

# Studfall Infant School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	121810
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	327574
<b>Inspection dates</b>	2–3 December 2008
<b>Reporting inspector</b>	Roger Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	404
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lee Hackett
<b>Headteacher</b>	Angela Brinkman
<b>Date of previous school inspection</b>	28 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rowlett Road Corby NN17 2BP
<b>Telephone number</b>	01536 264540
<b>Fax number</b>	01536 408242

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large school situated on the outskirts of Corby. An above average proportion of pupils have learning difficulties and/or disabilities and the designated special provision supports inclusion for up to 16 pupils, the majority of whom have social, communication or learning difficulties and/or disabilities. The vast majority of pupils come from a White British background. The percentage of pupils who speak English as an additional language is below average. Children enter the Early Years Foundation Stage (EYFS) at the beginning of the school year of their fourth birthday. Since the previous inspection, the school has gained Investor in People status, the Active Mark for physical education (PE) and physical activity, the Eco Schools award, the Basic Skills Quality Mark, the National Healthy Schools Standard and a Young Citizens award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Since its last inspection, staff have continued to build very well on the excellent practice identified then. The headteacher has played a central role in strengthening the leadership qualities of other staff and governors. Consequently, all leaders ensure that provision is consistently effective and that pupils' achievement and their personal development and well-being are outstanding. Teaching is consistently good and, on occasions, outstanding. Care, guidance and support and the school's curriculum are also outstanding. A particularly impressive feature is the way that the school accurately identifies, at an early stage, individual learning difficulties and provides regular and carefully tailored additional support. This particularly enables all pupils who are supported by staff from the designated special support provision, and other pupils with learning difficulties and /or disabilities, to achieve their best. Pupils are proud of their school and parents' views of the school are overwhelmingly positive. One parent reflected the views of many when she wrote, 'The school has been extremely helpful and understanding to our child's circumstances and is very professional and caring to the needs of pupils.'

Most children start Nursery with knowledge and skills below those expected nationally for three-year-olds. Many have limited language skills and need careful nurturing to settle into school. Pupils make excellent progress so that, by the time they leave, standards are above average levels. School records and pupils' work indicate that a larger proportion of them than previously are attaining above the levels expected of their ages. Pupils enjoy school a great deal and make excellent progress in their personal development. They are friendly, confident and polite. They behave well and form excellent relationships with others. Pupils take full advantage of the many opportunities planned to help them understand how to lead safe and healthy lifestyles. The school makes a good contribution to community cohesion. Relationships and communication with parents are good. Pupils take some additional responsibilities but the school is rightly aware of the need to provide further opportunities for them to contribute more fully. Although pupils show good understanding of the ways of life of people in other countries, their experience of the beliefs and culture of minority groups in Britain is more limited.

Outstanding leadership and management underpin the school's continual improvement and rising standards. The headteacher carefully monitors the progress of each pupil towards his or her target and checks with every teacher that everything is in place to help them do their best. Training and guidance for all staff are excellent. Staff training is followed up with checks in classrooms and staff are given further guidance where necessary. This results in staff adopting a consistent approach to key aspects of teaching such as how pupils' work is marked. The school has strong partnerships and extensive links with other schools, care agencies and teacher training providers. These enrich the quality of provision and support pupils' personal development very well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress in the EYFS because teaching and other aspects of provision are good. During the first term of Nursery, the strong emphasis on supporting children's social and emotional development means that they soon settle in and grow in confidence. By the end of Reception, most pupils attain the nationally expected standards in all areas of learning and are well prepared for entering Year 1. Children achieve consistently well due to outstanding

leadership and management. Leaders have a very clear understanding of exactly where improvements are needed and are continually improving the quality of provision and pupils' achievement. Since the last inspection, the outdoor area is much improved and well-planned outdoor learning is a strength. Leaders ensure staff focus on helping children to gain vocabulary by modelling language well and giving many opportunities for role play, speaking and listening. The carefully planned curriculum matches each individual's needs and group work supports learners at all levels thus promoting pupils' personal development well. The school has undertaken a thorough review of its provision, resulting in a stronger focus on teaching letters and sounds. This is leading to higher standards in reading and spelling. The promotion of children's welfare is excellent. There is a good mix of activities that children can choose themselves and those that adults direct. Sometimes, pupils are left too long without adult intervention when they are working independently and this occasionally slows their learning.

### **What the school should do to improve further**

- Develop pupils' experience and understanding of minority cultures in order to prepare them for life in modern Britain.

## **Achievement and standards**

### **Grade: 1**

Pupils' make outstanding progress and their achievement is excellent. A greater proportion of pupils are exceeding the standards expected for their ages, particularly in reading and writing and standards overall are above average. The school supports parents well in helping their children learn to read and many parents make an important contribution to the pupils' improving progress. Another factor leading to rising standards in reading and spelling is the improved teaching of letters and sounds throughout the school. Pupils are taught to take great pride in their work and they present their work well. Achievement in information and communication technology (ICT) is much improved since the previous inspection and standards are now above the age-expected levels. Pupils are given frequent opportunities in lessons to discuss in pairs or small groups and this helps them make excellent progress in their speaking and listening skills.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Pupils are extremely friendly, kind and polite to each other and have excellent relationships with adults in school. Pupils' love of school and very positive attitudes to learning enable them to make rapid progress in their learning. Pupils show great understanding of how to keep themselves and others safe. They also have a thorough understanding of how to ensure a healthy lifestyle. They enthusiastically participate in the daily 'Activate' exercise sessions. Incidents of bullying are rare and, when they arise, pupils are confident that these are dealt with quickly and effectively. Spiritual, moral and social development are outstanding. Pupils have a strong sense of what is right and wrong. They respond very well to the many chances that are provided to reflect on issues, for example through work relating to the school achieving Eco School status. Their good cultural development is promoted well through subjects such as geography and assemblies. However, pupils have more limited first-hand experience and understanding of people from different cultures in Britain. The school council provides pupils with a strong voice in the running of the school and the chance to influence and improve the provision. Attendance is good because the school is

very successful in tackling any absence. Pupils' outstanding personal development and above average basic skills means they are fully prepared for their next school and life beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Outstanding leadership has ensured that teaching and learning are consistently effective throughout this large school. In all classes, lessons are planned well so that activities closely match the learning needs of all pupils. Behaviour is well managed and pupils enjoy the interesting work they are given. Consequently, they invariably concentrate, work hard and behave well. All teachers' plans highlight exactly what learning is intended and pupils are continually reminded of what is expected. However, teachers sometimes explain these learning objectives in language that pupils find difficult to understand. Teachers give clear checklists or criteria against which pupils assess their own learning and this helps them to see where improvements are needed. Staff create a very supportive atmosphere which encourages pupils to 'have a go' and they know their contributions will be valued, even if they are wrong. Pupils with learning difficulties and/or disabilities are exceptionally well supported both in lessons and in small teaching groups.

### **Curriculum and other activities**

#### **Grade: 1**

The school's excellent curriculum successfully meets the wide range of learning needs in each class, including the needs of the more able and those who are gifted or talented. The curriculum places an appropriately strong emphasis on the development of basic skills. The curriculum for mathematics and English has been thoroughly reviewed in the light of recent national guidance. This is resulting in improved progress, and standards are rising. The curriculum is exceptionally well modified to meet the learning needs of pupils with learning difficulties and/or disabilities. Excellent support from well-trained specialist teaching assistants ensures that pupils with additional learning needs are given all the help they need to enable them to make excellent progress. The curriculum is broad, interesting and exciting and includes a very good range of visits, visitors and clubs. All pupils are given the chance to learn French. Where possible, teachers link subjects to make learning more relevant and interesting. A good example of this was seen in the Year 2 Rockingham Castle topic which included writing, research, history, art and design, and design and technology.

### **Care, guidance and support**

#### **Grade: 1**

Pastoral care is excellent. A very caring, positive atmosphere encourages pupils to feel safe and happy. All aspects of health, safety and safeguarding are in place. There are particularly good arrangements for the transition of children into the Nursery, Reception classes and into Year 1, as well as for pupils going on to the junior school. Links with outside agencies are excellent and contribute very well to the personal and academic development of those with learning difficulties and/or disabilities. Procedures to track the progress of pupils are outstanding and used effectively to identify good achievement, underachievement and gaps in learning. Teachers mark work conscientiously, praising pupils frequently and telling them exactly how they can improve. This, and the school's effective system for setting learning targets, results in pupils knowing how to improve their work and the next steps they need to take. Many parents

appreciate the school's outstanding links with parents. They rightly feel that the school listens carefully and acts upon their concerns and views.

## **Leadership and management**

### **Grade: 1**

The headteacher provides the key inspiration for the overall success of the school. Not only does she have outstanding leadership qualities but also she is able to inspire these high standards of leadership in others. Consequently, governors, subject leaders and other senior managers carry out their roles to a very high standard. Since the previous successful inspection, the school has brought about some important improvements. For example, pupils' progress is more rigorously monitored, pupils show clearer knowledge of their own learning and ICT is better used to support teaching and learning. Because the school has a strong track record of improvement and also because the school has an extremely clear and accurate grasp of where further improvements might be made, the school has an outstanding capacity to bring about further improvements in the future.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

4 December 2008

Dear Children

Inspection of Studfall Infant School and Nursery, Corby, NN17 2BP

Thank you for making us so welcome when we came to inspect your school. A special thanks to those who met us at lunchtime on the first day of the inspection. We are pleased that you enjoy school so much and attend regularly. We thoroughly enjoyed talking with you and your teachers and watching you learn. We think your school is an excellent school. It is run extremely well and is giving you an outstanding education. Nursery and Reception children quickly settle in and begin to learn to read, write and behave well. Adults in all classes teach you well so that you make excellent progress and with the help of many of your parents you are able to do your best. You are being very well prepared for life at your next school. I am pleased yours is such a happy and interesting school and that you and your parents are so pleased with it.

You know how to act safely. You very clearly understand what is right and what is wrong, show consideration for others and are very friendly to each other. You should be proud of your good behaviour and manners. Those of you who need extra help with your learning make great progress because the school really helps you learn. Many of you take a real pride in your work and look after your books very well.

There are some things that your headteacher, the staff and the governors want to improve because they want your school to get even better! We have asked them to help you to understand better, other ways of life in our country.

With very best wishes for the future

Yours faithfully

Roger Sadler Lead inspector