

Godolphin Junior School

Inspection report

Unique Reference Number	109917
Local Authority	Slough
Inspection number	356651
Inspection dates	19–20 May 2011
Reporting inspector	Eileen Chadwick

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	353
Appropriate authority	The governing body
Chair	Debra May
Headteacher	Barbara Clark
Date of previous school inspection	29 November 2007
School address	Oatlands Drive Slough SL1 3HS
Telephone number	01753521481
Fax number	01753552630
Email address	post@godolphin-jun.slough.sch.uk

Age group	7–11
Inspection dates	19–20 May 2011
Inspection number	356651

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and observed 12 teachers. Inspectors held meetings with pupils, staff with key responsibilities and members of the governing body. They also observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, and the school's safeguarding procedures. Inspectors analysed 124 completed questionnaires from parents and carers, 16 from members of staff and 100 completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether attainment is continuing to improve for the current Year 6 pupils.
- How the school is ensuring that different groups achieve equally well.
- How well the school is building on pupils' improved attainment that is now seen when they first enter the school.
- How well teaching and the curriculum consistently meet the learning needs of pupils of different abilities in English and mathematics.
- How effectively leaders at all levels evaluate the quality of the school's work and use this information to raise achievement.

Information about the school

This above average sized school has three forms of entry in each year group. It serves an urban area close to the centre of Slough. Most pupils have previously attended the infant school on the same site. The proportion of pupils from minority ethnic backgrounds is high. While pupils come from a wide of range of different minority backgrounds, the majority are of Pakistani heritage and represent more than half the number of pupils. About nine out of ten pupils speak English as an additional language although few are at early stages of learning English. The proportion of pupils known to be eligible for free school meals is well above average. The proportion with special educational needs and/or disabilities is high. The majority of these pupils have emotional and behavioural, speech, literacy and/or numeracy difficulties. A higher than average proportion have a statement of special educational needs. This year, there have been disruptions to the senior leadership team because of the long term absence of the headteacher and deputy headteacher, although these senior leaders have now returned to school.

The school runs a daily breakfast club and its awards include Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Godolphin Junior is a good and improving school. Pupils' attainment has improved markedly in recent years because of the action taken by senior leaders to improve teaching and pupils' progress. Pupils flourish both academically and personally and the good teaching, curriculum, care, guidance and support all contribute to pupils' good behaviour and achievement. The headteacher is a strong leader and is well supported by all the senior team. It is to the credit of the two assistant headteachers, staff and governors that the school has continued to improve during the period of disruption to senior leadership.

Pupils' progress is good. As a result of well-planned provision and good teaching and learning, particularly in Year 6, pupils' attainment is broadly average in both English and mathematics. Pupils' progress in reading is excellent by Year 6. However, slightly fewer reach the higher levels in English than in most schools and individual pupils' attainment is not always the same in English and mathematics. Most pupils are competent writers although their vocabulary choices are not very imaginative and it is this in particular that limits the proportions reaching higher levels. The school is vigilant in helping pupils from all backgrounds to do well and has provided robust procedures for helping those who need to catch up. Those with special educational needs and/or disabilities and pupils from different minority ethnic groups make progress in line with their peers.

Rates of learning and progress are good because the strong focus on checking and developing teachers' work has led to much good teaching. Setting by ability groups in English and mathematics generally enables teachers to match pupils' work closely to their ability levels in most lessons. However, in a minority of lessons, teachers do not make the best use of assessment so that the challenge for the more able slows and the work is a little hard for the lowest attaining pupils. On a few occasions, in Years 3 and 4, there is not enough direct teaching of reading for the lowest attaining pupils during literacy lessons.

Good partnerships with parents and carers contribute to pupils' strong feelings of personal safety and security as well as to their ability to learn. Pupils' attendance is average as result of robust procedures for promoting regular attendance.

Through accurate self-evaluation the school has a good understanding of its strengths. Rigorous monitoring is undertaken by leaders and managers at all levels and, together with staff, they systematically use the assessment systems to accurately measure patterns in pupils' progress and identify and address any gaps in their progress towards demanding targets. Appropriate developments have resulted in improved attainment since the previous inspection and this reflects the school's good capacity for sustained improvements. The governing body is very active in supporting the school and represents the local community well. However, it has correctly identified that some governors have

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

not yet had enough training in matters of attainment, which limits their ability to challenge the school. The school improvement plan does not show enough attainment targets for each year group, which prevents staff and governors readily evaluating the impact of initiatives on raising achievement.

What does the school need to do to improve further?

- Raise the proportions reaching the higher levels in English and mathematics by July 2012 by:
 - rigorously monitoring individual pupils' performance to ensure it is more even between reading, writing and mathematics
 - strengthening pupils' ability to use imaginative vocabulary in their writing
 - ensuring the school development plan shows clear attainment targets for every year group by the autumn term 2011.
- Ensure that teaching is consistently good so that pupils' progress is consistently good by July 2012 by:
 - strengthening the direct teaching of reading in Years 3 and 4 for lower attaining pupils
 - making better use of assessment to ensure that work is consistently matched to all pupils' abilities in English and mathematics sets.
- Strengthen governors' ability to evaluate data so they can ask the right questions to provide greater levels of challenge in matters of attainment.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning because classrooms are calm. They feel very safe and lessons engage pupils because they are relevant to their daily lives. Pupils value their school, their friends and the staff, and very good relationships provide a very positive framework for learning. Pupils' attainment on entry to the school has risen in recent years and is now average. The school is building well upon this and larger proportions are reaching average and higher levels in younger classes than in Year 6.

Inspectors' lesson observations and the evaluation of pupils' tracking data and their work showed their learning is usually good. In literacy lessons, practical activities and stimulating reading texts are used to underpin writing activities and, in most lessons, reading and writing tasks are very well matched to pupils' prior attainment. This was seen in an outstanding Year 3 lesson for a higher ability set which prepared pupils for using adverbs in their pirate stories. The excellent opportunities to read the text together, to identify adverbs within the text and to generate their own ideas prepared the pupils very well for their future writing. The strong emphasis given to developing pupils' speaking and listening skills throughout the school is an important foundation for all their learning. However, in a few lessons lower attaining pupils are held back when they are not given enough opportunities to consolidate their reading and phonics skills before writing. The very strong focus on reading throughout the school, including extra help for those who need this, leads to pupils' excellent achievement in reading by the time they leave the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The school's rigorous assessment of pupils' attainment and progress and successful actions to address any underachievement ensure that girls, boys and pupils from different minority backgrounds achieve equally well. Pupils with English as an additional language enjoy school and make good progress because they are given the help they need in learning English. Pupils with special educational needs and/or disabilities make good progress and the effective provision of small group work for pupils who struggle in English and mathematics contributes to their good achievement. Pupils with emotional and behavioural difficulties are helped very well and the incidence of poor behaviour is rare. Pupils have a good understanding of how to keep themselves safe. They reported there is no bullying and trust adults to deal with any that might occur.

Pupils' spiritual, moral, social and cultural development is good in this cohesive and harmonious school. Of special note is pupils' respect for other cultures, religions and backgrounds. Pupils are very polite and well mannered. They become confident and willingly and responsibly help in many ways, including in their duties as 'school councillors' when helping the school to make some necessary decisions. Reflecting the school's Healthy Schools award, pupils show good understanding of how to lead healthy lifestyles. Pupils' average attainment in literacy and numeracy, satisfactory attendance and very worthwhile business and enterprise activities prepare them soundly for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective is the provision?

Pupils respond well to teachers' high expectations of behaviour. Whiteboard technology and practical resources are successfully used to make lessons interesting and build pupils' experiences. New vocabulary is introduced very well. This was seen in a good literacy lesson for a lower set in Year 4 when, after designing and making money purses, they learned to use superlatives when writing to persuade others to buy their products. Assessment is accurate and usually used well to provide pupils with well-matched work. A particular strength is the way in which pupils in the highest mathematics sets are challenged. However, in the few lessons where teaching was only satisfactory it was because learning tasks were not fully adjusted to meet pupils' needs. Support staff are very effectively deployed and make a significant contribution to pupils' learning, including during literacy and numeracy sets for those pupils with limited English and those with special educational needs and/or disabilities.

The broad curriculum successfully embeds the key skills of literacy and numeracy. There are many examples of good quality practical work underpinning pupils' academic learning, for example in art and design and technology. A wide range of extra-curricular and enrichment activities, including visits and visitors and sports tuition, enhances pupils' learning opportunities. Good partnerships with a range of other schools and agencies help to support pupils well. The strong links with the infant school on site are having a good impact on helping Year 3 teachers to build on the literacy and numeracy skills pupils have acquired in Year 2. They also deploy similar approaches to improving attendance. Links with other professionals and agencies beyond the school are particularly effective in promoting pupils' well-being, including the few pupils who arrive with little English or those with emotional and behavioural difficulties. The breakfast club gives pupils a happy and worthwhile start to the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the senior team communicate a strong desire for further improvement. There are clear systems and structures for managing the school and senior leaders work closely together to maintain, improve and check provision. The rigorous systems for tracking pupils' attainment and progress and evaluations involve all teaching staff. Professional development is used well to improve teaching and this has ensured new staff have adapted well. Several middle leaders are new to their roles, although the thorough systems, including coaching by senior staff, are quickly enabling them to play their full part in leading and checking provision in their subjects in order to further raise

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

achievement. Governors demonstrate their strong commitment to the school and have a positive impact in reaching out to the community, implementing steps for improving attendance. The recently appointed Chair of the Governing Body and vice-chair are keen to ensure governors support and challenge the school in equal measure and recognise the need to step up governors' analysis of data in order to do this.

Safeguarding routines are satisfactory. Site security and risk assessments are effective and checks on staff are up to date and secure. These are prioritised and firmly established in the working practices and ethos of the school. However, the paperwork for a few policies is not completely up to date and this is currently being addressed. The school is vigilant in tackling discrimination and promotes equality of opportunity well. It recognises that further work is required to develop the consistency of provision for more-able pupils. Community cohesion is good. The school celebrates the diversity of its community very well, has links further afield and developing links with a contrasting school community in Wiltshire.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The very large majority of parents or carers who returned the questionnaires are pleased with their children's experiences at the school. They feel this is a happy school where their children enjoy attending, behave well and are kept safe. They are very pleased with the way the school is led and managed and feel their children make good progress. Additional comments included appreciation for the way children are treated and cared for as individuals and how teachers work hard to meet pupils' needs. Their views reflect inspection findings. However, a very small minority expressed a few individual but unrelated concerns. These were mainly related to the strong emphasis on discouraging parents to take their children out of school in term-time to visit relatives abroad and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

parents' lack of understanding of ability setting and what their children did in the sets. The school has provided good guidance for parents on ability sets in English and mathematics but acknowledges it needs to make sure all parents and carers are clear about the purpose of these for their children. Inspectors find that the school's procedures for encouraging good attendance are helping pupils to make better progress and are making sure pupils are properly prepared for their future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Godolphin Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	48	64	52	0	0	0	0
The school keeps my child safe	67	54	54	44	2	2	0	0
My school informs me about my child's progress	55	44	64	52	5	4	0	0
My child is making enough progress at this school	40	32	75	60	8	6	1	1
The teaching is good at this school	64	52	55	44	4	3	1	1
The school helps me to support my child's learning	53	43	62	50	8	6	1	1
The school helps my child to have a healthy lifestyle	62	50	59	48	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	48	55	44	8	6	0	0
The school meets my child's particular needs	38	31	76	61	7	6	1	1
The school deals effectively with unacceptable behaviour	54	44	66	53	4	3	0	0
The school takes account of my suggestions and concerns	36	29	72	58	13	10	0	0
The school is led and managed effectively	51	41	68	55	3	2	0	0
Overall, I am happy with my child's experience at this school	66	53	50	40	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 May 2011

Dear Pupils

Inspection of Godolphin Junior School, Slough SL1 3HS

Thank you for making us welcome when we visited your school recently. We really enjoyed finding out about the interesting things you do. This letter is to tell you what we found on our inspection.

First, you need to know your school is a good one. Here are some of the many things your school does well.

- You make good progress and your attainment is at the levels expected by the end of Year 6.
- Your progress is excellent in reading by the time you leave the school.
- You make your school a special place because you are good learners, are friendly, work hard and behave well.
- You have many exciting opportunities for learning, including in art, design and technology and sport, as well as for visits and visitors.
- Your teachers are good at making your lessons interesting.
- Staff take very good care of you and you told us how extremely safe you feel.
- Your headteacher leads you all very well and all the staff and governors think very carefully about what is best for you.

This is what we are asking your school to do to improve.

- Make sure your attainment in reading, writing and mathematics is more closely matched.
- Help your teachers to always plan activities for you that build on what you already know.
- Ensure governors keep a closer check on how well you are doing.

Well done for improving your attendance so well. Please keep this up! We hope you will continue to enjoy school and carry on working hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.