safeguarding lead. Inspectors also scrutinised the school's single central record.
- Inspectors considered: 36 responses to the Ofsted online survey, Ofsted Parent View, including 33 free-text responses; 43 responses to the pupil online survey; and 15 responses to the staff survey.

### **Inspection team**

Heather Barraclough, lead inspector

Her Majesty's Inspector

Wendy D'Arcy

Ofsted Inspector

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