

# Speenhamland Primary School

## Inspection report

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<b>Unique Reference Number</b>	109822
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	337379
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Richard Blackmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Bowness
<b>Headteacher</b>	Eleanor Brooks
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Pelican Lane Newbury Berkshire RG14 1NU
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<b>Email address</b>	headteacher.speenhamland@westberks.org

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons taught by 11 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's monitoring of pupils' progress, curriculum plans, samples of pupils' work and school improvement plans. The views of 106 parents and carers were also taken into account.

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

- current pupils' progress in mathematics and science
- the school's actions to improve the progress made by pupils, particularly in mathematics and science
- how well assessment is used to provide support and sufficient challenge for pupils to raise their achievement
- the impact of the school's monitoring on pupils' progress.

## Information about the school

Speenhamland is a larger than average primary school. It serves the local community and the surrounding area. A large majority of the pupils are White British and the number of pupils who speak English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities is below average, but the proportion of pupils who have a statement of special educational needs is above average as all pupils in the resource unit have a statement. The percentage of pupils known to be eligible to claim free school meals is below average. The school holds an Activemark and has National Healthy School Status. There is a before- and after-school club for pupils at the school managed by the governing body.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Speenhamland primary school provides a satisfactory education for its pupils. It has a number of good features. Children join Reception with lower than expected skills for their age, but exciting learning experiences and good teaching enable them to achieve broadly average attainment in most areas of learning by the time they enter Year 1. Rates of progress have accelerated recently and are now satisfactory, including those of pupils with special educational needs and/or disabilities. However, progress in mathematics is slower than other subjects because pupils have insufficient time and opportunities to practice and refine their mathematical skills and strategies. By the end of Year 6, pupils have levels of attainment that are broadly average. This is because provision has been more focused on speeding up the pace of learning. Pupils in the school's unit for those with physical disabilities make satisfactory, and sometimes good progress. Pupils' spiritual, moral and social development is good, although their knowledge of different cultures is limited.

Teaching is satisfactory overall. Staff are making better use of accurate tracking data to provide additional support and are adapting lessons for pupils of varying interests and different styles of learning. However, when planning lessons and the curriculum, not all staff ensure a close enough match of learning objectives and outcomes to challenge the higher attaining pupils. Progress remains faster in some classes than others because there are times when the pace at which pupils work is too slow and marking does not provide enough information to help them improve their work.

The school provides a very caring environment which helps pupils grow in confidence and contributes to their good personal development. This is a happy school where achievement is celebrated and pupils feel safe, secure in the knowledge that their teachers and other staff will support them. One parent, summing up the feeling of many, commented that her children 'love school and are very happy'. Behaviour is good and pupils' enjoyment of school is reflected in their good attendance. Their understanding of what constitutes a healthy lifestyle and of how to stay healthy is good. School leaders and governors have an accurate view of the school's strengths and of its areas for development. Their monitoring has been frequent and drives improvements in teaching. However, lesson observations have focused on how well pupils are engaged and organised rather than on teaching's impact on pupils' progress. Safeguarding procedures are robust and well known by staff. Governors have been developing their role and carry out their duties satisfactorily; they are increasingly involved in monitoring

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the performance of pupils. The headteacher has been effective in enabling staff and governors to take responsibility for, and contribute to, self-evaluation and the planning of improvements. The school has a satisfactory capacity to improve further.

**What does the school need to do to improve further?**

- Accelerate the rate of pupils' progress, especially in mathematics by:
  - providing more opportunities for pupils to practice using mathematical skills
  - ensuring work is always challenging
- Improve teaching so that it is of consistently good quality by:
  - raising teachers' expectations of what pupils can achieve
  - quickening the pace at which pupils work
  - ensuring that marking shows pupils how to improve their work.
- Develop the curriculum by ensuring that:
  - there is greater challenge for higher attaining pupils
  - pupils have more opportunities to know, understand and experience cultures other than their own.

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

Pupils' progress is satisfactory overall because the work for the majority of pupils in lessons is now matched more carefully to their differing needs. This was exemplified in a Year 6 mathematics lesson where pupils showed their ability to think critically and at a high level. However, in other year groups, because expectations are not high enough for all groups of pupils, they do not make the progress of which they are capable. Consequently, achievement is satisfactory. Although pupils' progress is accelerating, attainment is no more than average because the school has not had enough time to make up for previous years of under-achievement.

Pupils generally listen attentively and work hard, taking a pride in their improvement. Their enthusiasm for their school is demonstrated in their good attendance and the conscientious way members of the 'play team' ensure everyone has someone and something to play with at break times. Pupils participate in the school council and develop a keen awareness of taking responsibility in the school and the wider community. For example, three pupils decided to help Cancer Research UK by raising money by a cake, toy and book sale. Pupils are extremely kind and polite, knowing the difference between right and wrong and the importance of helping others. They are satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers question pupils effectively to extend learning and check understanding. Some teachers have high expectations of their pupils, generate good pace, organise lively discussions and set challenging tasks to ensure learning is rapid. However, this good practice is not shared sufficiently widely with colleagues. Teachers know and get on well with their pupils, and the pupils are motivated to listen and try hard because they like their teachers. Classes are managed well and this contributes strongly to pupils' good behaviour. The best marking gives pupils guidance on how to improve their work, but because this is not consistently the case across the school pupils' progress from one lesson to the next is limited. Teachers' planning mostly meets pupils' learning needs. However, in English and mathematics pupils do not have enough opportunities to exercise their developing skills, particularly in writing, as there are times when there is too much explanation and discussion.

The school curriculum provides many opportunities to enrich pupils' experiences. Year 3 pupils clearly gain much from the residential visit to Ufton Court, immersing themselves in the life of the Tudors, living as peasants and nobility for three days and learning of the challenges of the period. The good range of clubs and activities outside lessons, such as the popular sugar craft club, provides additional breadth, balance and interest. The skateboarding club, organised and run by the pupils, has helped pupils develop responsibility and enjoyment of school. However, there are too few opportunities within the curriculum for higher attaining pupils to apply their skills in English and mathematics at a high enough level, and for all pupils to learn about the different traditions, customs and lifestyles in the United Kingdom and beyond. Parents and carers are appreciative of

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the before- and after-school club which provides a good resource for their children at the beginning and end of the school day.

Effective and well-established arrangements for pupils' welfare ensure that pupils feel happy and secure at school. There is an extensive range of practical, intensive and frequent help for pastoral, as well as academic needs. Carefully tailored support for those with additional learning needs, including those who join midway through the year, helps them to settle quickly into the school's orderly routines. This good support extends to families, with one parent saying, 'I feel very supported as a parent at this school.'

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Senior leaders have together helped to accelerate pupils' progress. They have drawn especially well on support from the local authority and on initiatives such as the Improving Schools Programme. These have helped to ensure plans for improvement are focused on the pupils' most significant needs. Leaders have created and promoted a harmonious community where pupils from different backgrounds get on well together and learn to respect and celebrate their mutual similarities and diversity. The school is aware of the need to develop opportunities for pupils to understand communities across and beyond the United Kingdom.

Resources are satisfactorily deployed and the school works hard to promote equality of opportunity and to tackle discrimination. However, it recognises that pupils do not always do as well as they should in their studies, particularly those who are more able. The school works well with parents and carers, and the local community, providing useful information, facilities and training for adults to develop their skills, particularly to help them support their children's development. The school has developed effective partnerships which help to ensure pupils are kept safe and have access to a range of services including speech and language therapy and advice on health issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's skills, knowledge and understanding when they join Reception are below those expected for their age, especially in communication, language and literacy and calculating. Children make good progress because resources are used effectively to provide them with purposeful and enjoyable activities. The Early Years Foundation Stage has improved rapidly due to significant changes in the design, layout and use of the classrooms to support learning. The curriculum effectively fosters independence, enquiry and interest. For example, the 'post office' creates a place for children to talk about and explore shapes and their properties by sorting parcels into different groups.

The Early Years Foundation Stage leader ensures all her team uses assessment information effectively. The planning of activities and assessment of progress are robust because staff have a good knowledge of children's individual needs, making notes and commenting on what their next steps should be. An appropriately strong focus is placed on language development and communication as well as on personal and social education. There is a balance between teacher-led activities and those chosen by children, but this is limited because the two Reception classes are taught in one area, reducing the opportunity for staff to work with small groups. Children's personal, social and emotional development is promoted well, and in the lessons children cooperate well with each other.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

An overwhelming majority of parents and carers said that their children enjoy attending school and are kept safe. A large majority said that the school deals effectively with unacceptable behaviour, but a very small minority disagreed. During the inspection inspectors found that behaviour in the school was good due to the effective management of pupils by staff. A few parents and carers felt that the school does not always inform them well enough about their children's progress and that the school does not take account of suggestions made by parents. Inspectors note that the school has similar arrangements to many schools in relation to the number of parents' evenings and also has informal meetings where parents can discuss any worries. The school indicates a willingness to resolve concerns and hear parents' ideas, for example when designing the format for the annual report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Speenhamland 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 13 statements about the school.

The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 271 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	57	42	40	3	3	0	0
The school keeps my child safe	61	58	42	40	3	3	0	0
The school informs me about my child's progress	36	34	55	52	14	13	0	0
My child is making enough progress at this school	41	39	54	51	8	8	0	0
The teaching is good at this school	48	45	52	49	1	1	0	0
The school helps me to support my child's learning	41	39	52	49	10	9	0	0
The school helps my child to have a healthy lifestyle	41	39	61	58	4	4	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)	37	35	54	51	2	2	0	0
The school meets my child's particular needs	42	40	56	53	6	6	0	0
The school deals effectively with unacceptable behaviour	33	31	51	48	15	14	1	1
The school takes account of my suggestions and concerns	33	31	54	51	15	14	0	0
The school is led and managed effectively	40	38	54	51	9	8	2	2
Overall, I am happy with my child's experience at this school	55	52	43	41	5	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



13 May 2010

Dear Pupils

Inspection of Speenhamland Primary School, Newbury RG14 1NU

We really enjoyed meeting you on our visit to your school and would like to thank you for talking to us and for making us feel very welcome. I would like to share our findings with you.

- You are friendly, polite and helpful to visitors and each other.
- You make satisfactory progress.
- Your behaviour is good and you enjoy coming to school and are keen to learn.
- Adults look after you well and make sure you are safe.
- Teaching is satisfactory, and your teachers work hard to make lessons interesting.
- You show a good understanding of healthy lifestyles and how to stay safe.
- You make a good contribution to the life of the school like being members of the play team ' well done!
- You are adequately prepared for the next stages in your education.

To make your school even better we have asked the headteacher and staff to do four things:

- to improve the quality of teaching by telling you how you can improve your work, giving you tasks that really make you think and helping you to work faster
- to speed up how quickly you learn new ideas, especially in mathematics
- to make sure your curriculum helps you to understand the different ways people live
- to make sure that those of you who find work easier have more challenging tasks.

I know you will help your teachers and yourselves by continuing to work hard and telling your teachers if you do not know how to improve your work.

Yours sincerely

Richard Blackmore

Lead inspector

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