



Studfall Infant School and Nursery

Inspection Report

Unique Reference Number 121810
LEA Northamptonshire
Inspection number 281107
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Patricia Pritchard HMI

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

Type of school	Infant	School address	Rowlett Road
School category	Community		Corby
Age range of pupils	3 to 7		Northamptonshire NN17 2BP
Gender of pupils	Mixed	Telephone number	01536 264540
Number on roll	368	Fax number	01536 408242
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	13 September 1999	Headteacher	Mrs Angela Brinkman

Age group 3 to 7	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 281107
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Studfall Infant School and Nursery is situated on the outskirts of Corby and is larger than average. The designated special provision supports inclusion for up to 16 pupils. The percentage of pupils whose first language is not English is low and the percentage of pupils eligible for free school meals is average. The school promotes very good relationships within the community and with its partnership schools. It is a former member of an Education Action Zone which has now become an Excellence Cluster. Recent successes include achieving Investors in People status for the second time and attaining a Gold Healthy School award and an Activemark award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Studfall Infant School and Nursery, with its designated special provision, is a very effective school with several exemplary features. It provides good value for money. Since the last inspection, standards have risen significantly. All groups of pupils make good progress. The exception is in information and communication technology (ICT) where an under-investment in resources has resulted in pupils making satisfactory rather than good progress

An outstanding strength is the care, support and guidance offered to all pupils and particularly to those with learning difficulties and disabilities. The school's inclusion policy is being implemented very successfully. All groups of pupils are very well supported in their learning. Provision in the Foundation Stage is good. Procedures for tracking pupils' achievement are well developed and effective from the Nursery onwards. Pupils enjoy coming to school.

The staff form a highly effective team and have a very good understanding of the social and physical needs of the pupils. The quality of teaching is good and teaching assistants are well deployed. Close links are established with external agencies and the local community to support pupils and their families. Links with the junior school are strong. Parents are actively encouraged to take an interest in their children's learning and are extremely positive about all aspects of provision.

Starting in the Nursery, the emphasis on improving the pupils' social and linguistic skills provides a very good foundation for their further development. The focus on adopting a healthy lifestyle is exemplary and consistent throughout the school.

A further exemplary feature is the quality of leadership and management. The school knows where its strengths and areas for development lie. It rightly prides itself on being a 'learning' school and demonstrates that it both has the capacity for, and is proactive at, initiating and implementing improvements.

Grade: 1

What the school should do to improve further

- Give priority to improving standards further in ICT.

Achievement and standards

Grade: 2

Since the last inspection, the school has made good progress in raising standards in Year 2 with the result that in reading, writing and mathematics, the pupils' performance is now in line with that of other pupils nationally. Standards in mathematics have risen significantly from a low starting point in 2000. In 2005, all higher attaining pupils at the end of Year 2 met their target in mathematics. Standards in ICT across the school, although satisfactory, are not as good as in the core subjects.

Pupils start school with weak oral language and social skills. However, the strong focus on personal and social education in the Foundation Stage has a positive impact on improving the communication skills of these pupils.

The school caters for a significant number of pupils with special educational needs. This is a contributory factor to variations in the school's overall performance at the end of Year 2 from year to year. Pupils with special educational needs make good progress, particularly in reading. Pupils in the designated special provision do particularly well and, as a result, often exceed their targets.

Grade: 2

Personal development and well-being

Grade: 1

The pupils make good progress in their moral and cultural development. They make particularly good progress in their spiritual and social development especially in the Nursery and Reception classes. A well planned programme of personal, health and social education helps to build up the pupils' self-esteem and enables them to develop positive attitudes to school. Attendance figures have improved and are now in line with the national average. A learning mentor provides targeted support for vulnerable pupils in order to encourage them to attend school regularly.

Behaviour is excellent. Pupils listen carefully to teachers and also get on well with independent tasks. They appreciate the emphasis on positive rewards for good behaviour. They are respectful of adults and their peers, and in the playground most play happily with one another. The pupils are keen to learn and enjoy school. They are very aware of the importance of adopting a healthy lifestyle and taking regular exercise.

Pupils readily accept responsibility from an early age. The establishment of school and class councils encourages them to express their views about aspects of school life and develop their understanding of how they can contribute to the wider school community. Members take their roles seriously and have been proactive in securing improvements to the indoor and outdoor school environments. For example, the refurbishment of the toilets and the outdoor play area have recently been completed.

Grade 1

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. All staff work well together for the benefit of pupils. The input given by support staff is impressive. Pupils with special educational needs are taught very well and they make good progress. More challenging work for higher attaining pupils is having a positive impact on their achievement. Relationships are very good and teachers create an atmosphere where pupils want to learn. Pupils receive

good quality, focused feedback on their work. They are clear about their targets and what they need to do to improve.

Lessons are well prepared and teachers set work that is well matched to ability. They ensure that questions are pitched at the right level so that all pupils are able to contribute, although in mathematics the questioning is not quite as challenging as in other subjects. The staff place a strong emphasis on extending the pupils' vocabulary.

Classrooms are bright and very well organised. Resources are well deployed and displays celebrate the pupils' achievements. Pupils respond well to their learning and concentrate very well over a period of time. They are confident enough to work independently and work well together in pairs or in groups.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum is suitably broad and balanced and is well planned to meet the needs of all pupils. A strong emphasis is placed on developing pupils' social, speaking and listening skills in all subjects. In the Nursery and Reception classes, work is planned carefully in ways which help the children learn well. This ensures that they make good progress. The extended curriculum includes a clear focus on promoting a healthy lifestyle and on learning about other cultures. All pupils learn French.

Pupils respond well to the planned curriculum work. They show an enthusiasm for, and enjoyment in, learning. The outdoor areas are an outstanding resource and are used very well to enhance work in the classroom. Pupils enjoy a wide range of experiences, including participating in outside visits and welcoming visiting theatre groups, which help them to make good progress.

Grade: 2

Care, guidance and support

Grade: 1

Inspectors agree with the parents that this area of the school's work is outstanding. The school accurately assesses pupils' learning and personal development and uses the information very well to help them make progress. All staff are highly committed to the safety and well-being of the pupils. There is an excellent ethos throughout the school. A safe and secure climate for learning has been established where every single child matters. This has been achieved by the staff's hard work and by the school's effective use of external support agencies, who work with the school and with the pupils' families. Those who are potentially at risk in any way are carefully monitored and supported.

The pupils have access to separate play areas which are well supervised. A lunchtime side room provides those who need it with a sense of security. The breakfast club is very well organised. Those who attend are well cared for.

Grade 1

Leadership and management

Grade: 1

The school is very well led and managed. The leadership team and the governing body are strongly focused upon raising pupils' achievement and standards to the highest possible level. In doing this, they inspire staff to work towards common goals. The headteacher's and deputy headteacher's analysis of performance data is exemplary and could now usefully be extended to involve all subject leaders.

There is a strong and tangible sense of teamwork within the school. Governors, too, play an active part in the life of the school. Communication between all sections of the school community is very good. Parents' views are welcomed and acted upon.

Performance management is well established and staff development assumes a high priority. There are regular checks on the quality of teaching with plans to extend this further to all subject leaders. The allocation of financial resources is based upon sound principles and subject leaders are held accountable for their expenditure.

The school's self-evaluation document is very well constructed and provides a very good basis for future development planning. It communicates an honest and accurate evaluation of strengths and areas for development, and reflects the school's commitment to ongoing development and improvement.

Grade 1

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

30 September 2005

Dear Children

Mr Williams, Mr Dacombe and I enjoyed meeting you when we visited your school. Thank you for welcoming us. We think that your school is a very good school and that you make good progress with your reading, writing and mathematics. Mrs Brinkman and all the teachers, teaching assistants and other adults who work in the school take very good care of you both in the classroom and at playtime. You are well behaved and obviously enjoy coming to school. We like the way you care for each other.

We have asked the school to look at ways to help you become better at working with computers. We know you will enjoy that.

Your school is bright and cheerful and you have a lovely outside play area and garden. We hope you will continue to work hard and that your harvest celebrations went well.

With best wishes,

Patricia Pritchard HM Inspector