

Inspection of Speenhamland School

Pelican Lane, Newbury, Berkshire RG14 1NU

Inspection dates: 19 and 20 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders have great ambition to fulfil the school's vision of 'We aspire, we challenge, we support'. The values of resilience, resourcefulness, risk-taking, responsibility and respect are what all pupils endeavour to put into practice every day at Speenhamland.

The whole community is inclusive. Regardless of pupils' individual needs, there is a desire to ensure the highest personal achievement. Leaders use positions of responsibility such as games captains and school councillors to encourage pupils' leadership and interpersonal skills. There is an active charity programme, including work with the community, so pupils can explore making a positive contribution to the wider world. Leaders ensure that all pupils, including those with special educational needs and/ or disabilities (SEND), can take part in all school activities, including adventurous activities on residential trips.

Pupils' behaviour is good. When a pupil demonstrates a school value, they receive a 'dragon egg' for their house team. Consequences are rarely needed for unkind behaviour or disruption to lessons. Pupils agree that the behaviour system is fair. Pupils recognised that people from different backgrounds should be treated equally. They want to celebrate difference as it will 'help us go through our lives'.

What does the school do well and what does it need to do better?

Leaders have high ambitions for every pupil to achieve their very best. They have designed a curriculum that includes the key knowledge, skills and vocabulary pupils will learn in every subject. Teachers give pupils plenty of opportunities to revisit previous learning. Classroom staff, including in the Reception Year, regularly check pupils' learning. However, this valuable information is not always used to steer subsequent learning for all pupils, classes or subjects. This means that pupils' progress through the curriculum is not always as effective as it could be.

Leaders have prioritised reading and mathematics. Staff deliver early reading and phonics across all groups and classes consistently well. Pupils enjoy reading, including those who find it harder to read. Leaders have identified pupils who struggle to read fluently and take effective action to help them. For example, some pupils receive more opportunities to read aloud or are part of groups that receive extra support. In mathematics, the curriculum is ambitious for all pupils. It enables teachers to extend pupils' mathematical learning and revisit certain concepts. These necessary developments, especially in mathematics, are still in their early stages. As a result, leaders are not yet seeing the full impact of the changes. In particular, pupils are not achieving as well as they could in mathematics.

Leaders strive to ensure that all pupils with SEND have opportunities to learn well, including through off-site visits and after-school activities. Leaders understand the importance of collaboration between the school and parents of pupils with SEND. The provision for pupils with significant disabilities in the Keevill Unit is very well

considered. Staff understand each pupil's specific needs. Teachers' individual knowledge of these pupils supports both their learning and therapeutic development. Pupils of all abilities and needs work alongside each other productively and respectfully, looking after each other.

An effective system means all pupils understand how to behave. All staff implement the strategy consistently, whether in class, the lunch hall or outside. Pupils say the system is fair. Some pupils need extra support to manage their behaviour. Individual plans for these pupils show leaders' strong understanding of the causes of each pupil's behaviour and how to manage it. Leaders expect pupils to attend school regularly and arrive punctually. While a considerable number of pupils are persistently absent from school, leaders take clear and effective action to discourage and address this.

Pupils receive a variety of opportunities to develop their wider interests. There are many sporting and creative clubs available to develop pupils' mental and physical health. Competitive sports have returned following the COVID-19 pandemic. Pupils also take part in other creative or performing arts events, both in school and within the trust. This develops pupils' understanding of culture.

Governors and trustees have clearly defined responsibilities. Leadership of safeguarding and equalities is particularly effective. They are mindful of the well-being of all members of staff and invest in teachers' development. Staff say this helps enhance a team culture across the school. Parents appreciate this openness from leaders, with one parent commenting: 'My child is thriving at Speenhamland. The head, deputy and all teachers are approachable and are always wanting to help if needed.'

Safeguarding

The arrangements for safeguarding are effective.

All leaders, including those responsible for governance, understand their role in ensuring the safety of pupils and staff. The experienced trustee representative for safeguarding ensures that the culture of safeguarding is strong by monitoring the work of leaders closely.

Regular training helps staff to identify when there may be a concern about a pupil. This includes pupils within the Keevill Unit. Staff know the process they need to follow and do this without delay. Record-keeping is clear and comprehensive. Leaders ensure completion of all the necessary pre-employment checks for staff. Through the curriculum, pupils learn to keep themselves safe, including age-appropriate online safety lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not systematically use the information about how well pupils have learned the curriculum to plan what to teach next. As a result, not all pupils achieve as well as they could. Leaders should ensure that teachers use the assessment information they gather to plan future learning opportunities more precisely.
- Pupils' learning in mathematics has been too inconsistent in the past. As a result, some pupils are not currently achieving as well as they could in this area of the curriculum. Leaders should build on the work that they have already done, to ensure that all pupils become confident mathematicians who are well prepared for the next stage of their education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143999
Local authority	West Berkshire
Inspection number	10268389
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	Board of trustees
Chair of trust	Alison Mitchell
Headteacher	Charlotte Wilson (Executive Headteacher) Julie Lewry (Associate Headteacher)
Website	www.speenhamlandprimary.co.uk
Dates of previous inspection	4 and 5 December 2019, under section 5 of the Education Act 2005

Information about this school

- The current associate headteacher joined the school in September 2021.
- There is a specialist resource provision for 10 pupils who have physical disabilities. Wherever possible, these pupils are taught in the main school.
- The school currently uses two registered alternative providers.
- The school offers a breakfast and after-school provision for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and four members of the governing body and the board of trustees, including the chair of trustees.

Inspectors also met with the executive headteacher, who is also chief executive officer for the trust, and other leaders within the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, computing and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- In addition, the inspectors also looked at other curriculum areas, including art and design and languages.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff, and through discussions with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View, Ofsted's online survey. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of local governing body meetings, minutes of board of trustees meetings and behaviour incident logs.

Inspection team

Chris Parker, lead inspector	His Majesty's Inspector
David Cousins	Ofsted Inspector
Sara Staggs	His Majesty's Inspector

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