

Streatley CofE Voluntary Controlled School

The Coombe, Streatley, Reading, Berkshire, RG8 9QL

Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Children make good progress from the moment they start school. Staff in the Early Years Foundation Stage check up on children's needs thoroughly and teach the children well. Children are well prepared to start the National Curriculum in Year 1.
- Pupils continue to make good progress across the school because they are both well taught and keen to learn. Attainment in English and mathematics is above average at the end of both Key Stages 1 and 2, and the achievement of all groups of pupils, including disabled pupils and those who have special educational needs, is good.
- Teaching is good because it is well organised and purposeful. Teachers are capable, question pupils perceptively and foster positive working relationships. Work is well planned to keep all groups of pupils working at full stretch and teaching assistants help ensure that those who find learning difficult are given the right kind of help.
- Behaviour is good. Pupils enjoy school and get along notably well with one another and staff. They have an enthusiasm for learning and respond well to staff instructions. They demonstrate a good understanding of how to keep safe.
- The headteacher works closely with staff and governors and has improved the school in the face of a number of staff changes. The regular checks that are made ensure the school is effective in promoting good teaching and achievement.
- The governing body runs various checks that give it an increasingly clear understanding of the school. Members use their skills to support leadership and management, but also to challenge the school to strive for improvement continually.

It is not yet an outstanding school because

- Some marking does not provide pupils with enough advice and, occasionally, the way teachers manage pupils allows too much chatter in lessons.
- Awkward access to the outdoor area in the Early Years Foundation Stage limits children's learning opportunities.

Information about this inspection

- The inspector visited eight lessons taught by five teachers and undertook four joint observations with the headteacher.
- Discussions were held with pupils, teachers, the headteacher, parents and carers, representatives of the governing body and a local authority officer.
- The inspector examined numerous school documents, including policies, assessment information, planning documents, staff questionnaires and records of all kinds.
- The views of 35 parents were analysed through the Parent View website.

Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Only a very small number of pupils are supported by the pupil premium (additional funding for looked after children, pupils known to be eligible for free school meals and those from service families).
- Very few pupils are from a minority ethnic background. Almost all pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards that set minimum requirements in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure more outstanding teaching by:
 - managing pupils' classroom behaviour so that pupils concentrate on their work and do not become distracted by talking
 - marking pupils' books to offer consistently clear advice on how their work can be improved.
- Develop easier access to outside areas in the Early Years Foundation Stage so children can work and play freely inside and out.

Inspection judgements

The achievement of pupils is good

- The well-planned and carefully organised Early Years Foundation Stage provides children with a good springboard into their education. Good links with local nurseries provide valuable information about each child as they arrive, and the school builds on this with its own checks. These continue throughout the Reception year, helping staff to develop a thorough understanding of children's needs and to tailor their education appropriately.
- Consistently effective teaching in the Reception year enables children to make good progress, both personally and academically. Adults are good role models and promote the development of personal skills such as collaboration, sharing and daily courtesy that help children throughout their education.
- Good quality teaching promotes good progress across Years 1 to 6. Improvements in checks made on pupils' standards help the school to track each pupil and keep staff alert to any slippages in progress. Quick action is taken to support those who would benefit from additional help. These actions invariably have the desired effect, ensuring that there is consistency in pupils' progress. They have also contributed to a recent rise in standards. In this way, the school is effective in promoting equality of opportunity for all and ensuring that there is no discrimination.
- The attainment of pupils at the end of Key Stage 2 in English and mathematics has risen quickly this year to be above average. This indicates that the achievement of all groups of pupils, including disabled pupils and those who have special educational needs, is good.
- Progress in lessons is usually good and sometimes outstanding. The right gradient of challenge is applied to all groups and one result of this is that higher ability pupils are fully engaged and achieve as well as their peers.
- In an outstanding English lesson, older pupils worked in close collaboration to produce and perfect their poems. The teacher's skill and confidence meant they made rapid progress. She offered well-deserved praise, tempered with constructive criticism, encouraging pupils to work hard and try new things in a secure and caring environment.
- Reading skills are well promoted. As a result, pupils quickly develop a familiarity and confidence with all types of books. The good teaching of sounds and letters encourages pupils to tackle new words and they enjoy reading aloud to one another and adults. Attainment in reading has risen recently and is now above average.

The quality of teaching is good

- The good progress that pupils make is largely due to the numerous good aspects of teaching which combine with pupils' keen appetite for learning to drive learning forwards. Teachers are very clear about what they expect pupils to learn and question them perceptively throughout lessons to make sure that everyone is 'on board' with their learning. Teachers and teaching assistants are quick to offer extra help so that nobody gets left behind.
- Pupils report that learning is fun. For example, a letters and sounds session for Reception children was enlivened when a group went into the school grounds with their teacher to 'hunt' for hidden sounds in the woods and then identify where they came in words. Brief, varied activities successfully engage pupils' interest and pupils enjoy and benefit from opportunities to work in various ways, for example alone, in pairs and in groups.
- Teachers usually have high expectations of pupils and keep the pace high throughout lessons. In the closing stages, teachers and pupils talk over what they have learned and pupils demonstrate their work, such as the Year 6 pupils who happily read out their poems.
- This secure, supportive environment means that pupils' efforts can be both praised and, where necessary, criticised appropriately, by staff and their peers, to the benefit of their progress. Pupils enjoy and gain understanding from evaluating their own and others' work. Teachers

regularly check up on this to make sure that such evaluation is accurate and helpful.

- Pupils' work is regularly marked and most are given clear targets for improvement. However, some marking is insufficiently analytical and provides little helpful advice to point out where improvements could be made. There is good practice, however. For example, the books of older Key Stage 2 pupils are rich in perceptive comments and pupils report that they regularly get time at the start of each day to look at marked work and make corrections or additions as required and so improve their work.
- Sometimes pupils' over-enthusiasm for school life is not sufficiently kept in check. In these circumstances their talk becomes too noisy and pupils are slow to respond to teachers' instructions. Teachers occasionally do not use effective strategies to restore the usual calm to the classroom and this can diminish the pace of learning.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. The school is a calm and harmonious environment where everyone gets along well together. Behaviour around the building and playground is good, and pupils of all ages keep an eye on one another's welfare. They are courteous and proud of their school. Attendance is above average.
- Pupils demonstrate enthusiastic attitudes to learning. They listen well to adults and are invariably keen to get on with their work. They say learning is fun because teachers make it exciting. Pupils make strong contributions to their own progress by working energetically, whether alone, in pairs or groups. Lessons are only occasionally disrupted by pupils becoming over-excited and talking too much.
- Parents, staff and pupils have few concerns over bullying. Pupils are well informed about the various forms that bullying can take and report that it is very unusual at the school. They express confidence that any potential outbreaks are taken very seriously by all staff and quickly dealt with.
- The school's work to keep pupils safe and secure is good. Personal, social and health education sessions and inputs from visitors provide pupils with clear guidance about how to keep themselves safe in their everyday lives. They have been well briefed on how to walk and cycle safely to school.
- Pupils have a good grasp of the potential dangers of the internet and know what to do should they see something that concerns them. They understand how texting on mobile phones can lead to cyber bullying and know what to do to avoid such dangers.

The leadership and management are good

- The headteacher has worked closely with staff and governors to set out the school's vision and to develop clear, relevant plans for the future. Staff and members of the governing body work collaboratively to meet the school's long-term goals. In this the school receives well-judged and valuable support from the local authority. It has the capacity for continuing improvement.
- The checks made by school leaders on teaching and pupils' progress are increasingly sophisticated. The school is rich in data about pupils' attainment and uses these to identify where progress is not good enough. Leaders and managers recognise that much of the data need to be presented in a more digestible fashion, so that the messages contained in the data are completely clear to teachers and governors alike.
- Regular meetings with class teachers lead to the identification of where pupils could do better and, sometimes, where staff need to improve their practice. This increased accountability has 'raised the bar' for teaching and helped staff to flourish, encouraged by increased opportunities for relevant staff training. These developments have led to greater consistency in teaching across the school.

- The inclusion manager keeps a close eye on all groups of pupils and ensures they receive the correct degree of support. For example, the very few pupils supported through the pupil premium receive additional help that is individually tailored to meet their needs. This well-considered allocation of funds has had a notably positive effect on these pupils' performance in school.
- The Early Years Foundation Stage benefits from well-organised leadership that provides a welcoming and purposeful learning environment. However, access to the outdoor learning areas is complex. Because children cannot move easily and freely between activities for learning indoors and out, this limits their learning opportunities.
- The mix of subjects followed is broad and balanced and offers some interesting opportunities that excite and interest pupils. For example, the topic of chocolate encompassed work in science on nutrition, the arts (with a theatre visit), as well as the history and geography of some of the world's producing areas. Older pupils reported how much they enjoy the educational visits such as to Oxford and a local Tudor building. Visitors to the school, such as the Life Education bus, also help to broaden pupils' horizons.
- Sports funding has been sensibly allocated, principally to employ a professional coach and to increase opportunities for inter-school competition as a part of a local sports partnership. More after-school sports are offered and they enjoy an increasing take-up, benefiting pupils' physical well-being.
- Spiritual values are underpinned by the school's Christian ethos. There are strong links with local churches and pupils have visited a Sikh temple as well as welcoming a Buddhist visitor to the school. Moral and social development is exemplified in pupils' good behaviour; pupils have good opportunities to discuss their feelings in the small mentored groups where they meet with a dedicated adult every three or four weeks. The school is aware of the need to reach out to promote cultural understanding and is actively pursuing links with schools in Africa.
- **The governance of the school:**
 - Governors employ a number of strategies to keep them fully informed about the school. Members are linked to year groups and come into school regularly. They read reports from the independent adviser who regularly visits. Regular, relevant training keeps them up to date with educational developments and enables them to challenge the school with confidence. They have a good grasp of attainment data and know how well pupils in Streatley are doing in comparison with national averages. Their checks give them a good grasp of the qualities of teaching and they understand how teachers' performance links to their pay progression. The governing body has worked closely with staff and other stakeholders to develop a vision for the school, and this informs the clear, ambitious school development plans. Governors pay close attention to health and safety and this helps the school to meet its safeguarding obligations fully.

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	109979
Local authority	West Berkshire
Inspection number	431448

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	98
Appropriate authority	The governing body
Chair	Chris Shannon
Headteacher	Chris Prickett
Date of previous school inspection	11 May 2009
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