

Wexham Court Primary School

Church Lane, Wexham, Slough, Berkshire SL3 6LU

Inspection dates	12–13 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have worked tirelessly to nurture an inexperienced teaching team. They have successfully secured effective teaching and good achievement.
- All groups of pupils make good progress and leave suitably prepared for secondary school. Gaps in achievement between disadvantaged pupils and others are typically small.
- Teachers have high expectations and strong subject knowledge. They explain tasks and concepts well so pupils are clear about what is required, learn well and know when they have been successful.
- Lessons are purposeful. Pupils engage and work hard. They are keen to discuss ideas and learn from and support each other.
- Pupils enjoy the school's rich environment. They look after each other and know they can turn to an adult to resolve any concern. They feel safe and well cared for.
- Pupils behave well in lessons and around the school. They are polite and welcoming. They treat all with equal respect regardless of difference.
- The curriculum effectively promotes pupils' wider development. Pupils learn to keep safe and healthy, find out about life beyond school and what it means to be a responsible, caring citizen in modern Britain.
- Children in early years make good progress from low starting points. They leave Reception equipped well for Year 1.

It is not yet an outstanding school because

- Governors know the school is improving, but do not have a deep understanding of the schools' performance or the exact impact of leaders' actions.
- Teaching does not consistently enable all pupils, and particularly the most able, to work at the level of challenge needed to make outstanding progress.
- Leaders have set up a rigorous approach to planning the curriculum, teaching and assessing pupils' progress. However, this is less well developed in foundation subjects.
- The proportion of disadvantaged pupils with poor attendance is higher than for other pupils.

Full report

What does the school need to do to improve further?

- Develop teaching so it consistently provides the different levels of challenge necessary for pupils of varying ability, and the most able in particular, to make strong progress in all subjects.
- Further reduce the proportion of disadvantaged pupils with poor attendance so that absence from school does not hinder their progress.
- Ensure that plans for how each foundation subject is taught and the way it is assessed consistently provide teachers with the information necessary to teach lessons that promote outstanding learning.
- Ensure that governors develop a really incisive understanding of the school's performance and the impact of leaders' actions, so they can hold them sharply to account for moving the school to outstanding.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, together with her team, exemplifies the school's values of resilience, communication, curiosity and creativity. Through communicating high expectations, showing resourcefulness, perseverance and diligence, they have steered the school successfully through a tricky period. Teaching is increasingly strong, pupils achieve well and high standards of behaviour have been upheld.
- Leaders have rightly paid close attention, this year, to nurturing a mainly inexperienced teaching team. Effective induction, along with weekly training and highly individualised coaching and support, has been key to developing teachers' skills. Newly qualified teachers talk of how leaders' observations of their practice and feedback have really helped them move on. They have also benefited from opportunities to watch more experienced effective practitioners and to learn and plan together. More experienced staff also value the training and support provided.
- Teachers are held effectively to account for their performance. Leaders' frequent visits to lessons and scrutiny of books enable them to know how well each teacher meets the expectations for good teaching. Regular checks on the progress of each class help leaders confirm if teaching is effective. Expectations for improvement are set where needed.
- Leaders have worked effectively to develop the curriculum in line with new national requirements. Comprehensive plans define the key skills and knowledge that pupils should learn in each week and term. Teachers typically have to hand the information they need to plan lessons that support pupils to make good progress. Planning for a few subjects, such as art and design and technology, is not so well developed. Leaders recognise this is a key next step.
- Leaders responded swiftly to the removal of national curriculum levels. Teachers use helpful software, which enables them to capture precisely the skills and knowledge pupils have attained. They can see how well each class and group of pupils is learning and whether gaps in achievement are closing well enough. This approach is fully developed for English, mathematics and science. Further work is planned to develop this approach to assessment and monitoring in other subjects.
- The needs of disadvantaged pupils are met increasingly well. Teachers have informative discussions with each of these pupils, gaining insight into their home life, interests, needs and ambitions. This is helpfully captured in an 'all about me' sheet and a support plan for the year. Pupil premium funding is spent well, providing this support. Teachers ensure that disadvantaged pupils are highly involved in lessons, making sure that they frequently ask these pupils questions during class discussion. Leaders maintain a comprehensive understanding of exactly how well each pupil is achieving, to check that gaps are closing and whether there are any barriers, such as poor attendance, to be overcome.
- Provision for pupils who have special educational needs and/or disabilities is well led. Support is carefully tailored to individual needs. Well-trained teaching assistants work alongside teachers to plan support for these pupils in class. Further support is provided in small-group and individual sessions. Regular reviews conducted with pupils and their parents help ensure that support is effective. External support is brought in when needed for pupils with social and emotional difficulties. External speech and language therapy services are augmented by effective sessions run by a trained member of school staff.
- The school attends well to students' spiritual, moral, social and cultural development. Pupils learn about different faiths in religious education lessons and through memorable visits to different places of worship, such as the Maidenhead synagogue. One pupil commented, 'It doesn't matter if you are a different religions, you can still play together.' Teachers encourage pupils to develop an understanding of the world around them. For example, in one lesson, pupils watched with interest a Newsround bulletin on the new prime minister taking up office. Pupils develop an understanding of social responsibility, routinely cooperating together in lessons and helping each other learn. Older pupils take responsibility for serving salads in the canteen. Many pupils get involved in the wide range of clubs on offer, including sports clubs cooking, gardening and ECO warriors club. Cultural development is enhanced through choir and dance clubs.
- The sport premium funding is spent effectively. The physical education (PE) coordinator has been trained as a sports coach. They have applied their enhanced skills to improving teaching in PE lessons. New equipment had enabled the school to run more sports clubs and dramatically increase participation in these and sports competitions. Additionally, the staff netball team has provided a positive role model for girls' participation as the team moved from bottom to second in the local league.
- Leaders have worked effectively to improve attendance. Rewards such as the 'attendance bear', theatre

tickets, trophies and certificates encourage good attendance. Robust discussions with parents have helped reduce the proportion of pupils with low attendance.

- The local authority keeps a close eye on the school. A primary consultant regularly reviews the school's performance and areas for attention at meetings with school leaders. The consultant visits lessons and reviews of pupils' work to confirm the accuracy of the information given to them and provide school leaders with helpful next steps. School leaders value this support.
- **The governance of the school**
 - Governors know the school well and are ambitious for its success. They keep abreast of developments through regular updates from leaders and visit the school to see it at work. They have developed their questioning skills to find out more from leaders. Reports from external experts help assure governors that information leaders provide is accurate.
 - Governors know the school has improved over time and what leaders are doing to bring further improvement. However, governors do not have a truly incisive understanding of the quality of teaching and achievement or hold leaders rigorously to account for the success of their actions. For example, they know what leaders have been doing to improve the teaching of spelling this year but have not checked the impact that it has had so far. They know that gaps between disadvantaged pupils and others in the school are narrow or closed but are not so clear where gaps remain and further work is needed.
- The arrangements for safeguarding are effective. Leaders have made sure that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Checks and records on the suitability of staff are rigorous. Governors arrange regular checks to ensure that all is in order. Staff are suitably trained. All staff know what to do if they have any concern, and leaders check this is the case. This includes maintaining high vigilance regarding any pupil who may be at risk of radicalisation. Pupils at risk of harm are well supported through constructive dialogue with parents, social and emotional support from trained school staff and engagement with external agencies. Tight, secure records are kept of all communication and agreed actions. Electronic control of entry to the school, together with checks on visitors, helps ensure that the school is as safe as possible. A helpful leaflet informs parents and other visitors about what to do if they have any concern.

Quality of teaching, learning and assessment is good

- Teachers structure lessons carefully to make sure that pupils understand the task and the expectations for success. Effective questioning helps pupils' learning. Teachers check pupils' progress and help them overcome misconceptions. Pupils discuss ideas with confidence as they develop their understanding. They work hard and make good progress over time.
- Leaders have placed a high focus on improving the quality of teachers' feedback and developing pupils' own skills in reflecting on their learning and recognising their next steps. This is increasingly helpful in moving pupils forward.
- Phonics (the sounds letters make) is taught well. Pupils use their phonics skills as they develop into confident readers. Reading lessons absorb pupils' interest. Younger pupils talked of their sense of achievement as they moved through the school's reading scheme to become 'free readers'. Pupils enjoy reading and happily talk about the different authors and books they have read in school and at home.
- Teachers set useful homework, which helps pupils practise and develop skills and broaden knowledge. Pupils say they enjoy it because it makes them better learners.
- Teachers plan lessons to cater for pupils of varying ability. Lower-ability pupils are provided with extra resources when needed, as well as support from teaching assistants, to help them get to grips with the task.
- The most able are set suitably challenging expectations for their work. However, at times these pupils are not given the opportunity to apply themselves to the challenge quickly enough as they are required to listen to an explanation of something they already know. As a result, opportunities to make really strong progress are lost.
- Outside of lessons, pupils who have special education needs and/or disabilities and others who need support to catch up benefit from individual and small-group sessions with well-trained support staff.
- The newness and inexperience of many of the staff team has resulted in some variability in practice. This was particularly the case in the autumn and early spring, while teachers found their feet and adjusted to the school's expectations. As a result of effective leadership, teaching has improved through the year and

become increasingly more consistent in quality. However, a few variations remain. At times, some teachers neglect to pick up pupils' misunderstandings and do not recognise when pupils need help quite quickly enough. As a result, occasionally pupils' engagement drops and learning is slowed. Due to these inconsistencies, they have not routinely learned at a level that would enable them to make outstanding progress.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils enjoy coming to school and are well cared for. They are confident that an adult will listen and help resolve any problem. They know that if they feel awkward telling an adult they can use the class worry box.
- Pupils learn to play and socialise well together and treat all with equal respect. They know the importance of not being prejudiced. They are accepting of any faith or religion and other differences. Pupils proudly describe the school as an international school, where pupils are welcome wherever they come from. Older pupils talked about how workshops and discussions about current affairs helped them develop their understanding of racism and homophobia.
- Pupils have a well-developed understanding of different types of bullying, including that based on prejudice. The school's anti-bullying work has helped them to recognise why it might occur and what to do to stop it. Pupils are clear that bullying is rare and when it does happen it is well dealt with by adults. They say their school is a 'stamp out bullying' school. All have signed a pledge to this affect.
- Pupils learn to keep safe in the world and online. They know only to communicate online with someone they know well in person and to report any concern.
- Pupils enjoy the school's rich environment. Some were bursting to talk about the peace garden, where they have space to reflect and how they have, 'lots of nature and animals'. They enjoy the wide range of clubs on offer and activities such as the school talent show. School is an interesting place.
- Displays in the hall and healthy lunch options, which pupils enjoy, encourage physical health, as do the wide range of sporting opportunities.

Behaviour

- The behaviour of pupils is good. Pupils arrive to lessons enthusiastic and keen to learn. They follow teachers' instructions carefully and cooperate well when working together.
- Pupils' conduct around the school site is exemplary. They are polite and welcoming. At lunchtime, pupils queue sensibly for meals. The immediate attention paid to the school whistle at the end of breaks and the orderly way pupils return to class typify pupils' ability to take responsibility for their behaviour.
- Name calling is rare because pupils know how hurtful it can be. School records show only one reported incident this year.
- Pupils' attendance has improved over time and is now in line with the national figure. The proportion of pupils with low attendance has reduced in the same period. However, although the attendance of disadvantaged pupils has also improved, more of this group have low attendance than other groups.

Outcomes for pupils

are good

- Pupils make good progress in their academic and wider development. They become thoughtful, caring young citizens, equipped with the skills needed to flourish at secondary school and in the world.
- Pupils achieve well in English and mathematics. In 2015, attainment was high in both subjects at the end of key stage 1. At the end of key stage 2, pupils' progress was in line with the national average for reading and high in writing and mathematics. The proportion reaching and exceeding the expected standard for their age in these subjects was in line with the national figure. This is a notable improvement from 2013, particularly in mathematics, when standards had been low. However, the proportion that exceeded the national standard has not improved so well in reading and has remained a little low. As a result of improved teaching, pupils currently in the school typically achieve well in all three areas.
- Teaching of phonics is very effective and supports pupils to make good progress in reading in key stage 1. In 2015, the proportion of pupils reaching the expected standard in the phonics screening test in Year

1 was high. This was a noticeable improvement on 2013 when it was average. Additionally, in 2015 all but one who retook the test in Year 2 reached the standard.

- Disadvantaged pupils typically achieve as well as or better than their peers. Over time, the gaps in achievement in writing between these pupils and others nationally have been small. In mathematics, gaps which were wide in 2013 had in most cases closed in 2015. Notably, a higher proportion of disadvantaged pupils with middle starting points made better progress than other pupils nationally. Gaps did not close so well in reading in the same period. However, this is no longer the case. School information shows that in most year groups disadvantaged pupils currently in the school reach the same standards as their peers in reading. Effective support is helping them catch up.
- Pupils who have special education needs and/or disabilities make good progress. Extra support sessions help those who need it to develop their reading, mathematical and social skills. School information shows that almost all these pupils make at least reasonable progress and many progress extremely well.
- The most able pupils in the school achieve well. Frequent opportunities for them to solve problems and develop their mathematical reasoning help them deepen their understanding in mathematics. As these pupils progress through the school, they are taught to use an increasingly wide variety of grammatical devices to communicate effectively and develop into sophisticated writers. However, they are not consistently challenged to the degree necessary to make outstanding progress.
- Pupils who speak English as an additional language make good progress. This is also the case for pupils from Pakistani and Indian backgrounds.

Early years provision

is good

- Children get off to a good start in Nursery and Reception. They make good progress, many from low starting points, and leave well prepared for Year 1.
- Over the last three years, the proportion of children reaching a good level of development by the end of Reception has been above the national average. This remains the case this year.
- Children benefit from a rich and stimulating environment and interesting activities. A wide range of writing materials encourage children to practise writing skills. Children concentrate as they choose from a plentiful array of books in the attractive reading area. The well-resourced outdoor area encourages investigation and exploration.
- Well-structured teaching sessions and child-initiated learning support good progress. Staff discussions with children help them develop their communication skills and extend their learning. Teachers assess children's progress effectively, identifying and planning suitable next steps.
- Children have well-developed social skills for their age and learn to take responsibility. During the inspection, children were seen confidently pouring their water and correctly helping themselves to their snacks. Children instigated discussion with adults about waterproof clothing so they could continue learning in the outside area when the rain started to pour. 'Sort it out' discussion time helps children develop their skills in resolving conflict.
- Leadership is strong. The early years leader is an effective practitioner who maintains a tight overview of the provision. She has attended to less effective practice, providing constructive feedback to staff to aid improvement, where needed. As a result, despite the staff changes and some resulting inconsistencies in teaching, children have made good progress over the course of the year, in Nursery and Reception. She has made sure that all safeguarding arrangements are sound.
- The needs of disadvantaged children are carefully considered and catered for. Each has an individual plan, together with the 'all about me' sheet, drawn up when staff make home visits. These help all staff to know the disadvantaged children really well and meet their needs. Parents of these pupils are invited in to observe lessons and teachers work with them to develop effective ways of listening to their children read at home. This highly individualised focus, coupled with effective teaching, ensures that these pupils make strong progress from typically low starting points. They achieve better than their peers.
- Children joining early years who need extra support for speech and language development are supported well through specialist sessions, drawing suitably on external support.
- Communication with parents is effective. Parents contribute well to assessment of their children's progress and celebration of achievement. They are highly positive about the provision.

School details

Unique reference number	109943
Local authority	Slough
Inspection number	10009207

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	693
Appropriate authority	The governing body
Chair	Jon Reekie
Headteacher	Navroop Mehat
Telephone number	01753 524533
Website	www.wexhamprimary.com
Email address	mail@wexhamprimary.com
Date of previous inspection	18–19 March 2014

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion is significantly smaller in Years 1 to 6 than it is in early years.
- Pupils come to the school from a wide range of ethnic backgrounds. Approximately half of pupils are of Pakistani ethnic origin, a little over one in 10 are from White British backgrounds and a similar proportion are from Indian backgrounds. Over half the pupils speak English as an additional language, although only a small proportion are at the early stages of speaking English.
- The school meets the government's current floor standards.
- The local authority monitors and supports the school through a contracted primary consultant.
- The school meets the requirements on the publication of specified information on its website.
- The school has undergone considerable changes in staff. In September 2015, 10 out of 30 teachers were new to the school, most in the early stages of their teaching careers.
- There have been several changes in staffing in early years since September 2015.
- Three members of the senior team are currently on maternity leave and another is on long-term absence.

Information about this inspection

- Inspectors observed learning in 32 lessons, 20 jointly with senior staff. An inspector also undertook a series of shorter visits to five lessons, to look at provision for pupils with special educational needs and/or disability, jointly with a senior leader. In addition, inspectors looked at samples of pupils' English, mathematics, and topic work and listened to pupils read.
- Inspectors held discussions with senior and middle leaders, members of the governing body, teachers, pupils and parents and a representative from the local authority.
- Inspectors reviewed documents including safeguarding policies, behaviour and attendance records, self-evaluation and planning documents and the school's records on performance management and teaching and learning.
- Account was taken of 34 responses by parents to Ofsted's online questionnaire, Parent View. In addition, inspectors considered 19 parent responses by free text. There were no responses to the electronic staff or pupil surveys.

Inspection team

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Nicola Cook	Ofsted Inspector
Linda Rowley	Ofsted Inspector

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