

Studley Green Primary School

Inspection report

Unique Reference Number	126480
Local Authority	Wiltshire
Inspection number	340986
Inspection dates	8–9 December 2009
Reporting inspector	Anna Sketchley

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Christine Cook
Headteacher	Julie Larter
Date of previous school inspection	6 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils, and spoke informally to parents in the playground. They observed the school's work, and looked at pupils' books and the systems for monitoring and tracking pupils' progress, plans for improvement, notes of visits from the local authority and 16 questionnaires returned by parents. Questionnaires were also completed by pupils and staff. Inspectors also took account of the 63 responses from parents to the school's own questionnaire returned recently.

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

- the ability of leaders at all levels to arrest underachievement and fluctuations in attainment and progress, and to use the strategies in the Raising Attainment Plan to improve the underachievement of all pupils, but especially boys, in English and mathematics
- the progress of new strategies in teaching, learning and the curriculum to improve the attainment and progress of all pupils and arrest underachievement
- how well provision for pupils with special educational needs and/or disabilities, especially those in the Centre classes, supports their attainment and progress so that they achieve as well as they can
- how well children in the Early Years Foundation Stage achieve
- the quality of community cohesion and how well it promotes national and global links.

Information about the school

Studley Green is smaller than the average-sized primary school. As well as seven single-age mainstream classes it has two Centres for pupils with special educational needs and/or disabilities. One Centre specialises in helping pupils who have speech and language difficulties and the other is for pupils with a range of complex needs. Each Centre has two classes, one for infant-age pupils and one for the junior age group. The proportion of pupils with special educational needs and/or disabilities in mainstream classes is above average, the majority of whom have moderate learning difficulties. Most pupils are of White British heritage. A small proportion of pupils speak English as an additional language and some of these are in the early stages of learning English. The proportion of pupils eligible for free school meals is well above average. Since January 2009, the school has had a temporary advisory headteacher for two terms followed by the appointment of the new headteacher from September. Recent awards gained by the school include Healthy School and Activemark. The Nursery and Sure Start Children's Centre on site are both managed by private providers.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The drive and ambition of the new headteacher and the guidance of the previous advisory headteacher have resulted in a rigorous plan to raise achievement. As a result, although attainment is low, it is rising quickly. All pupils make satisfactory progress and those in mainstream classes have made good progress in the last year in English and mathematics, especially boys. In spite of this good progress, standards are not as high as they should be. A significant amount of the quick and decisive action to improve many areas of the school's work is currently falling to the headteacher. Senior staff and subject leaders are eager to share in new developments and are beginning to do so, but as yet they do not have all the skills required. Governors are not adequately monitoring the work of the school so are not able to fulfil satisfactorily their role of support and challenge. However, the rate of the school's progress over the last twelve months has been considerable and the school has satisfactory capacity to sustain this progress and to continue to improve further.

The headteacher has forged very good relationships with the staff and everyone is working hard to build a strong teaching team. Teaching in the early years is effective and young children get off to a good start and make good progress by the time they leave the Reception class. This is a strength of the school. Teaching is variable across the rest of the school, being mainly satisfactory with some good lessons. It is monitored thoroughly, and professional development for teachers and new initiatives are positively addressing the variability. The school realised the importance of tracking individual pupils' progress and has recently introduced an effective system. Although there is still more to do to embed the new procedures, the accuracy of assessment is starting to help teachers plan the next steps in pupils' learning with more precision, particularly in the mainstream classes. However, in some lessons, teachers do not adapt their questions to match the pupils' needs so they are not able to contribute sufficiently or to explain their answers. This sometimes slows the pace of the lesson and pupils' progress. Pupils in some classes know their targets really well but this is inconsistent across the school. Marking, although related to the learning, does not always provide sufficient guidance for pupils to improve their work. Assessment data collected in the Centre classes provide a picture of pupils' progress but this is not undertaken systematically.

Pupils enjoy school, especially the creative curriculum that is being introduced. This is new but is starting to give pupils more opportunities to practise and develop their literacy and numeracy skills through a practical and thematic approach. For example, in Year 5, pupils learning about the Greeks used the information they had gathered to develop their writing skills by writing extended sentences about the life of a Greek slave. Pupils participate well in lessons and all the extra activities the school offers. They are

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exceptionally polite and well behaved in assembly, around the building and in the playground. Although they are also well behaved in class, they become quietly inattentive when faced with questions or tasks that they do not understand, which affects their learning.

What does the school need to do to improve further?

- Raise attainment in English and mathematics so that the progress of all pupils is accelerated and they reach the standards of which they are capable.
- Raise the quality of teaching from satisfactory to good by:
 - using assessment information more accurately to plan lessons so that tasks meet the needs of all pupils
 - questioning pupils more effectively so that they are able to make a better contribution in lessons
 - ensuring that marking helps pupils know how to improve their work
 - ensuring that all pupils know their individual targets.
- Improve the contribution of all leaders in raising standards and pupils' progress by:
 - extending the role of the governors so that they monitor the work of the school more effectively
 - empowering and developing the skills of key staff so that they take more responsibility for the school's development.

Outcomes for individuals and groups of pupils**3**

Pupils' national test results at the end of Year 2 and Year 6 are adversely affected by the large proportion of pupils with very special and complex needs in the four Centre classes. However, initiatives to raise standards in 2009 were successful and in Year 6, standards rose overall, although the improvement was better in mathematics than in English. Pupils in Year 6 in the mainstream class are on course to meet their challenging targets in both English and mathematics by the end of the academic year. The emphasis on a more practical and exciting curriculum is helping to raise standards and ensure that pupils make better progress. Pupils in Year 1 quickly grasped how to ask and write questions because of the stimulating way in which the lesson was presented. For example, pupils were encouraged with the help of starter cards to ask questions about a large box wrapped in silver paper and tied with a green bow. The successful linking of sounds and letters and a practical approach to mathematics in the infant classes are helping to improve standards and progress in reading, writing and mathematics. Evidence from the school's data on pupils' progress, their work in lessons and in their books shows that pupils are beginning to make good progress in the junior classes, especially the boys. Pupils with complex needs in the Centre classes and in mainstream classes receive good support, although their progress is slower than that of other pupils. The good relationship between pupils and adults contribute well to the pupils' good

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personal development and creates a positive climate for learning. Pupils enjoy school and say that 'teachers are friendly and help us learn'. They get on well together and comment that 'there's no bullying here'. They are confident that if they do have a problem, adults will help to sort it out. Pupils like to take responsibility for small tasks around the school and are beginning to learn skills for the future through the newly formed school and eco councils. They clearly understand the need to keep safe and through the high take-up of sports opportunities they demonstrate a good knowledge of keeping healthy. Their spiritual, moral and social development is stronger than their cultural awareness because they do not have a full enough understanding of cultures different from their own. Although attendance is below average, this is mainly caused by a few families whose children are persistently absent. The school has good procedures in place to deal with this and to encourage regular attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

At the beginning of lessons teachers are very careful to make sure that pupils know what they are to learn. The use of interactive whiteboards captures pupils' attention

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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well. Checking pupils' understanding and learning at the end of lessons is less strong. Although planning for lessons is thorough, tasks do not always meet the wide range of pupils' ability. This means that some pupils do not always make the best progress possible. In the more effective lessons, teachers' good subject knowledge, clear explanations and questioning skills ensure that all pupils contribute well and are fully involved. Short tasks and quick discussions with a partner increase the pace of these lessons so that pupils complete their tasks and learn a lot in a short space of time. In all lessons, pupils want to learn and show good attitudes to their work, settling quickly to tasks. Teaching assistants give good support to the lower attainers. Good examples of marking in books exist which provide pupils with guidance on how to improve their work. However, this is not undertaken consistently across the school.

The new curriculum is supporting the learning of basic skills in English and mathematics and is helping to raise standards. Links across subjects are developing, especially the use of literacy skills. As this is very new, it has not yet had time to have sufficient impact. The school offers good opportunities for learning a modern foreign language and pupils experience French on a regular basis and German occasionally. Art and music, especially singing, are strong. A wide range of clubs, as well as visits, visitors and a residential experience, provide good enrichment and effectively support pupils' social development. Pupils in the two Centres are fully included in these enrichment activities. Pupils are known well by all staff and are very well cared for on a daily basis. Provision for pupils with special needs and/or disabilities, and those in the early stages of learning English, both in mainstream and the Centre classes, is well organised. Individual education plans are focused and used successfully to support and guide learning. Relationships in the Centre classes are strong and the use of Makaton sign language provides regular visual support in lessons.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff are determined to succeed in raising standards and improving progress and through her outstanding personal skills the headteacher is building a strong staff team. However, those with responsibilities are not, as yet, contributing as well as they might towards the effective development of the school. Governors do not know the school's strengths and areas for development well enough to play their part in offering the support and challenge the school needs to help it improve further. The

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school's plan for raising achievement and its priorities are accurate and it is an excellent tool for development.

There are effective partnerships with outside agencies, particularly for pupils with special educational needs and/or disabilities. This promotes the pupils' well-being effectively and supports their learning. Promoting equality and tackling discrimination is managed satisfactorily. Safeguarding procedures comply with statutory requirements, ensuring that pupils are safe and secure in school. Community cohesion is satisfactory and the school has already identified it as a priority in its improvement plan. Links with the local community are good but there are insufficient opportunities for pupils to develop their understanding of life in more culturally diverse areas of Britain and in other parts of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with skills well below the levels expected for their age. The positive relationship between home and school and the exceptionally well-organised provision ensure children settle very quickly into school life and make good progress. By the time they enter Year 1, they are close to reaching the standards expected in all areas of learning. The warm, calm relationships are conducive to learning and the teaching is good. Children enjoy the well-planned and stimulating curriculum as they choose to work outside, use resources for making Christmas decorations, and join in a 'Wake and Shake' session with young pupils from the Centre classes. Good questioning by adults and many opportunities for speaking and listening support their understanding. A good

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balance exists between an emphasis on letters, sounds and counting skills led by teachers and activities chosen by children. This extends their learning across all areas and is another reason why they make good progress. Activities are carefully assessed and recorded and shared with parents, who contribute to their child's 'Learning Journey' book by bringing to school examples of things their children have done at home. All of this information is well used to plan the next stage in learning. Leadership and management of the Early Years Foundation Stage are good and welfare arrangements are excellent, enabling young children to work and play in a safe and secure environment.

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

As only a few questionnaire responses were received, the inspectors took into account a recent questionnaire sent out by the school when 42% of parents returned their views. In both cases, the questionnaires showed that the school engages effectively with parents and a very large majority are supportive of the school. A very small minority of parents raised the issue that there is currently no crossing patrol person outside the school. One has recently been appointed and will take up their post soon. Parents voiced their appreciation of the school and one commented that both their special needs and mainstream children were making good progress. Another commented, 'Studley Green is a very caring school. The staff are always very approachable and nothing is too much trouble.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Studley Green Primary 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 12 statements about the school.

The inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	56	7	44	0	0	0	0
The school keeps my child safe	8	50	7	44	1	6	0	0
The school informs me about my child's progress	10	63	6	38	0	0	0	0
My child is making enough progress at this school	10	63	4	25	2	12	0	0
The teaching is good at this school	11	69	4	25	0	0	0	0
The school helps me to support my child's learning	11	69	5	31	0	0	0	0
The school helps my child to have a healthy lifestyle	8	50	7	44	1	6	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)	6	38	8	50	0	0	0	0
The school meets my child's particular needs	9	56	4	25	2	12	0	0
The school deals effectively with unacceptable behaviour	7	44	8	50	1	6	0	0
The school takes account of my suggestions and concerns	4	25	10	63	2	12	0	0
The school is led and managed effectively	10	63	4	25	2	12	0	0
Overall, I am happy with my child's experience at this school	11	69	4	25	1	6	0	0

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.



10 December 2009

Dear Children

Inspection of Studley Green Primary School, Trowbridge BA14 9JQ

On behalf of the team of inspectors that visited your school recently, I should like to thank you for the very warm and friendly welcome you gave us and for spending time talking to us, especially at lunchtimes. We really enjoyed meeting you.

Studley Green is a satisfactory school. You are now making faster progress in your learning because of the actions taken by the headteacher, although standards in English and mathematics remain lower than they should be. These are some of the best things we found.

- You enjoy coming to school but a small number of you do not attend as regularly as you should.
- You know how to keep healthy and safe and really enjoy all the extra sports activities that the school provides.
- Your teachers make learning interesting for you and your attitudes to learning are good.
- You behave well around the school and get on really well together.
- You are well cared for and you told us that you feel happy and safe in school.

All the adults in your school want you to achieve well and do your very best. They know what needs to be done next and from our findings we have asked them to do some things to make your learning even better.

- Make sure you reach the highest standards you are capable of in English and mathematics.
- Make sure your teachers give you work that is at the right level. We would like them to ask questions in a way that all of you can answer and play a full part in lessons. We would like them to make sure you all know your targets and tell you how to improve your work when they mark it.
- We would like your school governors to be more involved in checking your learning and the progress you are making. We have also asked senior teachers to help the headteacher improve your school.

Please keep working hard!

Yours sincerely

Anna Sketchley

Lead inspector

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