

Calcot Junior School

Inspection report

Unique Reference Number	109932
Local Authority	West Berkshire
Inspection number	366502
Inspection dates	8–9 June 2011
Reporting inspector	Paul Scott HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Ms Katie Dean
Headteacher	Ms Karen Sawyer
Date of previous school inspection	17 November 2009
School address	Curtis Road Reading Berkshire RG31 4XG
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors. Teaching and learning in 10 lessons were observed. Meetings were held with parents and carers, governors, a local authority representative as well as a number of school staff and pupils. The school's work was observed and a range of school documents were scrutinised, including the school's assessment and tracking information, pupils' work and monitoring records. Evidence gathered during previous monitoring visits was also considered for the inspection.

Information about the school

Calcot is an average size junior school and has recently federated with the adjacent infant school where most pupils transfer from. The proportion of pupils known to be eligible for free school meals is below average. Pupils from a wide range of ethnic heritages attend the school with most pupils of White British heritage. There are around one in ten pupils who are believed to speak a first language other than English. There are higher proportions of pupils with special educational needs and/or disabilities and statements of special educational needs than found nationally. This includes pupils with moderate learning difficulties and behavioural, emotional and social difficulties.

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?

2

The school's capacity for sustained improvement

1

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The Calcot Junior School community has been through a very rapid period of development and a great deal of work has resulted in the good progress now made by pupils. The headteacher has ensured the school's development with a passion and determination that is recognised and appreciated by parents and carers, pupils and colleagues alike. The staff team is now a strong force for school improvement and is backed up by a governing body that is developing effectively and very rapidly as the school moves into the next phase of developing the federation further with the infant school that it shares a campus.

There is now a very strong leadership team that has a clear understanding of strengths and development needs and is able to prioritise and implement its plans with great skill. Governors have had a great deal to do in the last few months as they have formed a new federal governing body and started to monitor the work of the school with much more rigour. Leaders have a clear analysis of school performance but this is not always as refined and shared as well as it could be to inform all of the school team and governors.

The care, guidance and support of pupils are outstanding. This is because staff have an excellent understanding of the needs of individuals and therefore, appropriate support to meet these needs is put into place. Pupils' attitudes in the school demonstrate a maturity and positive approach to learning and their outstanding behaviour adds a great deal to lessons and the ethos of the school. Pupils relish the challenges of lessons and are rewarded with the good, and at times outstanding, progress they make. Pupils have a particular passion for mathematics in all year groups and demonstrated an impressive array of skills in analysing problems and solving equations. One pupil in Year 6 was able to extend her learning, working independently to deduce the formula for a complex number sequence. Pupils in Year 6 were also able to talk about their future plans and aspirations for careers and university opportunities. Pupils' teamwork and ability to listen carefully to each other have helped to develop their good workplace and other skills that contribute to their economic well-being.

Teaching is now good overall with some impressive and outstanding practice. Pupils are highly motivated and teachers are able to set clear targets for individuals as they have a good understanding of each pupil's learning needs and their strengths. Until recently, the curriculum has rightly focused more substantially on English and mathematics. Learning assistants make a positive contribution to lessons but this is not always directed effectively by teachers. Pupils' attainment is broadly average and this is now improving and underpinned with firm foundations of learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The school has undergone a rapid change since the previous inspections and has embedded practice to ensure changes are sustainable. Self-evaluation is excellent. The highly skilled work of the senior team in developing the tracking and information systems and impressive improvements to the quality of teaching and learning are particularly strong evidence for the outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Increase attainment and achievement further by:
 - refining the analysis and monitoring of the schools work to better inform and assess impact for all stakeholders
 - developing the quality of teaching further so that all teaching secures at least good progress
 - planning the role of learning assistants in the classroom so that the best practice is spread more widely
 - widening opportunities for all pupils by developing the cross- curricular links particularly with the foundation subjects.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and have very positive attitudes to school. Attainment has risen and is now broadly average. The schools own tracking data are now a much more reliable indicator of pupils achievements and demonstrate a strong trend of improvement in the National Curriculum levels pupils achieve in each year group. By the end of Year 6, pupils reach levels expected for their age with higher-ability pupils achieving particularly well in mathematics. Pupils now make good progress overall and have compensated for previous underperformance, with no significant differences between groups of pupils. Pupils with special educational needs and/or disabilities also make good progress. Pupils generally make an excellent start in Year 3, settling well into the school.

Behaviour throughout the school is outstanding: some pupils felt it could be better at times, particularly during lunchtimes, but they also made it clear that they felt safe in the school. Pupils explained that other pupils do not disturb their learning and teachers deal very quickly and effectively with the rare occasions when pupils misbehave.

Pupils have a range of sporting opportunities that they are rightly proud of and they have a good understanding of how to live healthy lifestyles. Moral and social development of pupils is very strong. Pupils have a very clear sense of right and wrong and a strong empathy for their friends and other pupils. Assemblies develop spiritual and cultural understanding very well. Not all lessons take the opportunity to highlight the exciting and wider wonders of the world and so opportunities are sometimes missed to bring a wider appreciation and understanding of learning to pupils.

Pupils attendance is above average and is increasing. Pupils develop good listening and team-working skills and so are well placed to take advantage of opportunities to secure their economic well-being. Pupils are eager to contribute to the school community and the school council is successful in developing ideas and moving things forward. The school has not always fully utilised the enthusiasm of the pupils to do even more in the school and wider community.

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These are the grades for pupils' outcomes

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

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 are highly motivated in lessons. The school has had a successful and clear focus on developing the quality of teaching and learning. Teachers now make good use of assessment to plan learning opportunities and have a good knowledge of pupils individual strengths and weaknesses. Targets are set that allow pupils to work more independently and good questioning by teachers ensures that pupils are challenged and directed well in the tasks undertaken. During one mathematics investigation in Year 5, pupils developed their skills in estimating angles and devising ways of making their own measuring instruments. The outstanding progress made was due to the enthusiasm of the pupils and the excellent direction by the teacher. Impressive use was made of learning assistants who had a clear understanding of how they needed to work with groups to challenge and provoke thinking. Where the teachers had given the teaching assistants precise guidance, learning was enhanced considerably but this direction was not always clear from teachers.

The curriculum is good with a wide range of opportunities for all learners. Teachers have not yet developed assessment and the cross-curricular links in foundation subjects as well as that seen in mathematics and English. Pupils have some opportunities to develop creative skills and understanding as well as a wide range of extra-curricular opportunities such as the activities camp and sports clubs.

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The care, support and guidance in the school are a real strength. Pupils are very well cared for and a great deal of thought goes into the transition of pupils between phases and between years so that continuity of learning is maintained. This is now enhanced by the federation arrangements and the work that the junior and infant staff are doing together.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leaders in the school are highly effective in bringing about the required developments in the school. There is a clear direction and enthusiasm across the school. The headteacher has empowered the school team ensuring that staff are held to account and are well supported in meeting the needs of pupils. The headteacher is inspirational and has brought a practical approach and urgency to bring the best out in people. The senior leaders are now a formidable team of professionals who are analytical. They are able to model best practice in order to develop others and bring about the rapid improvements seen already.

The federal governing body was set up in April 2011 and since this time has rapidly developed practice and is developing monitoring very effectively. The short life of the governing body has limited the extent to which it has been able to monitor the wide range of aspects of the schools work. It has procedures in place to support good safeguarding processes in the school and monitor this closely. The learning walks already completed and rigour of the analysis of the schools curriculum have, however, given a clear indication of the capacity for high quality monitoring of the schools performance. There is a broad range of skills and a real commitment from members of the governing body. They have already achieved early success in challenging and monitoring the schools work.

The school has a limited range of activities that are promoting community cohesion but this is prioritised effectively by the school to ensure that foundations for future developments are firm. The school is inclusive and tackles issues of equality of opportunity and challenges discrimination very well. The school has engaged well with parents and carers and has a group of parent champions that have been effective in developing communication between parents and carers and the school.

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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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all of the parents and carers questionnaires returned said that they are happy with the school overall and the vast majority of parents and carers agreed or strongly agreed with the questions asked. Although some parents and carers were concerned about the communications they received, the inspector felt that the school made a great deal of effort to ensure that home-school communications are effective. This includes the use of less formal methods such as the parent champions. The parents and carers were unanimous in their feelings that the school was well led and this was supported by the judgements made during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Calcot Junior 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 inspector received 64 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	47	34	53	0	0	0	0
The school keeps my child safe	28	44	35	55	1	2	0	0
My school informs me about my child's progress	25	39	38	59	1	2	0	0
My child is making enough progress at this school	20	31	42	66	2	3	0	0
The teaching is good at this school	23	36	39	61	2	3	0	0
The school helps me to support my child's learning	20	31	41	64	3	5	0	0
The school helps my child to have a healthy lifestyle	14	22	49	77	1	2	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)	16	25	44	69	2	3	0	0
The school meets my child's particular needs	18	28	42	66	4	6	0	0
The school deals effectively with unacceptable behaviour	11	17	50	78	2	3	0	0
The school takes account of my suggestions and concerns	16	25	46	72	2	3	0	0
The school is led and managed effectively	28	44	36	56	0	0	0	0
Overall, I am happy with my child's experience at this school	23	36	40	63	1	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Pupils

Inspection of Calcot Junior School, Reading, RG31 4XG

Thank you for the very warm and friendly way you have helped me with my visit to your school. Your mature attitudes and polite behaviour have been most impressive.

During this visit, the teachers, leaders, governors and you were able to provide a wide range of evidence about the improvements that have been made since the previous inspection in 2009. I am pleased to tell you your school is now judged to be a good school.

This, I am sure, is not a surprise to you as you have been telling me about the strengths the school has. The teachers, staff, headteacher and you, the pupils, are the key element of your good school. Your behaviour is outstanding, teaching is good overall and leaders do an excellent job.

Teachers know you all very well and try to help you to be safe and happy and challenge you in lessons. You make good progress and I have asked your governors and headteacher to continue the good work already undertaken and make things even better by making sure you achieve even higher levels by the end of Year 6 in all subjects. I have asked that teachers continue their work to improve lessons still further. You already have some outstanding teachers and this good practice will be spread further. You have some excellent teaching assistants and they can play an even greater part in your learning. Developing links between subjects will also help you to apply your skills and understanding more effectively.

You still have a most important role in the school: to attend well and rise to the challenges set.

I will miss seeing you at work and at play but wish you every success in the future. It has been a privilege to see your school grow. Work hard and do well.

Yours sincerely

Paul Scott

Her Majesty's Inspector

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