

Robert Piggott CofE Infant School

Inspection report

Unique Reference Number	109989
Local Authority	Wokingham
Inspection number	356665
Inspection dates	23–24 March 2011
Reporting inspector	Brian Evans

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Graham Howe
Headteacher	Sally Ann Akers
Date of previous school inspection	18 March 2008
School address	Beverley Gardens Wokingham Wargrave RG10 8ED
Telephone number	0118 940 2414
Fax number	0118 940 1571
Email address	head@robertpiggott-inf.wokingham.sch.uk

Age group	4–7
Inspection dates	23–24 March 2011
Inspection number	356665

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors saw nine lessons and parts of lessons and observed six teachers. Meetings took place with the Chair of the Governing Body, other members of the governing body and a number of staff, parents and carers, and groups of pupils. They observed the school's work, and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 69 questionnaires completed by parents and carers and took account of the views expressed in staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at two key areas.

- The quality of provision for boys' writing.
- The work of the new Early Years Foundation Stage team and how effectively they are working together to maintain the quality of provision.

Information about the school

This school is smaller than the average infant school. Most pupils are of White British heritage with the rest from a range of minority ethnic backgrounds. There are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is below average. The school has been awarded the Artsmark Gold amongst a wide range of other awards including Healthy Schools status. The headteacher was appointed in September 2010 as executive headteacher of both the junior and infant schools.

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?

1

The school's capacity for sustained improvement

1

Main findings

Robert Piggott Infant is an outstanding school. Pupils' achievement is outstanding. Pupils' excellent progress reflects the outstanding quality of the teaching and the highly imaginative curriculum. The artwork around the school is especially stunning.

- Children make good progress in the Early Years Foundation Stage to enter Year 1 with above-average attainment in most aspects of their learning, except in writing and phonics (the sounds that letters make). Pupils make excellent progress in Key stage 1 and by the end of Year 2; their attainment in reading, writing and mathematics is consistently high and has been so for the past five years.
- The excellent progress of pupils who have special educational needs and/or disabilities, those who are gifted and talented or those whose circumstances make them potentially vulnerable, reflects the school's highly effective promotion of equal opportunities.
- Under the leadership of a very experienced headteacher, a very strong team spirit has developed among members of the teaching and support staff. This leads to the school's positive and nurturing ethos. All staff agreed that they are proud of the school, and that their contribution is valued. One wrote, 'I feel very happy coming to work every day. It is a pleasure to be working with such lovely people ♦ I feel valued.'
- Almost all parents and carers who responded to the questionnaire agreed that they are happy with their children's experience, and that their child enjoys school. One delighted parent or carer commented, 'My child is happy and enthusiastic to go to school and to learn. The teachers and headteacher are very approachable and take time to get to know each child individually.'
- The school's outstanding care, guidance and support for pupils contribute significantly to the inclusive atmosphere. Consequently, all of the personal outcomes for pupils are excellent. Pupils feel completely safe when they are at school and arrangements for their safeguarding are good. Their practice of healthy lifestyles is outstanding. Pupils' high attainment and high rates of attendance mean that they are particularly well prepared for the next stage of their education.
- The headteacher and the managers and leaders have outstanding ambition and drive to improve the school, and together they have created the very secure climate for learning. The members of the governing body work highly effectively as a team and make an exceptionally good contribution to the school's development through their close involvement. The engagement with parents and carers is especially strong, as

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

is evident from the many appreciative comments in the parent and carer questionnaires. Community cohesion is good.

- The headteacher is extensively involved in activities to monitor the quality of pupils' outcomes and the school's provision. Challenging targets for attainment are set, and are met or exceeded. Very good progress has been made on the issue for improvement from the last inspection. Coaching between teachers has led to many more outstanding lessons. Self-evaluation processes are thorough and accurate.

Given the range of improvements in outcomes and provision, the school has an outstanding capacity to sustain further improvement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, improve children's achievement in writing through a more consistent focus on the teaching of the sounds that letters make (phonics).

Outcomes for individuals and groups of pupils

1

Pupils' achievement is outstanding. All groups of pupils make rapid progress across Years 1 and 2, in reading and writing and especially in mathematics. For example, in a very well-organised lesson, pupils in Years 1 and 2 made excellent progress in their number work because they were given every opportunity to evaluate their own learning using a range of imaginative criteria including games and information and communication technology (ICT). In an outstanding lesson in literacy in Years 1 and 2, boys made excellent progress because they responded well to the teacher's lively introduction, were challenged and recorded their findings most effectively. Pupils who have special educational needs and/or disabilities make the same excellent progress as others because tasks are well matched to their needs and adults in the classroom offer them outstanding support and guidance.

Pupils enjoy school and feel entirely safe because there is little bullying and because they are confident that adults will deal with any minor incidents. In the survey, almost all parents and carers agreed that the school keeps their children safe. Pupils' behaviour is excellent and the school has effective behaviour management systems in place. In class, pupils maintain attention extremely well and teachers and assistants are adept at managing any minor inattention very well. Through very close links with the local church pupils respond very well to opportunities for prayer and reflection. The school council is arranging a 'toy tombola' to contribute to the Japanese victims of the tsunami and earthquake. They have a substantial voice in the school.

Pupils enjoy the 'brain gym' every morning immensely. They have a well-developed understanding of the benefits of exercise and a healthy diet. Lessons in physical education are supplemented with a swimming pool on site and by the extensive range of extra-curricular physical activities at break times. In an impressive class assembly, pupils in Years 1 and 2 showed maturity and excellent social development as they spoke confidently about a concert which raised over £1,000 for a Kenyan bore hole. Pupils' active engagement with the local community is illustrated well by their involvement with international gymnast, Danny Lawrence, in supporting young hopeful athletes for the 2012 Olympics. Pupils' high attendance further confirms their enjoyment of learning. Taken

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

together with their very well-developed skills in literacy, numeracy and in ICT, this means that pupils are extremely well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils' excellent progress is the result of high-quality teaching. Teachers plan lessons very well, and share the purpose of lessons and criteria for success with pupils which set a purposeful framework for learning. Learning tasks are very well matched to pupils' prior attainment. In setting written work for a Year 2 class, the teaching assistant gave particular encouragement to the lower-attaining or less-confident pupils. Teachers place a strong emphasis on developing pupils' understanding. This is well supported by excellent 'talk-partner' activities. In the outstanding lessons seen, teachers combined a rapid pace to learning and challenging tasks with high expectations of their pupils. The use of target setting and teachers' marking contribute very well to pupils' learning. The school has successfully raised the quality of boys' writing.

The curriculum has a strong focus on basic skills, together with an emphasis on pupils' individual development. Lessons in personal, social, health and citizenship education, which promote their understanding of issues of safety, health and personal relationships, is very well taught. A variety of special events are complemented by a well-developed programme of visitors and visits. A wide range of extra-curricular programmes have high rates of participation and greatly enhance pupils' enjoyment.

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

Teachers and teaching assistants demonstrate a strong commitment to the school's caring ethos so that pastoral care is outstanding. Teachers and classroom assistants provide excellent guidance and support for potentially vulnerable pupils and their families. Parents and carers who completed the questionnaire judge that the school meets their children's needs particularly well.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders provide the school with an outstanding sense of common purpose, drive and direction. In addition to leaders' checks on the quality of the school's provision, very good use is made of data and tracking information about pupils' attainment and progress. Improvement planning is ambitious and sets out in detail how new aims are to be met. The governing body has an excellent insight into the school's many strengths. It is closely involved in contributing to the school's strategic direction, and in monitoring the impact of its work. It carries out its role in providing challenge and support to excellent effect.

Parents and carers are highly appreciative of the warm relationship they have with school staff and the efforts to strengthen the partnership even further. A broad range of partnerships provide very good support for the pupils' well-being. Outside providers, such as the popular puppeteer, offer good support for the school's curriculum. In addition, members of staff participate actively in the local cluster of schools, which offers very good support for their continuing professional development. The school's inclusive ethos attests to the strong commitment to the promotion of equal opportunities for all pupils. All groups of pupils attain higher results than their peers nationally. The school tracks the performance of different groups of learners and that of individual pupils extremely carefully, especially any who may be vulnerable.

School leaders and members of the governing body take their responsibility to safeguard pupils extremely seriously. The result is that all arrangements are evaluated rigorously with appropriate action taken when necessary. Risk assessments are thorough. The anti-bullying, equality and e-safety policies are comprehensive and safeguard pupils well. The school has carefully assessed its provision for community cohesion and has a plan which it has evaluated. Cohesion at the school and local levels is very well developed. At the international level, the link with Kenya provides pupils with good insights into life in a very different society. However, the school is aware that the promotion of cohesion at the national level is less well developed.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children understand classroom routines and teachers' expectations, showing positive attitudes and behaving well. They enjoy the large range of activities available to them indoors and in the outside area. As a result, they develop into confident and successful learners who cooperate well and know how to share resources. In an excellent mathematics session, children worked through a variety of practical approaches on the 'one more' and 'one less' theme. Number is very well taught. Children's achievement overall is good. They enter Year 1 with knowledge and skills that are above average in almost all areas, including all aspects of their personal development. The exception is writing, where children's scores are lower but nevertheless higher than the national average. Teachers are fully aware of this, and are already making adjustments to accelerate children's progress in writing through teaching letter sounds more thoroughly.

Activities are well planned and purposeful. In a well-devised lesson, for example, children made good progress through computer software in recognising common words beginning with the sound 'ch', because of well-focused teaching. The teacher's intense concentration on individual children, strong interest in their learning and deft use of praise ensured high levels of success. There is good cooperation and teamwork between teachers and teaching assistants when children are working in groups. Stimulating activities are organised both indoors and outside. These reflect well the different areas of children's learning. Teachers provide well for children's welfare and learning.

The leader of the Early Years Foundation Stage is very experienced. Procedures to monitor and evaluate outcomes and provision are thorough. Three new staff in the setting are settling in very well. There is good liaison with pre-school settings, and this ensures a smooth transition into school. Parents and carers are happy to acknowledge the good provision and learning. One appreciative parent or carer readily acknowledged this, in

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

writing: 'I am really pleased with the school ♦ my child is happy and enthusiastic to go to school and learn.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Views of parents and carers

Over half of the parents and carers returned completed questionnaires. Most strongly agreed that the school is well led and managed. An overwhelming majority feel that the school promotes a healthy lifestyle. Most feel well informed about their children's progress, and an overwhelming majority believes that they are making very good progress. Almost all parents and carers believe that the quality of teaching is good and most think that the school deals effectively with unacceptable behaviour. During the inspection, the evidence gathered supported these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Robert Piggott Infant 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	70	20	29	1	1	0	0
The school keeps my child safe	46	67	21	30	1	1	0	0
My school informs me about my child's progress	30	43	36	52	2	3	0	0
My child is making enough progress at this school	36	52	29	42	4	6	0	0
The teaching is good at this school	46	67	22	32	1	1	0	0
The school helps me to support my child's learning	33	48	31	45	4	6	0	0
The school helps my child to have a healthy lifestyle	42	61	24	35	3	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)	36	52	29	42	1	1	0	0
The school meets my child's particular needs	38	55	27	39	3	4	0	0
The school deals effectively with unacceptable behaviour	27	40	32	46	4	6	3	4
The school takes account of my suggestions and concerns	31	45	32	46	3	4	2	3
The school is led and managed effectively	50	72	15	22	2	3	0	0
Overall, I am happy with my child's experience at this school	51	74	15	22	2	3	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



25 March 2011

Dear Pupils

Inspection of Robert Piggott Church of England Infant School, Wargrave RG10 8ED

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Robert Piggott Church of England Infant to be an outstanding school. These are the main findings of the inspection.

- Your behaviour was excellent during the inspection. You have a good understanding of a healthy lifestyle and participate in a full range of physical education activities including swimming. We were impressed by the 'brain gym' and the quality of your art work around the school.
- You told us through your questionnaire responses that you enjoy school and feel very safe. This was also apparent from the excellent progress in your learning.
- The very high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence.
- We were very impressed with your work in number and in your projects on flight, toys and stories, castles, seas and oceans.
- The partnerships between the school, your parents and carers, and yourselves are excellent.
- Most teaching is outstanding.

Over the past year, you have made very good progress in mathematics and in writing. We have asked the school to focus a little more on your writing and letter sounds in the Early Years Foundation Stage. We know that you will all support your teachers and other adults to maintain your excellent progress in the school.

Yours sincerely

Brian Evans

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.