

Calcot Junior School

Curtis Road, Reading, RG31 4XG

Inspection dates 8–9 May 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress, particularly in reading and writing. By the end of Year 6, their standards in English and mathematics are broadly in line with the national average.
- Teaching is usually good and some is outstanding. Teachers in all classes mark pupils' work very well. They point out what pupils have done well and give good guidance on how to improve.
- Pupils have a wide vocabulary and speak and write well. They become fluent readers because they are well taught and read regularly at home and to adults at school.
- Pupils' behaviour is outstanding. They are fully engaged in lessons and work hard. They get on very well with each other and with adults around the school.
- Attendance has continued to improve and is above average. Pupils feel safe, secure and valued. They enjoy coming to school and think their lessons are fun.
- The headteacher is an excellent role model and is well supported by a knowledgeable and well informed governing body in a relentless drive for excellence. Teaching and pupils' progress are rigorously checked, helping to ensure pupils' good achievement. School leaders realise achievement has to improve still further.
- Teachers receive good support for developing their skills further through coaching, regular training in school, visits to other schools and external courses.

It is not yet an outstanding school because

- Pupils do not achieve as well in mathematics as they do in English.
- Not enough teaching is outstanding. In some lessons, tasks for pupils are too easy and the pace of learning is too slow.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, including three joint observations with senior leaders, and looked at pupils' written work in their books and on display.
- Meetings were held with a representative of the local authority, the Chair of the Governing Body and two other governors, the headteacher and other school leaders, and a group of teachers.
- Inspectors spoke formally to two groups of pupils, as well as informally with other pupils in lessons and around the school, and listened to other pupils reading.
- Inspectors took account of 24 responses to the online questionnaire (Parent View), together with the views expressed by parents as they arrived at school.
- They took account of 29 questionnaires returned by staff.
- A number of the school's documents were reviewed. These included the school's information about pupils' progress and the support given to pupils who are disabled or have special educational needs, the school's own checks on its performance and its improvement plan, evidence about monitoring and evaluating teaching, minutes of meetings of the governing body and records relating to behaviour, safeguarding and attendance.

Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Crystal Gail Robertson

Additional Inspector

Full report

Information about this school

- This junior school is slightly smaller than the average primary school and there are two forms in each year group.
- Most pupils come from a White British background.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel) is below average and there are fewer pupils than average who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is above the national average.
- The school runs breakfast and after-school clubs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement in mathematics still further by providing pupils with more opportunities to apply their mathematical skills in a wide range of subjects.
- Further increase the proportion of outstanding teaching by ensuring that teachers always plan activities that are appropriately challenging and maintain a good pace of learning.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make good progress. Pupils reach broadly average standards in English and mathematics by the time they leave school. They make better progress in English, but their progress in mathematics has improved and is now good.
- The school has focused on improving pupils' progress in writing. Pupils are given many opportunities in a wide range of subjects to practise writing for a variety of audiences. Consequently, the quality of their writing is improving rapidly. Their 'special' books contain well-presented and well-executed pieces of extended writing that clearly illustrate their growing competence as writers. They present their work very well, with evident pride, and their spelling is good.
- Pupils do not have enough opportunities to apply their developing mathematical skills in other subjects and, as a result, their progress in mathematics is slower than it could be.
- Pupils speak with clarity, using well-chosen words to support their explanations, and develop a wide vocabulary. For example, pupils in a Year 4 English lesson thought of a wide range of adjectives to describe a character in 'The Balaclava Story'. They become fluent readers because they read widely and with confidence. They are well taught and read regularly at home and to adults at school. Pupils whose first language is not English make good progress in developing their English language skills.
- Pupil premium funding is used well to provide one-to-one support for eligible pupils. Their progress is closely monitored to ensure the support given is effective. The attainment gap between them and their peers is rapidly closing. In 2012, this group of pupils, all entitled to free school meals, appeared to do a lot worse than their peers, but a significant proportion also had special educational needs. They were almost two years behind in English and a year behind in mathematics. Analysis of pupil achievement shows this group of pupils make as good progress as their peers and that the attainment gap is projected to continue narrowing.
- Disabled pupils and those who have special educational needs make good progress because support programmes for them are effective and well matched to their individual needs. Their progress is checked regularly.

The quality of teaching is good

- Teaching is usually good, and some is outstanding. As a consequence, all groups of pupils across the school make good progress.
- All teachers mark pupils' written work very well. They regularly provide pupils with detailed comments on what they have done well, identify any misconceptions and explain what they need to do next to improve further. Teachers frequently set a further challenging question to test pupils' understanding and give pupils time to respond to the marking. As a consequence, pupils know how well they are doing and what to do next, so their learning improves.
- Teachers plan their lessons well and establish a friendly but purposeful atmosphere for learning. Pupils say their lessons are fun and that teachers always help them if they get stuck. Teachers always share the learning objectives with pupils and explain what they expect them to be able to do by the end of the lesson. Pupils have good opportunities to assess how well they have done themselves. However, sometimes pupils are given tasks that are not challenging enough, and the pace of learning slows.
- Teachers often use skilful questioning to probe and extend pupils' understanding. Discussion between pairs of pupils is used well to draw out their ideas and opinions. Teachers make good use of the 'working wall' to record and remind pupils of key points from lessons.
- In most lessons, teachers set different tasks to match pupils' abilities. They regularly assess how well pupils are doing and usually move them onto harder work when appropriate. Pupils are given many opportunities to speak and to listen to one another.

- Relationships between teachers, pupils and support staff are very good. Pupils like their teachers and enjoy their lessons. They say teachers make lessons fun and help them if they get stuck. Pupils cooperate well when working in groups and listen to each other considerately.
- Teaching assistants support disabled pupils and those who have special educational needs well in lessons. They use effective questioning to develop pupils' understanding and assess their progress accurately.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They work hard in lessons and are fully engaged in the tasks teachers set for them. They behave well around the school and are courteous and respectful to one another and adults. At break times, the playground is well monitored and pupils play sensibly and with consideration for others.
- The school has a clear and consistently applied behaviour management system that pupils know really well. Parents, governors and staff agree that pupils' behaviour at school is excellent. School behaviour records show very few incidents of misbehaviour and there have been no exclusions in recent years.
- Teachers know their pupils well and treat them fairly. Pupils' spiritual, moral, social and cultural development is promoted well. There is an harmonious and welcoming atmosphere at school and pupils feel safe, secure and valued. Pupils develop self-esteem and confidence quickly, for example when talking to adults or during assembly.
- The school successfully promotes the importance of attending regularly, for example through weekly class attendance awards. Attendance has continued to improve and is above average. Very few pupils are persistently absent compared to national figures.
- Pupils have a good understanding of bullying, such as cyber-bullying, and think instances of bullying are rare and quickly and effectively dealt with by staff.
- Pupils learn how to be safe and stay healthy. For example, they know about road safety and 'stranger danger' and how to manage risk associated with using the internet. They take on responsibility very well, such as representing their class on the school council and acting as classroom monitors.

The leadership and management are good

- The headteacher is an excellent role model and, ably supported by governors, provides a strong and clear direction for the school. There is a relentless drive for excellence in all areas so that pupils make good progress. School leaders realise achievement has to improve still further. Staff have high expectations and share a strong sense of teamwork.
- School leaders have a detailed and accurate knowledge of the school and the development plan for the school is implemented and monitored well. The quality of teaching is checked regularly and rigorously. The headteacher manages the performance of teachers effectively and there are clear links between teachers' movement up the pay scales and pupils' good progress. Teachers are set challenging targets for improvement, including raising the achievement of pupils and improving the quality of teaching.
- There is a strong focus on improving teaching practice. Weekly staff meetings revolve around training to improve different aspects of teaching, and teachers are well supported in their professional development through coaching, visits to other schools and external courses.
- Teachers and senior leaders check pupils' progress regularly and rigorously to provide appropriate support for pupils who underperform, helping to ensure pupils' continued good achievement.
- The school fosters good relationships with parents who have a very positive view of the school's work. A Year 3 assembly about monsters entirely run by pupils was very well attended by

parents. Pupils showed great ingenuity in creating monsters' heads and amused parents with a humorous sketch about monster fitness. Parents are happy with the clear and regular information they get about how their children progress. They find the support to help their children at home, for example through workshops about how mathematics is taught and a reading diary to record pupils progress in reading, very valuable.

- Parents and pupils recognise that the school is effective in ensuring equality of opportunity for all and discouraging all forms of discrimination.
- The school offers a broad and balanced range of subjects, including topics that appeal to both boys and girls, enriched by a good range of visits and visitors. Regular reading weeks introduce aspects of literature that pupils might not usually come across and generate good interest in them. Similarly, a mathematics week was memorable for both parents and pupils. Art is used well to bring topics to life; for example Year 3 pupils, looking at shapes in mathematics, developed their own pictures in the style of Kandinsky.
- The school monitors health and safety issues at the school very closely. All risk assessments, such as for outside visits, are recorded well and the school ensures all necessary safety training is up to date.
- The breakfast club provides pupils with a healthy breakfast and a calm start to the day in a safe and pleasant atmosphere. Pupil Premium is used to support some places at Breakfast Club for eligible pupils.
- The local authority recognises the clear improvements that have been brought about at the school and provides appropriate support through training for staff and governors.
- **The governance of the school:**
 - The governing body has a wide range of relevant skills and receives regular training to understand information about school performance and know what questions to ask. Governors are well informed and knowledgeable about the quality of teaching, pupils' progress and the way the school is using its income, through their own regular focused visits and updates from school leaders. They ensure the rewards teachers receive are warranted and they ask challenging questions about how the school is improving pupils' achievement. Governors are involved in setting robust targets for the headteacher. They know how teachers' performance is monitored and what targets are set for improvement. They ensure the school makes sound financial decisions, such as allocating the pupil premium effectively. All statutory arrangements for safeguarding are securely in place. Governors have been instrumental in improving the quality and safety of the buildings.

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	109932
Local authority	West Berkshire
Inspection number	400071

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Justin Patient
Headteacher	Karen Sawyer
Date of previous school inspection	8 June 2011
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