



Streatley Church of England Voluntary Controlled School

Inspection Report

Unique Reference Number 109979
LEA West Berkshire LEA
Inspection number 278328
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector John Earish AI

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

Type of school	Primary	School address	The Coombe
School category	Voluntary controlled		Streatley
Age range of pupils	4 to 11		Reading RG8 9QL
Gender of pupils	Mixed	Telephone number	01491 872399
Number on roll	108	Fax number	01491 874372
Appropriate authority	The governing body	Chair of governors	Mrs Hayley Gittins
Date of previous inspection	24 March 2004	Headteacher	Mrs Jill Hopgood

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Streatley is a small village school near to Reading. The school serves families from a variety of social backgrounds, with many pupils from advantaged homes. Almost all are of White British heritage. The proportion of pupils eligible for free school meals is well below the national average. When children start school their skills and abilities, for the vast majority, are above those expected of four year olds. The proportion of pupils with learning difficulties and disabilities is below that found nationally, but the proportion with statements of special educational need is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which gives excellent value for money. It is a reflective and supportive community of learners who strive for the highest standards in all aspects of their work. Pupils achieve very high standards because they are very well taught. Teachers know the pupils extremely well and are exceptionally good at using what they know to ensure pupils make excellent progress in English, science and mathematics. Quality and standards in the Foundation Stage are excellent. Children quickly develop skills as independent learners because of the very good range of activities designed for them and the high quality support given to them.

Pupils are very well supported by their parents and are eager to learn. Their personal development is outstanding because they are very well cared for at school and as a result feel secure and happy. The leadership of the school is very effective, and has an accurate understanding of its strengths and weaknesses. The school has managed to achieve these high standards despite the limitations of the site and buildings. Governors and staff already have detailed plans to extend the school buildings and increase the provision for outside learning and physical activities.

The school knows itself very well, although it modestly assesses its own effectiveness as good. Its previous designation as having serious weaknesses no longer applies and the capacity to improve is very good.

What the school should do to improve further

- Ensure the plans for the future development of the school buildings include strategies to limit the disruption to the school curriculum.

Achievement and standards

Grade: 1

Achievement and standards are outstanding for all groups of pupils. This is due to the outstanding teaching and the very detailed tracking of pupils' progress towards their challenging targets so that no groups underachieve.

Pupils' attainment when they first join the reception class is above that expected of four year olds. The children settle quickly to school routines, make rapid progress and exceed the goals expected of them by the time they enter Year 1.

Standards are significantly above average in English, mathematics and science by age 11 and have been so for the last five years. Pupils in Year 2 are making rapid progress and this year there are significant numbers reaching the higher level 3 in reading, writing and mathematics.

Pupils with learning difficulties are making rapid progress because their individual needs are clearly identified and support is tailored to meet them.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils behave very well and show remarkable care and courtesy. They attend school very regularly. From an early age children learn to cooperate with each other and can be trusted to complete tasks on their own because they have a strong sense of personal responsibility. They make an outstanding contribution to the community and are fully involved in raising funds for different charities. They are acutely aware of inequalities between the third world and the industrially developed nations and are trying to make a 'fairer' world by promoting the sale of 'Trade Craft' products.

School councillors are confident their views are listened to and are certain they are making a difference. They have, for example, devised a new house system, boxes of activities for use during wet playtime and a 'Friendship Post' where pupils can go if they feel lonely. Pupils greatly value having extra responsibility and they enjoy helping others and willingly take on extra duties to support the smooth running of the school and act as 'playground friends'.

Pupils know about the importance of a healthy lifestyle and staying safe. They speak enthusiastically about healthy eating and are very aware of the importance of drinking plenty of water and taking regular exercise, although some admit to enjoying the very occasional chocolate bar and fizzy drink! Pupils rapidly acquire literacy, numeracy and information and communication technology skills [ICT] that will equip them well for later life and learning.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Lesson planning is excellent. Activities are interesting and teachers' have high expectations of work and behaviour. Pupils learn effectively because they are so engaged in the tasks and know their teachers always expect them to do their very best work.

Teachers are very skilled at encouraging pupils to take on responsibility for their own learning. They successfully develop the research skills and techniques that pupils need to work effectively on their own. As a result, pupils have very positive attitudes to learning and make rapid progress. Teachers are highly effective at using questioning skills to discover the full extent of pupils' understanding. They use these responses very successfully to consolidate previous learning, clarify new ideas and to move pupils rapidly on to more challenging work. Teachers of the youngest children are expert at creating a stimulating and welcoming environment where children rapidly grow in confidence.

The use of assessment is outstanding. The teachers make very good use of what they know about pupils to provide highly effective help for those with specific learning difficulties or whose progress is slow. Highly attaining pupils are also well challenged. The procedures for checking how well children are doing in the reception class are extremely detailed. They cover all areas of learning and enable the teachers to provide well for children's individual needs.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that motivates the pupils and promotes their enjoyment of learning. As a result, they grow into confident and competent learners. Basic skills are taught most effectively. Theme weeks such as 'Fair Trade' and 'Animal Week' bring learning to life. Children blossom when presented with challenging activities such as finding out where supermarkets source their bananas and who earns the most from the sale.

The Foundation Stage curriculum, previously judged as unsatisfactory, has been very much improved. There is now a very good balance between the work chosen by the teacher and activities chosen by the children.

The school ensures that all pupils have the opportunity to participate and enjoy a wide range of enrichment activities and school clubs. A residential visit for the older pupils, visitors from the community, outings to places of interest, and workshops for higher attainers all add to the pupils' enjoyment of learning. Such experiences, together with learning in personal, social and health education, and the emphasis on staying safe and healthy, teach skills that contribute to their future economic well-being.

Care, guidance and support

Grade: 1

The school gives its pupils outstanding care, guidance and support, a view endorsed by the overwhelming majority of parents. Teaching assistants, alongside teachers, play a vital part in ensuring such high quality provision. Pupils speak confidently about the many trusted adults they can turn to for help and support. Bullying is not a concern for these pupils and they are happy that any incidents will be dealt with quickly.

There are clearly defined procedures for keeping pupils safe and statutory requirements are complied with. The school works effectively in partnership with a range of service providers to ensure excellent care and support for all its pupils. The tracking of pupil's academic and personal development is exemplary. Pupils are given targets for work and improvement and are held to them; they know this and respond very positively, knowing that support will always be provided. As a result, pupils feel happy, secure and able to achieve their very best.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides inspirational leadership that focuses strongly on raising standards and improving the achievement of all pupils. This ethos is shared by all staff and governors who fully understand what they must do to play their part in raising standards. Parents overwhelming support this view and one commented that 'I could make a very long list of positive points and would struggle to say something negative'.

The school's pursuit of improvement is relentless and very well managed. As a result the serious weaknesses identified at the last inspection have been eliminated. Teachers are exceptionally good at monitoring performance to ensure the school meets its challenging targets. Their detailed and systematic analysis promotes highly focused school improvement. The many improvements since the last inspection provide ample evidence that the school has a very good capacity to improve further.

It is to the school's credit that it manages to provide an exciting and enjoyable curriculum despite the limitations of its buildings. The headteacher and governors have identified ways to improve the site and are working with architects to enhance the classrooms and provide additional space for outdoor learning and physical activities.

Governance is outstanding. Governors are involved in all areas of school life and are fully committed to sustaining high standards. They have very good systems to support and challenge the school so it can account for its performance.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Following my visit to inspect your school I would like to tell you what I think about how well you are getting on and how well your school is helping you to learn. I enjoyed being with you, seeing you work and listening to your experiences and views.

There are lots of things that I liked about your school. Some of them are: * children in the reception class settle in quickly and make a very good start because everyone is so friendly and helpful * you make excellent progress in your work because you are thoughtful and work very hard in lessons * you are able to learn in a very friendly and caring school; your behaviour is excellent and you get on very well with each other * Mrs Hopgood and the teachers are very good at helping you to do your best * you listen very carefully to what your teachers have to say and try very hard in your lessons * the school council represents your views very well and you all help the school run smoothly * your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better.

I think your school is excellent. I am asking the teachers and governors to think carefully how to make sure that your lessons are not interrupted when the work begins to alter the buildings and improve the school grounds. I enjoyed being in your school. I hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely,

John Earish

Lead Inspector