

Inspection of a good school: Calcot Junior School

Curtis Road, Calcot, Reading, Berkshire RG31 4XG

Inspection dates:

3 and 4 July 2023

Outcome

Calcot Junior School continues to be a good school.

What is it like to attend this school?

Leaders have high ambition for every one of their pupils. There is a determination to help pupils excel academically and to broaden their horizons. Pupils know they are expected to behave well. There is a focus on developing secure, thoughtful relationships between pupils and adults. This leads to a wonderfully positive atmosphere where pupils feel supported and challenged to do their best.

Pupils are keen to learn. One pupil described their favourite lesson as when teachers 'pushed them to the edge' of what they can do. Others describe the range of opportunities they have as one of the best aspects of the school. All pupils learn musical instruments and take part in performance. Art and sports weeks broaden pupils' cultural knowledge. Leaders use school trips to theatres and museums to widen pupils' life experiences.

Behaviour in the school is very good. Leaders have developed a strong shared understanding of how pupils should behave. Pupils know how to treat each other well. They value the care provided by staff. Pupils say that there is always someone to support them if they need it. Pupils of all ages can define bullying accurately. They say that it is very unusual and are certain that staff would quickly resolve it, if it occurred.

What does the school do well and what does it need to do better?

Pupils are excited about their learning. They enjoy coming to school, with one pupil eagerly describing how they 'discover new things in every lesson'. In the classroom, pupils work well together and take pride in their work. They love to solve the challenges their teachers give them.

Leaders are implementing a whole-school curriculum that builds pupils' knowledge and helps them connect learning between subjects. Through their close links with the infant school, staff precisely build on pupils' earlier learning. The curriculum in a small number of subjects is not yet as precisely planned as in other subjects such as English,

mathematics and science. Leaders are working closely with teachers to action the required developments.

In many subjects, staff frequently check pupils' understanding and make sure that any gaps in knowledge are filled. This leads to pupils quickly developing their knowledge in specific subjects. Precise in-class adaptations meet the identified needs of pupils with special educational needs and/or disabilities. This helps them to achieve well.

Pupils who find reading more difficult are taught by knowledgeable staff. Staff focus on pupils practising their phonics skills in supportive and nurturing lessons. Regular progress checks ensure that sessions can be adapted swiftly. Consequently, these pupils are becoming more confident and fluent readers. Reading is an important focus in all classes. Leaders have chosen books that encourage pupils to persevere with their reading and build fluency. Other books complement the broader curriculum and develop a love of stories. Pupils say that they look forward to and enjoy reading in class.

Pupils' positive attitudes to behaviour is a strength of this school. Staff deliberately model respectful interactions and teach pupils how they should treat one another. This means pupils listen carefully to their teachers and classmates and focus on their work. Those that find meeting expectations more difficult are supported in understanding how to improve their conduct. Leaders often talk to pupils about why manners matter. They form part of the school's reward strategy. As a result, pupils are courteous and welcoming.

Leaders focus on developing pupils' understanding and appreciation of the world around them. Opportunities to nurture pupils' talents and aspirations are considered and provided. Clubs and activities have been moved earlier in the day to allow more pupils to join in. Leaders make sure cost is no barrier to any activity, including the renowned school choir. The wider personal development curriculum helps pupils develop an age-appropriate understanding of responsibility and respect.

Staff are supportive of the ethos of the school and are proud to work here. They join leaders in developing strong links with their families. Regular communication about the topics that are being taught helps parents and carers know how they can support their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a relentless focus on safeguarding. They understand their local context and community well. Leaders use this knowledge to train staff to recognise if a pupil may be at risk. Work with agencies and safeguarding organisations ensures that systems and processes are regularly reviewed. Leaders record incidents and actions and consider any patterns that may be a cause for concern.

Pupils' understanding of how to stay safe develops throughout their time at school. Leaders use assemblies to ensure that pupils know how to report any concerns. Consequently, pupils know what to do and who to speak to if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the knowledge and skills in some of the foundation subjects are not as precisely defined as they are in other subjects. This means that pupils do not consistently learn as much as they could across the full curriculum. Leaders should continue with their ongoing work to ensure that the curriculum is consistently implemented and embedded across every subject.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109932
Local authority	West Berkshire
Inspection number	10256507
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Joint chairs of governing body	Julia Kidd and Joseph Lally (Co-chairs)
Headteacher	Florence Rostron
Website	www.calcotschools.co.uk
Dates of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school shares its leadership, including the governing body, and the school site with Calcot Infant school.
- The school currently uses no alternative provision.
- The school runs both breakfast and after-school clubs.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, deputy headteacher, assistant headteacher, special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspector met with governors, including the co-chairs.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about

their learning and looked at samples of pupils' work. The inspector listened to a sample of pupils read.

- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector scrutinised safeguarding records, checked staff's safeguarding awareness and met with the designated safeguarding leaders.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View. He also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023