

Godolphin Junior School

Oatlands Drive, Slough, SL1 3HS

Inspection dates

3–4 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress throughout the school, particularly in Years 3, 4 and 5.
- Teachers are not always clear about what they want their pupils to learn, and sometimes there is not enough challenge, particularly for the most able pupils. Teachers do not always use their teaching assistants well enough to support pupils' learning.
- Planned activities do not enable pupils to use and apply their mathematical and writing skills in other subjects. This limits progress in these areas.
- Teachers do not always have high enough expectations of pupils' presentation of their work.
- Teachers' marking does not always give clear guidance on how pupils can improve their work.
- Middle leaders, such as those in charge of year groups and subjects, are new to their roles and are just beginning to take a full role in driving school improvement. It is too soon to measure the impact of this work in their areas of responsibility.
- Leaders are not yet working closely enough with the feeder infant school to ensure that the data are accurate for pupils when they join the school. This hinders them from making rapid progress from their starting points.
- Senior leaders and governors have not had enough time to make sufficient impact on the quality of teaching and pupils' achievements.

The school has the following strengths

- Senior leaders have an accurate picture of the school's performance. They have created a welcoming and harmonious school where pupils enjoy learning. This is seen in their above average attendance.
- Behaviour is good and pupils feel safe.
- The school's work is effectively developing pupils' spiritual, moral, social and cultural development.
- Pupils who have English as an additional language achieve well.
- Gaps are closing between those supported by the additional pupil premium funding and others in the school.
- Pupils who attend the Resource Base make at least good progress from their starting points.

Information about this inspection

- Inspectors saw teaching and learning in 16 lessons throughout the school, of which 10 were jointly observed with the acting headteacher and two assistant headteachers.
- Discussions were held with the Chair of the Godolphin Education Trust, staff, pupils and three members of the governing body.
- Inspectors heard pupils read and looked at a range of pupils' work in their books and on displays around the school.
- Inspectors looked at a number of documents including minutes from governing body meetings, the school's evaluation of its own performance, school data on pupils' achievement, information on how the quality of teaching is checked and documentation relating to behaviour, attendance and safeguarding.
- Inspectors considered the 23 responses from the online Parent View survey and the few written comments by parents. They also took into account the 37 responses from the questionnaires completed by staff. Parents were also spoken to at the beginning of the school day.

Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Michael Elson	Additional Inspector
Liz Kissane	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized school.
- Godolphin Junior School converted to become an academy school on 1 July 2012. When its predecessor school, Godolphin Junior School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher resigned at the end of the summer term 2014. The current acting headteacher has been in this position since the beginning of September 2014. Members of the senior and middle leadership team are new to their roles.
- There have been significant changes in the membership of the governing body. The Chair of the Governing Body is new to this position and was ratified in October 2014.
- The proportion of pupils from minority ethnic backgrounds is well above the national average. The largest ethnic group is of Pakistani heritage. Numbers from Black African and Indian backgrounds are in decline.
- The proportion of pupils who have English as an additional language is also well above average. The main languages spoken are English and Urdu.
- The proportion of disabled pupils and those who have special educational needs is slightly above average.
- There is a specially resourced provision, the Ocean Room, for 12 pupils who have complex physical and learning needs.
- The proportion of pupils supported by the pupil premium (additional funding to support those eligible for free school meals and children looked after by the local authority) is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school manages its own breakfast club.

What does the school need to do to improve further?

- Ensure that the overall quality of teaching is at least good so that pupils make at least consistently good progress, particularly in Years 3, 4 and 5, by ensuring that:
 - teachers fully utilise teaching assistants to support pupils' learning throughout the lessons
 - pupils practise using their writing and mathematical skills in subjects other than in English and mathematics
 - teachers are clear about what they want their pupils to learn
 - teachers have high expectations and insist that pupils present their work to a high standard
 - activities provide the right levels of challenge, particularly for the most able pupils
 - marking consistently gives pupils clear guidance of the next steps needed to improve their work.
- Improve the effectiveness of leadership and management by:
 - ensuring that leaders work closely with the feeder school to ensure that checks on learning give an accurate picture of achievement for pupils when they join the school
 - developing further the role of the middle leaders so they can help to rapidly improve the quality of teaching and achievement in their areas of responsibility.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not had enough time to ensure that teaching is typically good. As a result, pupils do not yet make consistently good progress in all year groups and in all subjects.
- The acting headteacher and the senior leadership team have worked well together to start to make the necessary changes in the school. They have an accurate view of how well the school is performing. In a relatively short space of time they have started to improve the quality of teaching and raise achievement. They have the full support of staff. However, the middle leaders are at the early stages of learning their new roles. They are not yet involved in making thorough checks on the quality of teaching and learning in their areas of responsibility.
- The acting headteacher has revised and strengthened the appraisal process for teachers and non-teaching staff. Any increase in their salary is linked to their performance and the standards expected of them nationally. Extra support is put into place where teaching is weak and this is helping to improve it. Newly qualified teachers are given the support that they need. All inadequate teaching has been eradicated.
- Although the school is beginning to foster stronger relationships with the local infant school, leaders are not yet working closely enough to ensure that any checks on learning and assessment around pupils' achievement are accurate when pupils join the school. As a result, pupils are re-assessed when they join the school and this limits their progress from their starting points.
- The pupil premium is used effectively. Some of the funding is used to provide extra reading support to individuals. New technology has been purchased to motivate pupils, increase their confidence and improve their attitudes to learning. The impact of all activities is closely checked and reviewed by leaders and governors. If a particular activity is not having the desired impact on its pupils, then it is either modified or stopped.
- The school is firmly committed to promoting equality of opportunity. For example, to encourage girls to have higher aspirations, the school in partnership with an external agency is working with some of the mothers and daughters to encourage the girls to go to a university when they are older. Grandfathers and fathers come into school for half an hour at the end of the school day to read with their sons and are seen as role models. This is strongly influencing the boys to read more for pleasure. The school does not tolerate any form of discrimination.
- The new National Curriculum is being implemented. It is broad and balanced. It gives pupils a wide variety of experiences of learning beyond the school environment. For example, pupils are given lots of opportunities to visit museums and go to other cities, such as Bath to deepen their understanding about the Romans. A range of other after-school activities is offered, such as the newspaper, mendhi and karate clubs. The curriculum is effectively helping to prepare all pupils for life in modern Britain. However, there is not enough emphasis on getting pupils to develop their writing and mathematical skills in subjects other than in English and mathematics, and sometimes activities do not provide enough challenge for the most able pupils.
- The school effectively promote pupils' spiritual, moral, social and cultural development. This includes getting pupils to learn the values of other faiths. This is helping them to respect each other. Pupils are given clear guidance and know the difference between right and wrong. They have been instrumental in creating some of the special places in the school where they can go and reflect.
- The sport funding is used effectively to employ a specialist coach to develop the skills of staff and provide a wider range of competitions. As a result, more pupils participate in competitive sports beyond the school and they have won more awards.
- The academy trust is committed to supporting the school. A secure partnership is developing between the academy trust representative and the school.
- **The governance of the school:**
 - Governors have completed a review and an audit of their skills. This has helped them to re-structure and form an action plan. There are now two main committees and a strategy committee, which consists of the chairs of the other committees, who meet with the acting headteacher. It is during these meetings that governors have started to question and challenge school leaders more. This structure is helping to improve the quality of governance
 - Governors are making more visits to the school. They are becoming more confident in understanding the data and using these to ask more challenging questions. There is further training planned for governors in this area as they recognise that they still need to learn more about this aspect of the school. All of this is helping them to know how well the school is performing. They have a good

overview of the quality of teaching in the different year groups. Governors know the strengths and the issues that the school is dealing with at the moment. Governors are clear how teachers are rewarded and how the school tackles any underperformance.

- Governors complete health and safety checks. They ensure that safeguarding meets statutory requirements so that the pupils are kept safe.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are caring, friendly and well mannered. They show plenty of respect to each other and all adults.
- Pupils are keen and have a good attitude towards their learning. They conduct themselves well around the school. The atmosphere in the dining hall is calm as they sit sensibly to eat their food at lunchtime. At the beginning of the school year, teachers have to work hard with some pupils in Year 3 in getting them to behave in accordance with the school's high expectations. However, they are successful and pupils develop positive attitudes to their learning and behave well.
- Pupils know the different rewards and sanctions for behaviour. The school's detailed documentation shows there are very few major incidents.
- The behaviour of those who attend the Resource Base is good. They understand the daily routines which are firmly established. The planned activities help to keep them engaged in their learning.
- Even though a small minority of parents do not feel that behaviour is good, pupils and staff think that it is. Inspection findings support the view of the staff and pupils.
- Pupils enjoy taking on different types of responsibility, such as being part of the school council and 'helping hands' which is where some pupils help others to play during wet playtimes. Some pupils help out with the café during break times.
- Attendance is above average and is continually improving. Pupils say, 'I love coming to school.' Leaders have rigorous procedures to help to improve attendance. This includes getting external agencies to work with families if needed.
- Breakfast club offers a range of activities that help to motivate pupils to make sensible choices on how to have a healthy and active lifestyle.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in the school. They confidently talk about how to keep themselves safe beyond the school environment, such as when swimming, crossing the road and cycling.
- The school's website has useful tips for parents on how to keep their children safe when using the internet.
- Governors make regular health and safety checks around the school and risk assessment procedures are thorough. All of this contributes to ensuring that pupils feel safe.
- Parents, pupils and staff feel that the school keeps pupils safe. The inspection findings agree with this view.

The quality of teaching requires improvement

- Teaching requires improvement because it is not yet consistently good in Years 3, 4 and 5. Also it is not strong enough to enable all pupils to make at least good progress.
- In some classes the teaching assistants are used well to support pupils' learning. This was seen in a Year 6 lesson in mathematics, where all of the adults effectively gave all pupils the appropriate help when they needed it. Their roles were well defined in this lesson. However, this is not always the case, and in some classes teaching assistants' skills are not used well to help pupils make progress.
- Teachers who are clear about what they want their pupils to learn are there to help them to make good progress. For example, in a Year 6 physical education lesson, pupils fully understood why they need to increase their heart rate because the teacher explained the learning clearly. In some lessons, teachers are not always clear about what they want their pupils to learn and this lack of clarity means that learning sometimes lacks direction, which in turn slows progress.
- Some teachers do not have high enough expectations of their pupils and do not appropriately challenge them to think more deeply, particularly the most able. As a result, pupils do not make rapid gains in their

learning. These weaknesses are most common in Years 3, 4 and 5.

- Work in pupils' books shows that in some classes pupils are not using and applying their writing and mathematical skills enough in other subjects. They do not always have the chance to write at length and this limits the amount of progress made. Teachers do not always insist that pupils should present their work to a high standard and, as a consequence, some is untidy.
- Even though there are some good examples of high quality marking by teachers, this is not consistent throughout the school. Sometimes, teachers do not provide enough guidance on the next steps needed for pupils to improve their learning.
- The quality of the teaching of mathematics varies throughout the school. Where it is at its best, teachers use resources well to scaffold pupils' learning and use questioning well to challenge pupils' mathematical knowledge.
- Phonics (the sounds that letters make) is taught well. This is because teachers' good subject knowledge and questioning enable pupils to make rapid gains and quickly catch up with their reading skills.
- Pupils who attend the Resource Base are taught well. Teachers provide a stimulating, friendly and protective environment that helps them to settle and make rapid progress.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make consistently good progress throughout the school. It is strongest in Year 6, where pupils make at least good progress.
- The school's own data show that attainment is slightly lower than average when pupils join the school. By the time they leave, at the end of Year 6, attainment in reading, writing and mathematics is broadly average. However, in 2014, with the exception of writing, attainment was well above average for reading and mathematics. This was because some of the school's experienced staff and resources were mostly put into Year 6 last year.
- Disabled pupils and those with special educational needs make similar progress to their peers. Those pupils who attend the Ocean Room make at least good progress from their starting points. This is because the timetable, planning and teaching precisely match their diverse needs and all the adults in this room have had specialist training.
- Attainment was above average in the 2014 national tests for the most able pupils in mathematics, reading, punctuation, spelling and grammar. However, they did not do as well in writing. The school encourages these pupils to do well. For example, students from the Herschel Grammar School support the most able pupils in mathematics. Nevertheless, the work in lessons is often too easy for them.
- Pupils who have English as additional language achieve well by the time they leave at the end of Year 6. This is partly because some of the senior leaders have had specific training in this area and are able to train other staff on how to cater effectively for their needs. Teachers rightly place lots of emphasis on developing and extending pupils' vocabulary and use lots of repetition. Displays contain a range of useful visual clues to support their knowledge and understanding.
- There is no difference in the achievement of different ethnic groups across the school.
- The gaps between disadvantaged pupils supported by the pupil premium and the others in the school, in the different year groups, are either closing or have closed. In the 2014 national tests in mathematics, the gap between the disadvantaged pupils and the others in the school was just under two terms. It is just under a term for writing. When the gap is compared to others nationally, it has virtually closed in reading and mathematics. The disadvantaged pupils are just under a term behind the others nationally in writing.

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	138319
Local authority	Slough
Inspection number	449311

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

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Penel Meredith
Acting Headteacher	Carol Singh
Date of previous school inspection	Not previously inspected
Telephone number	017535 21481
Fax number	017535 52630
Email address	post@goldolphin-jun.slough.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

