

Studham CofE Lower School

Inspection report

Unique Reference Number	109607
Local Authority	Central Bedfordshire
Inspection number	337334
Inspection dates	13–14 October 2009
Reporting inspector	Derek Watts

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

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Mrs Marion Pearce
Headteacher	am CofE Lower School
Date of previous school inspection	4 June 2007
School address	Church Road Studham Dunstable
Telephone number	01582 872337
Fax number	01582 872337
Email address	studham@deal.bedfordshire.gov.uk

Age group	4–9
Inspection dates	13–14 October 2009
Inspection number	337334

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or part lessons and held discussions with governors, pupils and staff. They observed the school's work, its policies, teachers' plans, school improvement planning, and analysed questionnaires from parents and carers, pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The impact of improved provision in Early Years Foundation Stage on children's progress.
- The factors contributing to pupils' improved performance in writing.
- Pupils' progress in Years 3 and 4 and the standards attained by the end of Year 4.

Information about the school

Most pupils in this very small First School come from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. The head teacher has been absent through illness since Sept 2008 and the school has been led by two interim head teachers and senior teachers. The current interim head teacher was appointed in April 2009.

The school manages pre-school provision for children from 2 to 4 years old. This provision has recently moved into new accommodation on the school site. The school provides Early Years Foundation Provision for children in Reception. The school has tended to lose a few pupils each year in Years 3 and 4 to the private sector.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Studham has made good improvements since the last inspection. Pupils enjoy their learning and make good academic progress. Children start in Reception with knowledge and skills above those expected for their age. There have been considerable improvements to the Early Years Foundation Stage and the good provision enables children to make good gains in all areas of learning. Standards by the end of Year 4 fluctuate because of the small numbers in each year group and pupils leaving the school. In the current Year 4, standards are significantly above average in reading, writing and mathematics. Since the last inspection, the school has successfully focused on improving writing. Improved teaching, sharp learning targets for pupils, and increased emphasis on drama and speaking and listening have all contributed to higher standards in writing. Standards have improved from average to significantly above average.

Personal development is also good. Pupils are courteous, considerate and friendly. They relate with adults and their peers. As the pupils said, 'We all care for each other.' Pupils feel safe and well cared for at school. They adopt healthy lifestyles, showing a good understanding of healthy eating and the importance of regular exercise. They make valuable contributions to the school and to the wider community. Pupils are well prepared for the next phase of their education.

Lessons have a clear purpose and teachers' explanations and instructions promote learning effectively. Assessment is usually used well to match tasks to pupils' abilities and needs. When this happens, pupils are challenged, their interest is maintained and they make good progress. Occasionally, tasks are not sufficiently challenging, particularly for the more able, and the pace of learning slows. A good curriculum is enriched with an interesting range of additional activities and clubs.

An experienced interim headteacher is providing good direction. Other leaders are developing well and making an increasing contribution to school development. Provision and pupils' performance are systematically reviewed. Effective action has been taken to bring about improvements. Assessment and target setting are sharper than at the time of the last inspection. The measures taken by the school have been successful in raising standards in writing. The governors have been proactive in supporting the school through a challenging time. Despite the changes in leadership, the school has demonstrated a good capacity to improve.

The school has been less successful in seeking the views of its parents and carers. While most are happy with the care and education provided, a small minority expressed concerns about pupils' behaviour, meeting children's needs and taking account of

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parents' and carers' concerns and suggestions. Most pupils are well behaved but there are a few challenging pupils whose behaviour sometimes causes concern. There are times when teaching does not fully meet the needs of all pupils. The interim head teacher is keen to remedy this. Furthermore, leaders and governors acknowledge that parents have not been consulted enough and there is more to do to strengthen the partnership with parents and carers.

What does the school need to do to improve further?

- Ensure that, in all lessons, pupils, and particularly the more able, are challenged well and make good progress by:
 - - using assessment information to plan teaching and match tasks to pupils' abilities and needs
 - - providing challenging extension tasks for the more able
 - - ensuring that learning proceeds at a brisk pace.
- Take effective steps to seek the views and opinions of parents and carers and take successful action to tackle their concerns.

Outcomes for individuals and groups of pupils**2**

Pupils show good attitudes to learning and thoroughly enjoy the activities provided. Assessments and pupils' work show that standards by the end of Year 2 are significantly above average in reading, writing and mathematics. The school has successfully improved writing standards since the last inspection. In a good mathematics lesson, pupils in Year 2 identified two dimensional shapes and accurately described their properties. They made good progress as they investigated and explored lines of symmetry by using mirrors and folding paper shapes. Standards by the end of Year 4 can be adversely affected by pupils leaving in Year 3 and 4. In a school of this size, a few pupils' performance can alter the overall attainment of the year group. In the current Year 4, assessments, pupils' work and the lessons observed indicate that standards are significantly above average in reading, writing and mathematics. In a good English lesson, pupils in Year 3 and 4 showed a good understanding of time connectives and past tense. They were keen to demonstrate their knowledge and answered their teacher's questions articulately. They applied their ideas and knowledge well as they planned and wrote an interesting recount of a visitor coming into school to promote healthy lifestyles. Teaching assistants provide carefully tailored support for pupils with special educational needs and this enables these pupils to make good progress.

In assembly, pupils identified and reflected on important blessings such as family, friends, love and health. Pupils feel safe at school and know that there is always a trusted adult they can turn to if they have problems or are upset. Pupils take on additional responsibilities around the school and raise funds for national and international charities. Their knowledge and understanding of different cultures is less

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well developed. Pupils are well prepared for the next stage of their education and for the future. By the time they leave, they possess good literacy and numeracy skills. In addition to these, their personal and social skills are well developed. Attendance levels are consistently above average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are clear about what they are expected to learn because teachers share the purpose of the lesson with the class at the start. Explanations and instructions are clear and informative. Pupils are attentive and show a keen interest in their learning. In a Year 3 and 4 mathematics lesson, pupils made good progress in their understanding of regular and irregular quadrilateral shapes because of the teacher's enthusiastic and lively questioning. They acquired and used mathematical vocabulary well. Technology is used well to illustrate and enhance key learning points. Assessment has improved since the last inspection. Teachers have a good understanding of pupils' individual performance and, in the main, they used this information well to plan teaching and tailor tasks to each pupil's capabilities. Occasionally, however, tasks set are not sufficiently

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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challenging, particularly for more able pupils.

Teachers set clear individual learning targets in writing and mathematics so pupils know what they are aiming for and how to improve. The marking of pupils' work is constructive and helpful. Praise is given for good work and comments help to guide improvement.

The curriculum promotes good academic progress for pupils and makes a valuable contribution to their personal development. The basic skills of reading, writing and mathematics receive good attention. The school has used a range of strategies successfully to improve provision and pupils' performance in writing, including discussion, drama, and writing in other subjects. The teaching of French and a visit to France contribute well to pupils' cultural and language development. The curriculum is enriched by a good range of clubs, visits and visitors. These are much enjoyed by the pupils and appreciated by parents. Popular clubs include choir, craft, gymnastics, xylophone, recorder and tag rugby. As one parent wrote, 'A good selection of clubs for a small school'.

As a parent commented, 'Staff have a very caring attitude to our children's safety and education.' The good quality of care, support and guidance contributes well to pupils' personal development and learning. There is carefully targeted support for individuals and groups who need it.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has been well managed during the absence of the headteacher. The interim headteacher is providing stability and good direction for the school. Leaders of English, mathematics and the Early Years Foundation Stage are making an increased contribution to the school's development. Skills in self-evaluation and improvement planning are developing well. However, indicators to measure the success of improvement planning are not always sharp enough or sufficiently focused on the outcomes for pupils. Through monitoring and support, the interim headteacher has a clear overview of the quality of teaching. Well thought out programmes are in place to develop and support new staff.

Governors are supportive and are more focused on raising standards than at the time of the last inspection. In partnership with the local authority, the governors have ensured that the school is well led and managed in the absence of the headteacher. The chair of

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governors is kept well informed of the school's performance and emerging issues by meeting regularly with the senior leadership team. Statutory requirements are met and there are good procedures to protect and safeguard pupils. Equality is promoted well and effective steps are taken to tackle discrimination.

Community cohesion is promoted well. The school is very much a part of the local community. The moving of the pre-school provision onto the same site has further enhanced this. The community were very involved as the school recently celebrated its fiftieth anniversary. Different faiths are promoted through the school's curriculum. The promotion of global community cohesion is not as strong and the school is aware of the need to strengthen the partnership with some of its parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection report Unique Reference Number 109607 Local Authority Central Bedfordshire Inspection number 337334 Inspection dates 13-14 October 2009 Reporting inspector Derek Watts This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school First School category Voluntary controlled Age range of pupils 4-9 Gender of pupils Mixed Number of pupils on the school roll 51 Appropriate authority The governing body Chair Mrs Marion Pearce Interim Head teacher Mrs Marilyn Ravenor Date of previous school inspection 14-15 June 2007 School address Church Road Studham Dunstable Bedfordshire LU6 2QD Telephone number 01582 872337 Fax number 01582 872337 Email address studham@deal.bedforshire.gov.uk

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Introduction

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The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

The impact of improved provision in Early Years Foundation Stage on children's progress.

The factors contributing to pupils' improved performance in writing.

Pupils' progress in Years 3 and 4 and the standards attained by the end of Year 4.

Information about the school

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Inspection judgements

Overall effectiveness: how good is the school? 2 The school's capacity for sustained improvement 2 Main findings Studham has made good improvements since the last inspection. Pupils enjoy their learning and make good academic progress. Children start in Reception with knowledge and skills above those expected for their age. There have been considerable improvements to the Early Years Foundation Stage and the good provision enables children to make good gains in all areas of learning. Standards by the end of Year 4 fluctuate because of the small numbers in each year group and pupils leaving the school. In the current Year 4, standards are significantly above average in reading, writing and mathematics. Since the last inspection, the school has successfully focused on improving writing. Improved teaching, sharp learning targets for pupils, and increased emphasis on drama and speaking and listening have all contributed to higher standards in writing. Standards have improved from average to significantly above average.

Personal development is also good. Pupils are courteous, considerate and friendly. They relate with adults and their peers. As the pupils said, 'We all care for each other.' Pupils feel safe and well cared for at school. They adopt healthy lifestyles, showing a good understanding of healthy eating and the importance of regular exercise. They make valuable contributions to the school and to the wider community. Pupils are well prepared for the next phase of their education.

Lessons have a clear purpose and teachers' explanations and instructions promote

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learning effectively. Assessment is usually used well to match tasks to pupils' abilities and needs. When this happens, pupils are challenged, their interest is maintained and they make good progress. Occasionally, tasks are not sufficiently challenging, particularly for the more able, and the pace of learning slows. A good curriculum is enriched with an interesting range of additional activities and clubs.

An experienced interim headteacher is providing good direction. Other leaders are developing well and making an increasing contribution to school development. Provision and pupils' performance are systematically reviewed. Effective action has been taken to bring about improvements. Assessment and target setting are sharper than at the time of the last inspection. The measures taken by the school have been successful in raising standards in writing. The governors have been proactive in supporting the school through a challenging time. Despite the changes in leadership, the school has demonstrated a good capacity to improve.

The school has been less successful in seeking the views of its parents and carers. While most are happy with the care and education provided, a small minority expressed concerns about pupils' behaviour, meeting children's needs and taking account of parents' and carers' concerns and suggestions. Most pupils are well behaved but there are a few challenging pupils whose behaviour sometimes causes concern. There are times when teaching does not fully meet the needs of all pupils. The interim head teacher is keen to remedy this. Furthermore, leaders and governors acknowledge that parents have not been consulted enough and there is more to do to strengthen the partnership with parents and carers. What does the school need to do to improve further? Ensure that, in all lessons, pupils, and particularly the more able, are challenged well and make good progress by:

- using assessment information to plan teaching and match tasks to pupils' abilities and needs
- providing challenging extension tasks for the more able
- ensuring that learning proceeds at a brisk pace.

Take effective steps to seek the views and opinions of parents and carers and take successful action to tackle their concerns.

Outcomes for individuals and groups of pupils 2 Pupils show good attitudes to learning and thoroughly enjoy the activities provided. Assessments and pupils' work show that standards by the end of Year 2 are significantly above average in reading, writing and mathematics. The school has successfully improved writing standards since the last inspection. In a good mathematics lesson, pupils in Year 2 identified two dimensional shapes and accurately described their properties. They made good progress as they investigated and explored lines of symmetry by using mirrors and folding paper shapes. Standards by the end of Year 4 can be adversely affected by pupils leaving in Year 3 and 4. In a school of this size, a few pupils' performance can alter the overall attainment of the year group. In the current Year 4, assessments, pupils' work and the lessons observed indicate that standards are significantly above average in reading, writing and mathematics. In a good English lesson, pupils in Year 3 and 4 showed a good understanding of time connectives and past tense. They were keen to demonstrate their

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In assembly, pupils identified and reflected on important blessings such as family, friends, love and health. Pupils feel safe at school and know that there is always a trusted adult they can turn to if they have problems or are upset. Pupils take on additional responsibilities around the school and raise funds for national and international charities. Their knowledge and understanding of different cultures is less well developed. Pupils are well prepared for the next stage of their education and for the future. By the time they leave, they possess good literacy and numeracy skills. In addition to these, their personal and social skills are well developed. Attendance levels are consistently above average. These are the grades for pupils' outcomes Pupils' achievement and the extent to which they enjoy their learning

Taking into account:

Pupils' attainment

The quality of pupils' learning and their progress

The quality of learning for pupils with special educational needs and/or disabilities and their progress 2 2 2 2 The extent to which pupils feel safe 2 Pupils' behaviour 2 The extent to which pupils adopt healthy lifestyles 2 The extent to which pupils contribute to the school and wider community 2 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

Taking into account:

Pupils' attendance 1 2 2 The extent of pupils' spiritual, moral, social and cultural development 2

How effective is the provision? Pupils are clear about what they are expected to learn because teachers share the purpose of the lesson with the class at the start.

Explanations and instructions are clear and informative. Pupils are attentive and show a keen interest in their learning. In a Year 3 and 4 mathematics lesson, pupils made good progress in their understanding of regular and irregular quadrilateral shapes because of the teacher's enthusiastic and lively questioning. They acquired and used mathematical vocabulary well. Technology is used well to illustrate and enhance key learning points. Assessment has improved since the last inspection. Teachers have a good understanding of pupils' individual performance and, in the main, they used this information well to plan teaching and tailor tasks to each pupil's capabilities. Occasionally, however, tasks set are not sufficiently challenging, particularly for more able pupils.

Teachers set clear individual learning targets in writing and mathematics so pupils know what they are aiming for and how to improve. The marking of pupils' work is constructive and helpful. Praise is given for good work and comments help to guide improvement.

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As a parent commented, 'Staff have a very caring attitude to our children's safety and education.' The good quality of care, support and guidance contributes well to pupils' personal development and learning. There is carefully targeted support for individuals and groups who need it.

These are the grades for the quality of provision The quality of teaching

Taking into account:

The use of assessment to support learning 2 2 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships 2 The effectiveness of care, guidance and support 2

How effective are leadership and management?

The school has been well managed during the absence of the headteacher. The interim headteacher is providing stability and good direction for the school. Leaders of English, mathematics and the Early Years Foundation Stage are making an increased contribution to the school's development. Skills in self-evaluation and improvement planning are developing well. However, indicators to measure the success of improvement planning are not always sharp enough or sufficiently focused on the outcomes for pupils. Through monitoring and support, the interim headteacher has a clear overview of the quality of teaching. Well thought out programmes are in place to develop and support new staff.

Governors are supportive and are more focused on raising standards than at the time of the last inspection. In partnership with the local authority, the governors have ensured that the school is well led and managed in the absence of the headteacher. The chair of governors is kept well informed of the school's performance and emerging issues by meeting regularly with the senior leadership team. Statutory requirements are met and there are good procedures to protect and safeguard pupils. Equality is promoted well and effective steps are taken to tackle discrimination.

Community cohesion is promoted well. The school is very much a part of the local community. The moving of the pre-school provision onto the same site has further enhanced this. The community were very involved as the school recently celebrated its fiftieth anniversary. Different faiths are promoted through the school's curriculum. The promotion of global community cohesion is not as strong and the school is aware of the need to strengthen the partnership with some of its parents and carers. These are the

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grades for leadership and management The effectiveness of leadership and management in embedding ambition and driving improvement

Taking into account:

The leadership and management of teaching and learning 2 2 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met 2 The effectiveness of the school's engagement with parents and carers 3 The effectiveness of partnerships in promoting learning and well-being 2 The effectiveness with which the school promotes equality of opportunity and tackles discrimination 2 The effectiveness of safeguarding procedures 2 The effectiveness with which the school promotes community cohesion 2 The effectiveness with which the school deploys resources to achieve value for money 2

Early Years Foundation Stage

Good leadership has led to considerable improvements to the Early Years Foundation Stage. The good provision is having a positive impact on the outcomes for children. Children's attainment on entry is above that expected for their age. Parents and carers are pleased with how well their children have settled and the good progress they are making. Adults have established very positive relationships with the children. As a result, children feel secure and grow in confidence. Children thoroughly enjoy their learning and relate very well with their peers. They are extremely well behaved. They share and take turns. An exciting and interesting range of learning activities are planned around themes such as ourselves, autumn, people who help us, mini beasts and nursery rhymes. Role play areas are interesting and well linked to the main theme but displays are still at a developmental stage. Children are well taught and supported. There is an effective blend of adult led activities and enabling children to explore and learn independently. The teaching of early reading skills is outstanding. Children make rapid progress in their knowledge and understanding of letter sounds. They adore and enjoy books. Good systems for assessing children's attainment and progress have been established. This information is used well to plan the next steps of learning. The school has identified the need to further improve the transition from Reception to Year 1 and there are plans for this to happen. Children make good progress in all areas of learning and, by the end of the Reception; standards are significantly above those expected.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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The inspection team received a good response to the questionnaire. The large majority of parents and carers are happy with their child's experience at school. They are very pleased with the sense of enjoyment, safety, the quality of teaching and how well the school promotes healthy lifestyles. The inspection team agree with these views. A small minority of parents have expressed concerns about pupils' behaviour, meeting the needs of pupils and the school responding to parents' and carers' concerns and suggestions. Behaviour in the school is generally good. The few challenging pupils are managed appropriately. The inspection findings confirm that there are times when activities and tasks do not fully meet the needs of pupils, particularly the more able. The school has not surveyed the parents and carers for a while and so opportunities have been missed to seek their views and act on concerns. The interim headteacher and governors have stated that they are keen to build a stronger partnership with parents and carers and endeavour to address their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Studham CE Lower School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 51 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	76	5	15	2	6	1	3
The school keeps my child safe	24	73	7	21	2	6	0	0
The school informs me about my child's progress	15	45	13	39	5	15	0	0
My child is making enough progress at this school	19	58	9	27	5	15	0	0
The teaching is good at this school	23	70	6	18	3	9	0	0
The school helps me to support my child's learning	20	61	9	27	4	12	0	0
The school helps my child to have a healthy lifestyle	25	76	7	21	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	45	15	45	1	3	0	0
The school meets my child's particular needs	23	70	4	12	5	15	1	3
The school deals effectively with unacceptable behaviour	13	39	13	39	5	15	2	6
The school takes account of my suggestions and concerns	6	18	20	61	5	15	2	6
The school is led and managed effectively	18	55	11	33	3	9	1	3
Overall, I am happy with my child's experience at this school	24	44	24	44	5	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 October 2009

Dear Pupils

Inspection of Studham CofE Lower School, Dunstable, LU6 2QD

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school.

These are the school's main strengths:

You really enjoy school and your attendance is good.

The children in pre-school and Reception get off to a good start.

Most pupils are making good progress because of the good teaching.

The school provides a good range of learning activities, including clubs and visits.

You have a good understanding of how to keep healthy and fit.

You feel safe and well cared for at school.

Your teachers and the other adults take good care of you and provide good support.

The school is well led by the interim headteacher and she receives good support from other staff.

We have asked the headteacher and other teachers to make the school better for you by:

Making sure work is hard enough, especially for those of you who find learning easy

Making sure that the school has a clear understanding of your parents' and carers' views.

You can help by continuing to work hard. Finally, thank you once again for all your help.

We wish you all the very best for the future.

Yours faithfully,

Derek Watts

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.