

Inspection of a good school: Robert Piggott CofE Infant School

Beverley Gardens, Wargrave, Reading, Berkshire RG10 8ED

Inspection date: 23 April 2024

Outcome

Robert Piggott CofE Infant School continues to be a good school.

What is it like to attend this school?

Robert Piggott CofE Infants is a highly inclusive school where the needs of pupils are put first. All pupils, including those with special educational needs and/or disabilities (SEND), receive helpful support from staff who know them well. Staff go the extra mile to ensure that pupils' needs are met thoroughly.

Pupils behave well in lessons and at social times. They display respect and tolerance for each other and towards all adults. Pupils' behaviour and attitudes embody the school's Christian values of grace, courage and friendship. Pupils are happy at Robert Piggott Infants.

The school is ambitious for its pupils and what they can achieve. In 2023, Year 2 pupils achieved above the national average in reading, writing and mathematics. The school is reviewing and improving its curriculum for other subjects. It is determined for pupils to achieve high standards in every subject.

Pupils enjoy the clubs available at the school and these are well attended. They develop their talents and interests beyond the curriculum. Pupils are enthusiastic about making a difference to their school community and helping others. They do this through pupil leadership responsibilities, such as school council and play leaders. Most recently, pupils have had a positive impact on the wider community through fundraising for the local food bank.

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

Leaders are ambitious for all pupils to achieve well. They have designed a broad and ambitious curriculum which identifies the important knowledge that pupils need to learn. Generally, this knowledge builds in a coherent sequence from the start of Reception to the end of Year 2. Where this is most effective, the precise concepts that pupils need to learn are sequenced and identified clearly. This enables teachers to design tasks that help pupils to learn well. For example, in Reception, when learning about the concept of

counting beyond 10, children develop secure understanding through tightly focused activities.

Sometimes, in a minority of subjects, the key knowledge, and the order in which it is taught, are not identified in enough detail. This means that teachers are not able to design tasks which secure and deepen pupils' understanding effectively. In addition, in a few subjects, the curriculum sequence does not always provide sufficient opportunities for pupils to review and revisit the important knowledge they need to remember. This means that sometimes pupils struggle to recall previous learning.

Leaders prioritise reading. They inspire pupils to love books. Teachers read high-quality texts to pupils regularly. Pupils appreciate the range of texts that are shared. They readily discuss their opinions of books and authors. Children learn phonics from the start of Reception. Staff use a consistent, highly effective approach to learning to read. Pupils read books that are closely matched to the sounds they know, so they get the practice they need to read with confidence. Although adult support for the weakest readers is systematically planned, not all adults check how well pupils have learned previous sounds before moving on. This means that a small number of pupils do not learn as well as they should by the end of Reception.

Staff quickly identify pupils with SEND. Teachers make useful adaptations to their teaching whenever necessary. Leaders access a range of specialist support from outside agencies. These actions are helping pupils with SEND to achieve well.

Pupils across the school behave with respect and kindness. They learn well in lessons. Teachers give clear instructions, and the majority of pupils respond well. They enjoy receiving house points for their work and contribution to the wider life of the school. There is very little disruption in class. Attendance is a high priority. The school works closely with pupils and their families to support them in attending school regularly and on time.

Leaders and staff promote pupils' broader development positively. Pupils access a rich range of experiences beyond the classroom. This includes a selection of sporting opportunities, including competitive sports. Pupils are proud to take on any of the leadership opportunities that staff provide. They work with the local and wider community to develop their understanding of being a good citizen.

Staff are overwhelmingly proud to work at this school. Those who shared their views with the inspectors commented that leaders are considerate of their workload and well-being. They appreciate how leaders listen and act on feedback. Governors are committed to the school. The support and challenge that they provide help leaders to continue improving the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, the curriculum needs refining. As a result, pupils do not build knowledge consistently well across these subjects and sometimes struggle to recall prior learning securely. The school needs to identify with precision what pupils will learn and in what order to help pupils achieve well across the curriculum.

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 second ungraded inspection since we judged the school to be good in June 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109989
Local authority	Wokingham
Inspection number	10296145
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair of governing body	Owen Rees
Headteacher	Vanessa O'Byrne (Executive Headteacher)
Website	www.robertpiggott.wokingham.sch.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Oxford. The last section 48 inspection took place in January 2024.
- There has been a change in leadership at the school since the previous inspection. The new executive headteacher was appointed in September 2023.
- The school is federated with Robert Piggott Church of England Junior School under one governing body with one leadership team and executive headteacher.
- The school currently uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' works.

- The lead inspector met with four governors, including the chair of the governing body. The lead inspector also met with the executive headteacher and the assistant headteachers and had telephone calls with the local authority school improvement officer and a representative from the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspectors took account of the responses to the Ofsted Parent View survey and the additional free-text responses. This included speaking to parents at the gate.

Inspection team

Mineza Maher, lead inspector

Ofsted Inspector

Jason Philipsz

Ofsted Inspector

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