

Speenhamland Primary School

Pelican Lane, Newbury, RG14 1NU

Inspection dates 14–15 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils do not make consistently good progress, especially in mathematics.
- Teaching has not been good enough across subjects or year groups to lead to pupils' good progress over time.
- Teachers do not always challenge pupils sufficiently in lessons, including the most able. Teaching does not always deepen pupils' understanding or make pupils think hard enough.
- Marking and feedback do not always enable pupils to build on, and extend, their learning.
- The gap in progress and attainment between disadvantaged pupils and others in mathematics is too wide and not closing.
- Identified areas for development do not always have measurable targets, making it difficult to clearly demonstrate when they have been achieved.
- Newly appointed subject leaders do not know the strengths and weaknesses in their areas well enough to be able to create action plans for improvement.
- The governing body does not challenge school leaders rigorously enough to ensure that improvements are successfully implemented.
- The attendance of different groups of pupils is not monitored carefully enough. Attendance is now broadly average and the proportion of persistent absence has risen so that it is above average.

The school has the following strengths

- Senior leaders have a clear vision for school improvement that is shared by staff, enabling all to work together towards a common goal.
- The effectiveness of the Early Years Foundation Stage has improved and is now good.
- School leaders rigorously monitor the quality of teaching, which is now improving. Teaching is good in the Early Years Foundation Stage.
- Team leaders are developing well and are beginning to have a positive impact.
- The effectiveness of the specialist resource provision is good.
- The improvement in the teaching of phonics (the sounds that letters make) has resulted in a significant improvement in the results in the phonic screening check.
- Progress in literacy is improving. The gap in progress between disadvantaged pupils and others is closing.
- Pupils behave well and have positive attitudes towards their work. They have full confidence in their teachers to look after them well and so feel safe.

Information about this inspection

- The inspectors visited 19 lessons taught by 13 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Six lessons were jointly observed with staff, four with the headteacher and two with the leader for mathematics.
- The inspectors observed the school’s work and looked at planning documents, monitoring records, data on pupils’ progress and attainment, and pupils’ work.
- The inspectors took account of the 80 responses to Parent View (the online questionnaire), together with the 41 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector	Additional Inspector
Justin Bartlett	Additional Inspector
Clive Robson	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority) is broadly average at just under 20%.
- The proportion of disabled pupils and those who have special educational needs is well below average at just under 8%.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and who speak English as an additional language are above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the Early Years Foundation Stage attend on a full-time basis.
- There are currently nine pupils in the specialist resource provision for physically disabled pupils. These pupils are mainly taught alongside mainstream pupils.
- A nursery for children aged from birth to five years is situated on the same site. This provision is privately managed and was not part of this inspection.
- Provision is made for school pupils in before and after-school clubs and these are managed by the governing body.
- There have been significant changes to key members of the governing body in the past year.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress, particularly in mathematics, by ensuring that:
 - work is consistently challenging for all groups of pupils, including the most able
 - progress in mathematics is accelerated for disadvantaged pupils so that the gaps in progress and attainment between these pupils and others are reduced
 - teachers always encourage pupils to think hard about their learning
 - marking and feedback consistently give pupils clear guidance on how they can improve their work and allow pupils to respond.
- Strengthen the effectiveness of leadership and management by:
 - ensuring that areas for development have measurable targets so that they can be easily checked for their effectiveness
 - developing the skills of subject leaders so they have a clear understanding of their subject's strengths and weaknesses and can identify the actions that will lead to improvement
 - ensuring that the governing body rigorously checks that the school's development plans have been effective in leading to improvement.
- Improving attendance so that it is consistently above average through:
 - checking the attendance of different groups of pupils, such as disadvantaged pupils and pupils with special educational needs, and taking action when it falls behind.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because too few pupils, especially those disadvantaged pupils supported by pupil premium funding, make the progress they should, particularly in mathematics.
- There has not been enough focus on the development of mathematics since the last inspection and so too many pupils are not making good progress in their learning. In particular, the gaps in progress and attainment between disadvantaged pupils and others in the school are too wide and are not consistently closing. Pupils' equality of opportunity is not fully met in mathematics across the school.
- While the leaders check the progress of individual pupils, they do not analyse the attendance of different groups, such as disadvantaged pupils and disabled pupils and those with special educational needs; their attendance is lower than the school's average attendance.
- Leaders and managers have identified key areas for improvement, but there are not always measurable targets to clearly demonstrate whether they have been successfully met. This makes it difficult for others, such as the governing body, to know how well the school is performing.
- Subject leaders, other than in English and mathematics, are mostly new to their roles and so do not have a clear understanding of the quality of teaching or how well pupils are learning. This means that there is a lack of clearly defined areas for development for these subjects. The curriculum is balanced although not yet fully effective in mathematics.
- Senior leaders have a clear vision for school improvement that is shared by staff so that all work well as a team. The focus on improving the quality of teaching in literacy is beginning to have an impact on the progress of pupils in reading and writing, including for disadvantaged pupils where the gaps in attainment between them and others in the school started to close last year.
- School leaders have acted decisively to improve the quality of the early years provision. As a result, the effectiveness of this key stage has significantly improved so that it is now good. Similarly, the focus on phonics (the sounds letters make) has been successful, resulting in the proportion of pupils meeting the expected standard rising rapidly.
- The primary sport premium has been used well to buy into a local sport network. This has provided sports coaches and professional development for staff. Pupils have had access to a wide range of sports and competitive events.
- School leaders have not used the pupil premium funding well enough to ensure that the gaps between disadvantaged pupils and others in the school are closing fast enough in mathematics.
- There are robust and effective procedures to ensure that safeguarding requirements are met.
- School leaders promote pupils' spiritual, moral, social and cultural development well. There are a variety of clubs, including the school choir, Spanish and film club for pupils to enjoy. Pupils also raise money for others in need such as the Christmas shoe-box appeal and Children in Need. Inspectors noted the positive way that all pupils treated each other, regardless of their ethnicity, ability or need. This demonstrates the school's drive to tackle discrimination, foster good relations and, with a variety of visits, prepare pupils for life in modern Britain.
- The leadership of the specialist resource provision is good. These pupils are integrated well into the mainstream setting and given effective support. There are good links with pre-school providers and the local secondary specialist resource provision to ensure a smooth transition for these pupils.
- The local authority has provided helpful support to the school, including the development of the governing body and brokering support for the school's leadership team.
- **The governance of the school:**
 - Governors ask questions of school leaders about improvements to the school, but these are not sufficiently challenging or always followed up rigorously enough to ensure rapid improvement is made. Although many governors are relatively new, members have an accurate understanding of the school's effectiveness. They know how well teaching supports learning and are clear about how the school performs compared to other schools nationally. The governing body has a good oversight of teachers' performance management and ensures that this is completed for the headteacher, relating both to inform decisions about pay. Governors have received appropriate training to support them in their role.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. The management of behaviour is consistent throughout the school and

pupils know and understand what is expected of them. Consequently, they behave well in lessons and have positive attitudes towards their learning. They work well together and support each other in their work. Behaviour records and the views of parents, staff and pupils confirm that behaviour is good.

- Pupils behave well around the school and in the playground. Pupils agree that behaviour is good. They recognise that there are sometimes a few problems. However, they are confident that these are dealt with effectively either by other pupils who are 'peer mediators' or by staff.
- Pupils recognise that there are a few pupils who find behaviour difficult. However, they say that any issues are always resolved well.
- The behaviour of pupils from the specialist resource provision is good. They are able to demonstrate sustained concentration, and are able to work well with other pupils.
- Attendance is broadly average; but, for some groups, such as disadvantaged pupils and those with a disability or special educational needs, it is lower than other pupils in the school.
- Staff in the before and after-school care provide a wide range of activities for pupils and adopt appropriate procedures for keeping pupils safe.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a clear understanding of what constitutes bullying and say that this is uncommon in school. School records support this view. Consequently, pupils feel safe.
- Pupils are taught about various aspects of being safe, such as first aid, the use of scissors and how to keep safe on the internet. Sometimes they have visitors such as the police and fire service to talk about safety. However, their understanding of how to keep themselves and others safe is less well developed.

The quality of teaching

requires improvement

- The quality of teaching is inconsistent across the school. While there is some good teaching, notably in the Early Years Foundation Stage and Years 5 and 6, there is not enough to ensure that pupils make good progress. This is because teachers do not always challenge pupils well enough in lessons to extend their learning, including the most-able pupils. Teaching in mathematics is less strong than in English and some pupils say that work is too easy.
- Teachers do not always make sure that groups of pupils are encouraged to think hard about their learning. Consequently, the mastery of some skills, particularly in mathematics, is not always secure.
- The quality of marking and feedback in some classes, notably Years 5 and 6, is good, but this is not consistently the case in other year groups. Pupils receive comments about how well they have achieved, although these comments do not always help pupils to know what to do to improve their work or how to demonstrate this. Pupils are encouraged to return to previous work to complete corrections, but there is not enough that challenges pupils to develop their understanding further. This is particular true in mathematics.
- As a result of the school's focus, teaching in reading and writing is improving, particularly this year. Books show that more pupils are now making good progress in their learning.
- The subject knowledge of teachers is secure and they plan lessons which interest and engage pupils. Staff have positive relationships with pupils and, as a result, pupils enjoy learning and are keen to do their best.
- Teaching assistants give appropriate support to pupils which helps them to make progress in their learning. Pupils from the specialist resource provision in particular, receive effective individual support so that their learning is good.

The achievement of pupils

requires improvement

- Achievement requires improvement because many pupils in Key Stages 1 and 2 do not make good progress, particularly in mathematics. There are still gaps in achievement between pupils supported by the pupil premium and other pupils in school and nationally. These are closing in English but not consistently in mathematics
- The progress of the most able pupils requires improvement. This is because they are not always challenged sufficiently and so do not consistently make the progress of which they are capable.
- The progress of disabled pupils and those who have special educational needs who are not in the specialist resource provision requires improvement. This is because, as for other pupils, the challenge they receive is too variable in lessons.
- The progress of disadvantaged pupils requires improvement overall. At the end of Year 6, in 2014, the

attainment of these pupils was three terms behind other pupils in the school and other pupils nationally in reading, four terms behind in writing and six terms behind in mathematics. In reading, the gaps have closed by seven terms, and in writing by two terms. Although not as successfully as in reading and writing, gaps are being closed in mathematics most notably, but not exclusively in Year 2.

- Children in the Reception class make good progress from their various starting points and their attainment at the end of the early years provision is in line with national expectations. At the end of Year 2 and Year 6, standards are broadly average in reading, writing and mathematics.
- The progress of minority ethnic pupils mirrors that of other pupils. The progress of pupils with English as an additional language is good in the majority of year groups.
- Progress this year in reading and writing is improving and pupils' books confirm this. In particular, pupils are making much better progress in phonics with the proportion of pupils meeting the expected level in the Year 1 phonics screening check being in line with the national average. However, in mathematics, progress is still too variable.
- Pupils in the specialist resource provision make good progress because they receive effective one to one support to meet their needs.

The early years provision

is good

- The positive links with pre-school providers mean that children make a good start to their education in the early years provision. Home visits provide helpful information so that teachers are able to provide the right provision. As a result, children settle quickly and start making good progress. By the end of the Reception year, children are ready to start Year 1.
- This good progress continues through the year as staff use ongoing assessments to ensure that teaching builds on previous learning. Both the outdoor and indoor environments encourage children to explore and teachers challenge their thinking and develop their understanding. Children are engaged because staff focus learning around their interests.
- Children behave well and have positive relationships both with staff and each other. Consequently, they enjoy learning and achieve well.
- Leaders have developed the early years provision well by planning children's learning together. More accurate assessment means that activities are pitched at the right level to enable children to make good progress. There is a clear focus to develop children's mathematical skills and understanding further as part of the drive to improve the quality of mathematics within the school.
- The early years provision is not yet outstanding because not enough children make rapid progress in their learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109822
Local authority	West Berkshire
Inspection number	453446

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Sue Brown
Headteacher	Rebecca Neeves
Date of previous school inspection	17–18 January 2013
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