

# Inspection of Studlands Rise First School

Studlands Rise, Royston, Hertfordshire SG8 9HB

---

Inspection dates: 19 and 20 November 2024

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>Outstanding</b>
Previous inspection grade	Good

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

Pupils enjoy their time in this school, where they are safe, have fun and learn well.

Pupils have warm and respectful relationships with everyone in the school. Pupils are considerate. They share a sense of kindness throughout the school. At social times, pupils play together nicely and share the equipment provided for them. This echoes the school rules of 'kind hands, feet and words' and 'look after the school and belongings'.

Adults encourage pupils to work hard. This motivates pupils to 'try their best'. Pupils are proud of their contributions to school life. They help create the rules and see the importance of following them well.

Pupils behave well. Learning environments are calm. Pupils have a clear understanding of diversity and this is reflected in their respect for each other. This starts exceptionally well in the early years.

Pupils develop 'life' skills. They value the range of opportunities to broaden their horizons and extend their interests. Older pupils enjoy the opportunities they have to help younger pupils at lunchtime. Pupils particularly enjoy receiving praise and acknowledgement for making the right choices in their learning and behaviour.

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

The school has developed a well organised, ambitious, and broad curriculum. It has arranged the knowledge and skills that pupils learn in a logical manner to ensure learning builds upon what pupils have learned before.

Staff are confident in teaching the curriculum and have secure subject knowledge. Teachers model the correct use of subject-specific vocabulary well. Teachers use questioning effectively to check pupils' understanding and address any errors. At times, pupils finish their learning and staff do not address this quickly enough. When this happens, pupils do not make the progress that they could because they are not moved on swiftly enough to new learning.

The curriculum begins in the early years. Here, children learn the skills and knowledge that they need to be successful as they move through the school. There is a sharp focus on learning vocabulary. Highly skilled early years staff take every opportunity to develop children's communication and listening skills so that children have full access to the rest of the curriculum. This contributes towards children being well prepared for Year 1.

The school gives reading and phonics a high priority. From the early years onwards, staff teach phonics consistently well. Children in the Reception class enjoy their phonics sessions and demonstrate confidence in reading and tackling new words. Exceptionally skilled staff ensure that pupils who are falling behind receive tailored sessions that help them to catch up and keep up. Staff bring books to life for pupils. They share their joy through expressive reading out loud. Pupils are inspired to pick up a book and read. Staff

help pupils to dig deep into how a text is put together. Pupils then use this knowledge to aid their writing.

The school has high expectations for pupils with special educational needs and/or disabilities (SEND). There is a strong focus for this group of pupils to learn to work independently. From the very start, staff are swift to spot pupils' additional needs. They use this knowledge well to put the right support in place throughout all areas of learning. Pupils with SEND are as engaged and active learners as their peers. They achieve well. The school sustains this strong focus on ensuring that staff know and meet pupils' needs throughout the school.

Pupils are respectful and friendly. The school values teamwork and this is promoted throughout the school. There are clear routines and boundaries in place. Pupils behave well in lessons. The school takes effective action to promote positive attendance. These have helped to improve attendance and punctuality.

The school has implemented a programme which supports pupil development, including relationships and sex education and personal, social, health and economics education (PSHE). As a result, pupils know how to eat well to be healthy and understand differences.

The school provide well-planned opportunities for pupils to become active citizens. There are a range of clubs that take place at the school. This includes clubs for sports, music and arts. Some of the older children take on responsibilities such as the 'Sport Crew', where they act as games leaders for younger children at lunchtime. Positive choices and achievements are celebrated in whole-school assembly, which pupils appreciate.

The governing body offers effective challenge and support to school leaders. Governors have the expertise needed to do this. Governors take account of staff well-being, including that of school leaders. Staff enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasions, staff do not tune in to when pupils have finished what they are learning and are ready for the next steps in what they need to know. Teachers do not always respond quickly enough when pupils are ready for additional knowledge or an opportunity to practise what they know. The school should ensure that all staff are

equipped to adapt learning in a way that supports all pupils progress through the curriculum.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117331
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10345195
<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Dawson
<b>Headteacher</b>	Nikki Wilby
<b>Website</b>	<a href="http://www.studlandsrise.herts.sch.uk">www.studlandsrise.herts.sch.uk</a>
<b>Date of previous inspection</b>	2 July 2019, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection the school has appointed a new chair of governors.
- The school appointed a new headteacher in September 2023.
- The school has three-year-old children in the nursery class.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a range of leaders, including the headteacher and other senior leaders and special educational needs coordinators.
- The lead inspector met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils read to a known adult.
- Inspectors also discussed the curriculum in some other subjects and looked at samples of a range of books.
- The lead inspector met with the local authority school education adviser.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took into account the views of leaders, staff and pupils; and considered the extent to which leaders had created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of school documents and policies, including the school development plan and minutes of governing body meetings.
- The inspectors considered the views of parents through responses to the Ofsted online survey, Ofsted Parent View. Inspectors gathered the views of staff through the online staff survey, as well as discussions held throughout the inspection.

## **Inspection team**

Suzanne Thrower, lead inspector

Ofsted Inspector

Richard Fordham

Ofsted Inspector

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024