

Robert Piggott C of E Infant School

Beverley Gardens, Wargrave, Berkshire, RG10 8ED

Inspection dates 7–8 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils from all backgrounds achieve well overall and especially well in reading and mathematics. For the last six years, standards in reading and mathematics have been significantly above the national average by the end of Year 2.
- Reception children get a good start because of the many opportunities they have to talk about their learning. Staff know children and their needs individually and so can plan the right work for them.
- The quality of teaching is typically good throughout the school, and at times better. Teaching assistants make a valuable contribution to pupils' learning in class and when supporting small groups or individuals.
- The school's work to keep pupils safe is outstanding. Pupils feel extremely safe in school and parents overwhelmingly agree.
- Pupils behave well and often better in lessons and around the school. They get on well together and show courtesy and respect towards each other and adults. They enjoy a well-planned curriculum that provides plenty of opportunities to promote their spiritual, moral, social and cultural development well.
- The executive headteacher has a very good understanding of how well the school is doing and what actions are necessary to make it even better. Since the last inspection, leaders have successfully maintained standards and tackled areas for improvement, demonstrating that the school has the capacity to improve further.
- Leaders at all levels are ambitious and have high expectations for staff and pupils. Governors know the school well and use this knowledge to good effect when holding the school to account.

It is not yet an outstanding school because

- Attainment in writing remains weaker than other areas, although most pupils have achieved well from their starting points.
- Achievement over time is good rather than outstanding as not enough teaching matches the excellent practice seen in some lessons.
- The recently introduced initiative on improved feedback has had too little time to make a positive contribution to pupils' achievement.

Information about this inspection

- The inspector observed 21 lessons or part lessons and groups learning about the sounds that letters make (phonics). She was accompanied by the executive headteacher or head of school for all of these.
- She observed in all classes. Pupils' books were also examined.
- The inspector took account of the 68 responses to the online Parent View survey, as well as talking to parents and carers informally during the inspection. The school's most recent survey of parents and carers was also considered.
- She listened to pupils in Years 2 read individually and chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school.
- The inspector spoke with five school governors and with a representative of the local authority. She spoke to school staff, including subject leaders. The views of 21 staff, who completed the staff questionnaire, were also taken into account.
- The inspector looked at documentation such as policies, including those relating to safeguarding, behaviour, school's development planning as well as information on pupils' progress and attendance figures. She observed playtime, lunchtime and an assembly, as well as looked at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- In this smaller-than-average-sized infant school, the vast majority of pupils come from a White British background.
- The proportion of pupils receiving the pupil premium is below average. Only some classes have pupil premium pupils, and in those only a very small number of pupils receive this support. The pupil premium is extra money given to schools by the government to support pupils in the care of the local authority, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is below average. The proportion being supported through school action plus or having a statement of special educational needs is also below average.
- The school is part of the Robert Piggott C of E Schools Learning Community. The executive headteacher and governing body perform their roles in both the infant and junior schools.
- Following a leadership restructure, in September 2013, many of the leaders took up new roles and responsibilities.

What does the school need to do to improve further?

- Accelerate progress and raise achievement to increase the proportions of pupils making good or better progress, particularly in writing, by:
 - firmly establishing regular and high quality feedback for pupils so that they understand how to make their work better and take increasing responsibility for making improvements
 - ensuring all teaching matches the best by providing increased opportunities to observe excellent practice both in school and in other settings.

Inspection judgements

The achievement of pupils

is good

- Pupils across the school achieve well. By the end of Year 2, pupils' attainment overall has been significantly above the national average because teaching is good and expectations are high. Pupils' attainment in reading and mathematics has been consistently high for the last six years.
- Across the school, pupils of all ages happily talk about their learning, sharing their ideas willingly with one another. They enjoy lessons, especially those where they are actively involved, demonstrating enthusiasm and concentration.
- Attainment in writing has been broadly average for the last two years. Actions taken since the last inspection by leaders have led to an improvement in both the levels reached and pupils' progress. As a result, pupils are now achieving well in writing. Securing similar levels of achievement in writing, as in reading and mathematics, continue to be a key priority in the school's development plan.
- The school ensures equality of opportunity for all groups of pupils so there is no discrimination. All groups of pupils make good and often better progress in reading and mathematics. However, this is not yet the case in writing. Here, a greater proportion makes expected progress and fewer makes the good or better progress seen in reading and mathematics. Where their progress is best, pupils know exactly what the next steps in their learning are, have sufficient time to act on adults' marking, both verbal and written, and are encouraged to take responsibility themselves for making the improvements.
- More able pupils are encouraged to achieve their best because teachers effectively plan lessons that take account of their needs. Expectations are high, especially in reading and mathematics where many reach the higher levels by the time they leave in Year 2. Increasing numbers of pupils are reaching the higher levels in writing because systems to check how well pupils are doing to ensure they are challenged have become increasingly systematic.
- Children join the Reception class typically with the expected levels of skills and understanding, although this can vary from year to year. Due to the engaging range of activities that is planned for them, children are enthusiastic learners and make good progress acquiring new skills. Consequently, they join Year 1 with levels slightly above those expected nationally.
- Effective systems for checking pupils' progress ensure that disabled pupils and those with special educational needs achieve as well as, and sometimes better than, their peers in reading, writing and mathematics. These pupils, along with the small number supported by the pupil premium funding, do so well because the work that is planned for them, whether in small groups, individually or in lessons, is very closely tailored to their needs.
- Pupils develop a real love for reading and are encouraged to read widely from a wide range of texts. Parents and carers receive good support from staff on how to help their children, while pupils are successfully encouraged to draw on different strategies to help if they are stuck. Alongside this, good teaching of phonics means that pupils use these strategies confidently to help with their reading and this has resulted in a larger proportion of pupils reaching the national average scores in the Year 1 phonics check.
- Pupils are developing healthy lifestyles and physical fitness through the school's physical education programme and the additional range of sporting activities on offer. For example, pupils enjoy improving and practising skills in sessions run by a visiting coach, and learning to swim in the school's pool.

The quality of teaching

is good

- Most parents and carers agree that teaching over time and across classes is good. This is because leaders successfully focus on improving the quality of teaching through a structured programme of professional development. Teachers and teaching assistants appreciate

opportunities they have to improve their skills and effectiveness. However, not enough teaching is yet outstanding to ensure even more pupils make better than expected progress.

- Positive relationships between staff and pupils ensure pupils enjoy school and support their good attitudes to learning well. They are most engaged and make the best progress in those lessons where teachers set high expectations quickly and provide a range of activities that are closely tailored to pupils' needs.
- Pupils know that comments teachers make when marking work during lessons and in their books help them to improve. There is now a focus on ensuring this feedback is of the highest quality, which is beginning to increase pupils' understanding of just how to make improvements. However, as this initiative is at an early stage, there has been little impact on pupils' achievement as yet. Teachers and teaching assistants are very good at using questioning effectively to explore the knowledge and understanding of pupils. Discussions during lessons help to overcome misconceptions and, where progress is most rapid, add additional challenge; for example, moving pupils on to harder work when they are ready.
- Teachers make good use of information from regular checks to plan lessons so that pupils build on what they already know and can do. Considerable time is taken by teachers where they share a class to make sure that pupils' learning is seamless across the week. This helps pupils to make good progress.
- Teaching assistants have a good understanding of what needs to be done because planning is shared and expectations are made clear. They support pupils of all abilities and are confident in their approach. Very focused small group sessions and specific programmes are effective in helping pupils to catch up or build confidence and good attitudes towards learning.

The behaviour and safety of pupils are good

- Pupils understand the importance of good attitudes and behaviour in their school life. There is a very positive ethos in and around the school and pupils conduct themselves well at different times of the school day; consequently, the behaviour of pupils is good, and, at times, exemplary.
- They consistently respond well to instructions and requests and low-level disruption in lessons is not the norm. Just occasionally, if the pace of the lesson slows, pupils become less interested or get a bit fidgety and start to chat among themselves.
- Pupils are polite, courteous and friendly towards each other and to all adults. They show respect towards the feelings of others and show care and sensitivity towards those pupils who have additional difficulties or find behaving well difficult. Records show staff have been particularly successful when supporting a very small number of pupils with particular behavioural needs and their families.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers are overwhelmingly in agreement that the school keeps their children safe. Pupils themselves know how to keep safe and say they feel safe in school. They are acutely aware of safety measures when using the swimming pool, as well as how to keep safe carrying equipment and moving around the school. They understand different types of bullying, including cyber bullying, and how to keep themselves safe when using the internet. They are unanimous in their belief that if there are any problems, teachers will swiftly sort out any minor disagreements that very occasionally arise.
- Attendance is a real strength of the school and is above average.
- Most parents and carers, staff and governors agree that pupils are happy and behave well in school.

The leadership and management are good

- The executive headteacher, highly regarded by staff, parents and carers, and supported very effectively by the head of school, has successfully nurtured a school where all work together

with a clear vision and commitment to continuous improvement. They have created a school which one member of staff described as 'a special place to work, where everyone is seen as unique and precious' and where 'values are upheld between all members of the school community'.

- Senior leaders check the quality of teaching through formal lesson observations and informal 'drop ins' to lessons. Middle leaders in the newly restructured leadership team are increasingly becoming accountable for checking the quality of teaching and learning. Alongside information about pupils' progress, this links to the management of teachers' performance and a programme of professional development allowing staff at all levels to progress in their careers. As well as attending training, there are some opportunities for staff to observe one another in order to develop their own teaching. Developing more chances to share best practice, both within school and in other settings, form part of the school's current development priorities in order to raise the proportion of outstanding teaching.
- The school reviews all aspects of its work thoroughly and leaders understand the school's strengths and what needs to be improved. They act quickly to address any gaps. For example, following the previous inspection report, additional staff training and support were provided. Consequently, results in the phonics screening check have risen and a greater proportion achieved the expected levels. The leaders are aware that progress in writing does not yet match that in reading and mathematics and this already forms part of their school development plan.
- As part of their light touch support for the school, the local authority has provided regular support to monitor the school's effectiveness since the last inspection, for example carrying out joint lesson observations with the headteacher. It has been particularly effective in its support for the governing body as it became the single governing body for the federation and developed its effectiveness. Links within the federation are strong. They are used effectively to share best practice and provide training and support for staff and leaders, for example sharing external support aimed at improving achievement in writing.
- The curriculum provides plenty of opportunities to promote pupils' spiritual, moral, social and cultural development well.
- All parents and carers that expressed a view are happy with the school, the education it provides for their children and the work of the executive headteacher and head of school. Several commented positively on the levels of communication, explaining that the school is 'very accommodating' and that you 'are always able to talk to staff if you have any concerns'. Others were keen to explain that 'the school is a very supportive environment and culture' providing 'good encouragement for children's achievements'.
- **The governance of the school:**
 - Governors are now fully involved in checking the progress the school makes towards achieving its development priorities. They increasingly draw their knowledge of how well the school is doing in relation to other schools nationally through their first hand experience and a developing working knowledge of the pupil progress information. This now enables them to challenge, as well as support, school leaders and hold them to account for pupils' achievement. They have a clear understanding of the strengths and weakness in teaching and can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have a good comprehension of how the pupil premium is used for the few pupils who are eligible. Through increasingly detailed analysis of pupils' assessment records, they can explain how the budget is used and what the impact has been. Governors make sure safeguarding arrangements meet statutory requirements.

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	109989
Local authority	Wokingham
Inspection number	432025
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	135
Appropriate authority	The governing body
Chair	Sharon Jhheent
Headteacher	Sally Ann Akers - Executive headteacher Jill Nixon - Head of School
Date of previous school inspection	23–24 March 2011
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