

# Robert Piggott CofE Junior School

School Hill, Reading, RG10 8DY

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement is not consistently good over time. Recent improvements in teaching and strategies to accelerate progress have not been in place long enough to improve achievement across the school.
- Not enough teaching is consistently good. At times, the work pupils are asked to do does not fully match their abilities.
- Marking and feedback to pupils on their work are not consistently good across all classes and subjects. As a result, not all pupils know how to improve their learning.
- Teachers in charge of subjects have not yet extended their monitoring to include regular observations of teaching to enable them to identify quickly any weaknesses.
- Checks made by senior leaders and managers on the quality of teaching do not focus sharply enough on how well pupils are learning.
- The governing body is supportive of the school and is aware of its strengths and weaknesses. However, it does not yet challenge the school's performance enough and hold leaders to account for bringing about improvements.

### The school has the following strengths

- The headteacher has quickly identified what requires improvement and is using this to improve teaching.
- Pupils are happy at school, behave well and are kept very safe.
- The proportion of Year 6 pupils making and exceeding the expected progress improved significantly.
- The teaching of reading is good. Pupils are confident readers who enjoy a wide variety of books.

## Information about this inspection

- At the time of the inspection Year 6 were on a residential trip and were not observed in their lessons.
- Inspectors observed 12 lessons, two of which were jointly observed with senior leaders. In addition, the inspectors made short visits to other lessons.
- Meetings were held with groups of pupils, both formally and informally, the Vice-Chair of the Governing Body, and senior and middle leaders.
- Inspectors looked at a wide range of documents, including the school’s own data on pupils’ recent progress, planning and monitoring documentation, particularly in relation to Year 6, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account six parental responses registered through the on-line questionnaire (Parent View) and an email from a parent.

## Inspection team

Sonja Joseph, Lead inspector

Additional Inspector

David Hogg

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized junior school.
- The proportions of pupils who are supported at school action plus or with a statement of special educational needs are well below average.
- The large majority of pupils are White British; a broadly average proportion comes from a wide range of minority ethnic backgrounds.
- The school recently became part of a hard federation with Robert Piggott Infant School. The headteacher is executive headteacher of both schools.
- The proportion of pupils who are known to be eligible for additional funding through the pupil premium is well below average.
- The school meets the government's current floor standard, which sets the minimum expectations of pupils' attainment and progress at the age of 11.

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

- By July 2013, improve teaching and raise achievement to be at least good, by:
  - making sure that teachers' planning matches pupils' needs so that all pupils, particularly the more able, are challenged suitably to make the best possible progress
  - making sure that activities are sufficiently interesting to hold pupils' attention and ensuring that lengthy introductions to lessons are avoided
  - giving pupils more opportunities for independent and collaborative learning, so that they have enough time to acquire and develop new skills
  - sharing the good practice in marking and feedback found in some classes so that all pupils know how to improve their learning
  - making better use of pupils' targets and helping pupils to better assess their progress towards achieving them.
- Improve the quality and impact of leadership and management by:
  - making sure that the monitoring of teaching is rigorous, accurate and fully focused on how well pupils achieve
  - developing the role of subject leaders in monitoring teaching and learning in order to help raise standards
  - monitoring and evaluating the impact of the recently revised curriculum to make sure that it promotes at least good achievement
  - making sure that the governing body is better informed about how well the school is doing so that the governors can ask challenging questions of school leaders and hold them to account more effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement is not consistently good enough over time. Standards on both entering and leaving the school have been consistently well above the national average, but not all pupils make the progress of which they are capable.
- In Years 3 and 4, pupils' progress is uneven because the quality of teaching is more variable. This is because teachers do not routinely provide work that closely matches pupils' differing abilities. Consequently, work is not always challenging enough and this slows pupils' progress, particularly for the most able.
- Pupils' learning targets and what pupils must do to reach them are not always clear. Because feedback to pupils is sometimes not helpful in pointing out the next steps that they need to take, pupils are unsure of how they can move their learning on.
- Recent school data and scrutiny of books show that the proportions of pupils making and exceeding expected progress at the end of Year 6 have improved recently and are better than that found nationally. In particular, the proportion of pupils attaining the higher levels in mathematics is improving because of better teaching, particularly in Years 5 and 6. This was confirmed during the inspection. In an effective Year 5 lesson, pupils developed independent learning skills and made good progress through selecting the methods and strategies to solve mathematical problems of increasing difficulty.
- Over time, the progress being made by pupils known to be eligible for the pupil premium and those who are disabled or have special educational needs matches expectations. Many of these pupils are currently making quicker progress because of the effective use of the additional government funding for this purpose. In addition, specialist support is identified where pupils have specific needs in order to ensure they achieve successfully.
- Pupils typically make good progress in reading because it is given a high profile across the school, parents are involved as much as possible and financial resources are well used. Regular guided reading sessions, and successful teaching of the links between letters and sounds, mean that pupils develop useful skills that aid their reading and comprehension. Pupils read widely and with confidence and they write competently, showing a good sense of audience by adapting their work according to its purpose. As a result, attainment in reading is well above the national average.
- A few parents expressed concerns over progress and achievement and inspection findings agree that achievement requires improvement.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there are too many inconsistencies in teaching methods and teachers' expectations are not always high enough. The wide variation in quality results in pupils making uneven progress.
- In too many lessons, whilst elements of good practice exist, teaching is not effective in accelerating progress. In some lessons, the work is not matched accurately to pupils' needs, as it is too easy for some and too difficult for others. As a result, learning slows and although almost all pupils always conduct themselves well, they are less active and less engaged in their learning.
- Introductions to some lessons are too long and complex. Consequently, pupils do not always understand what to do and have insufficient time to complete work successfully. There are too few opportunities for pupils to work with others and apply their skills to interesting problem-solving activities through which they can explore and find things out for themselves. This slows down progress, particularly for more-able pupils.
- There is too much variation in the quality of marking, feedback and target setting across the school, which contributes to the inconsistencies in pupils' progress.
- In the best lessons, teaching is characterised by the excellent relationships pupils have with adults and the effective use of teaching assistants, both in class and in leading small groups. Detailed feedback is regular and accurate. It tells pupils how well they are doing and how they can improve

their work. Consistently high-level and thoughtful questioning is used to gauge, challenge, and extend the learning of all pupils and well-planned activities are matched to the abilities of all pupils, especially the more able.

- Where teaching is most effective, pupils are given exciting opportunities to transfer and apply their skills and knowledge to meaningful problem solving activities across a range of subjects. For example, in an effective Years 4/5 lesson, pupils worked collaboratively in pairs with one as a scribe to develop their note taking skills, recording the various steps in a calculation. They made good progress in developing their reasoning skills through discussing which method was the most appropriate.
- Pupils say they learn best when teachers make lessons exciting, present them with practical tasks and allow them to work with good levels of independence, for example when they use computers and reference books to apply their research skills to extend learning.
- Teachers have a good understanding of how to teach reading. Pupils demonstrate good skills in phonics (letters and the sounds they make) and can talk about their books in a mature way. They say they enjoy reading and are making good progress. Most pupils are currently reading at, or above, their expected reading age.

### **The behaviour and safety of pupils are good**

- Behaviour is good. The headteacher has worked very hard to establish a harmonious atmosphere and a clear understanding of rules and routines. She and her staff have been able to create a calm and purposeful atmosphere for learning.
- Almost all pupils spoken to during the inspection say that they enjoy coming to school because it is a calm and friendly place to be. Pupils are confident there is little bullying and are adamant that the school deals swiftly with any incidents that do happen. They are aware of the different types of bullying and name calling that could occur. They know what to do if they are subject to behaviour such as cyber bullying. Consequently, incidents of bullying are rare.
- Pupils' enjoyment of school is reflected fully in their good attendance and the enthusiasm the pupils show for new knowledge and ideas. They answer the questions put to them readily and listen carefully to staff and each other.
- Behaviour within the best lessons and around the school is often very good, although there is evidence of infrequent minor low-level disruption in some lessons when the pace of learning slows. This is managed well, however, with clear rewards and consequences being operated by staff.
- Pupils' spiritual, moral, social and cultural awareness is developed well through the curriculum. It has a positive impact on pupils' behaviour. Pupils know the difference between right and wrong. In lessons and assemblies, a number of opportunities is provided for reflection and pupils join in these opportunities cooperatively. Pupils work well together, respecting others' views and ideas, showing courtesy towards others.

### **The leadership and management requires improvement**

- Leadership and management require improvement because teaching, while improving, is not yet good and pupils' achievement is too uneven. Not enough lessons ensure that pupils achieve consistently well. Not all staff routinely use many of the new and effective strategies to ensure good teaching and learning.
- The school recognises that, over time, training for staff and the monitoring of teaching and learning have not been fully effective in eradicating inconsistencies in the quality of teaching. Although senior leaders monitor the quality of teaching, there is not always enough emphasis on how teaching impacts on pupils' progress. Written feedback provided to teachers following lesson observations does not always help to ensure practice is improving and improvement areas are built into day-to-day practice.
- The enthusiasm, drive, determination and resilience of the headteacher have contributed very well to recent school improvement and eradicated significant pupil underachievement. There is clear evidence that teaching is improving and the rate at which pupils make progress is increasing, particularly in Years 5 and 6.

- Senior leaders have correctly identified existing strengths and areas of the school's work that require improvement. Systems for tracking pupils' progress are starting to improve achievement as underachievement is spotted more quickly and support provided. The extra help given enhances equality of opportunity for different groups, such as those receiving the pupil premium. This effective practice is not yet secure enough to ensure all, including the more-able pupils, consistently make good progress.
- The training programme for teachers has contributed to the improving profile of the quality of teaching in the school. Although the school's systems for managing staff performance are still developing, the headteacher ensures that staff are not rewarded through pay unless their work is of sufficient quality.
- A restructuring of subject leadership means that many leaders are new to their role. As a result, they have yet to be involved in closely checking the quality of teaching and learning and using this information to ensure that pupils make good progress in every class.
- The curriculum has been extensively revised to provide a more varied and richer range of learning experiences for pupils, including a variety of clubs, visits and residential experiences. Pupils devise ways to raise funds for local charities developing their awareness of the needs of others, as well as their knowledge of finance and budgets. This ensures that pupils' spiritual, moral, social and cultural development remains a strength of the school. However, the effectiveness of the curriculum is not yet being fully evaluated, resulting in differences in the quality of planned activities to extend learning, especially of the more-able pupils.
- The local authority provides effective support for the school. Recently this has been in the form of joint lesson observations with senior staff, which have helped the school ensure judgements on the quality of teaching are accurate.
- Safeguarding arrangements meet requirements. Staff have successfully raised pupils' awareness of safety in the school.
- **The governance of the school:**
  - The governing body is supportive of the school and the leadership team and ensures funds, such as the pupil premium, are properly allocated. However, it does not provide enough challenge or sufficiently hold senior leaders to account, particularly in relation to the inconsistencies in the quality of teaching and the impact of this on pupils' achievement.

## 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

<b>Unique reference number</b>	109993
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	403102

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Howe
<b>Headteacher</b>	Mrs Sally Ann Akers
<b>Date of previous school inspection</b>	12 March 2008
<b>Telephone number</b>	01189 402645
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