

# Godolphin Infant School

## Inspection report

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<b>Unique Reference Number</b>	109903
<b>Local Authority</b>	Slough
<b>Inspection number</b>	288528
<b>Inspection dates</b>	14–15 May 2007
<b>Reporting inspector</b>	John Earish

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs V Smith
<b>Headteacher</b>	Mrs E A Hester
<b>Date of previous school inspection</b>	15 January 2002
<b>School address</b>	Warrington Avenue Slough SL1 3BQ
<b>Telephone number</b>	01753 521888
<b>Fax number</b>	01753 571359

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school serves an area of Slough where social circumstances are much less favourable than average. Almost all of the pupils are from minority ethnic groups and the overwhelming majority are at the very earliest stages of learning English. An increasing number are starting school after the end of Foundation Stage with very few skills in English. The proportion of pupils with learning difficulties and disabilities is above that found nationally, and there are seven children with statements of special educational need. The proportion of pupils eligible for free school meals is also above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Godolphin is an improving school whose overall effectiveness is currently satisfactory. The care, guidance and support of pupils, including those who are vulnerable, are good and the pastoral aspects are outstanding. At Godolphin every child really does matter. There are strong partnerships with the community and with outside agencies to promote learners' well-being. As one parent wrote 'I have had a lot of support. It is very important for a parent to know that their children are well cared for in school and that they are safe'.

However, the school is rightly concerned that too few pupils have reached the expected levels in the national tests at age 7 in recent years and is working determinedly to rectify this. The impact of recent initiatives to extend the good progress in the Foundation Stage into Years 1 and 2 is apparent. Standards are rising, although they are well below average in reading, writing and mathematics.. Almost all pupils are now making, and sometimes exceeding, the progress expected of them so that achievement is satisfactory overall.

Teaching and learning are improving and are satisfactory overall. Pupils' achievement is improving because teachers are making much better use of assessment information to provide work that is well matched to the needs of the many different groups within the school. This is building on the good progress they make in the Foundation Stage. The school is now good at absorbing the increasing numbers of new pupils with very little English joining Years 1 and 2, and quickly identifies their learning needs and supports them effectively so they can catch up quickly. The amount of good teaching is increasing because teachers have higher expectations of what pupils can achieve, but it is still not enough. In the better lessons, teachers plan well to meet the needs of all groups of pupils and progress is good. A weakness in otherwise competent lessons is that work is not as well matched to pupils' individual needs, particularly the higher attainers, and progress is not a rapid.

The curriculum is satisfactory. There is a very good range of extra curricular activities which pupils thoroughly enjoy. The school has started to adjust the curriculum to provide more links between subjects to make learning more interesting and purposeful, drawing on pupils' different skills, particularly in literacy and numeracy. Pupils' personal development is promoted well and they have a good understanding of healthy lifestyles and staying safe. Pupils with learning difficulties or disabilities and those with English as an additional language are included in all activities, so that they achieve as well as their class mates.

The leadership and management of the school are satisfactory and this contributes to pupils' satisfactory progress. The educational direction provided has not yet ensured that the all pupils make consistently good progress in all classes. The school has correctly identified a number of priorities for development and a legacy of inadequate teaching has been addressed. However, some subject leaders are not yet influential enough in raising the quality teaching and learning to ensure greater consistency in pupils' progress. The new governing body is improving the range of its activities to increase its impact on achievement.

### What the school should do to improve further

- Raise standards in reading, writing and mathematics through greater consistency in the quality of teaching and learning.
- Develop the role of all leaders in improving teaching and learning and raising achievement, particularly the higher attainers.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall. Children typically start school with skills and abilities that are well below those normally expected of four year olds. The children settle quickly to school routines and make good progress in the Foundation Stage. This is good preparation for their future learning. However, they are unlikely to reach some aspects of the learning goals in language and communication and numeracy.

Progress in Key Stage 1 is satisfactory overall. Standards were significantly below average last year but were adversely affected by the influx of a significant proportion of pupils, often from abroad, with very limited skills in English. The most up to date information shows that initiatives to enable pupils to build on their good progress in Foundation Stage are working. Most pupils are now making the expected progress overall and good progress in Year 1; where these initiatives are better developed. Pupils with learning difficulties make similar progress to their class mates. The school recognises that it needs to continue working hard to raise standards further.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The school is a harmonious community in which racial and bullying incidents are rare. Many pupils commented that 'coming to school is fun' and is further evidence that pupils are happy and enjoy being at school. Pupils' spiritual, moral, social and cultural development is good. Adults promote respect and tolerance amongst the pupils by recognising and appreciating differences in cultures and faiths. In return, pupils respect the feelings of others and have a good awareness of their beliefs.

Pupils have good relationships with teachers and other adults. Behaviour is good throughout the school where most pupils show good attitudes to learning and are eager to do their work. The school council takes its responsibilities seriously, confidently expressing their views and listening well to each other. They have helped, for example, to choose play equipment for the playground. Attendance is below average but is improving. The school is doing all it can through meticulous monitoring and consistent advice to parents. Pupils' improving skills in Literacy and numeracy prepare them appropriately for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching in the Foundation Stage is consistently good because teachers have a clear understanding of how young children learn. New ideas and concepts are explained well and progress is rapid. In Key Stage 1 there is less consistency. In better lessons, teachers explain clearly the purpose of the activities and move from group to group helping pupils clarify their ideas and moving them onto harder work when it is needed. Pupils are encouraged to talk about

what they are learning and in some instances accurately assess their own performance. This helps pupils make good progress in their lessons. However, in too many other lessons, work is not as closely matched to pupils' individual needs and lacks challenge, especially for more able pupils. This is because teachers do not always make sufficient use of the assessments they make to plan work that is suitably challenging or interesting.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets national requirements. The approach to literacy and numeracy is being adapted to meet the needs of the wide diversity of backgrounds represented within the changing nature of the school's intake. Links are being made between subjects to make learning more interesting and purposeful, drawing on pupils' different skills and engaging them more in their own learning. The school is working to increase the opportunities for pupils to apply their skills to investigative work and solving problems and to provide more sustained periods of time to work at greater depth. The curriculum in the Foundation Stage provides very well for children's development in all areas of learning.

There are good opportunities for personal, social and health education and this makes a positive contribution to pupils' personal development. The school has a very good range of extra curricular activities run in conjunction with the neighbouring junior and nursery school as well as a successful Breakfast Club. This enhances pupils' education and adds much to their enjoyment of learning.

## **Care, guidance and support**

### **Grade: 2**

The vast majority of parents feel the care, guidance and support for each pupil is a significant strength of the school. A close check is kept on pupils' well-being and they are taught how to take care of themselves and how to make healthy and safe choices. Health and safety procedures are effective and are reviewed regularly. Child protection procedures are rigorous and there are good systems to support any pupils who are particularly vulnerable.

The school is successfully increasing the use of target setting to accelerate pupils' progress. This is because the school's systems for tracking the progress made by pupils have been improved and teachers are able to set realistic but challenging targets for each individual to achieve. However, this is not yet sufficiently embedded into all classes.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall and this contributes to pupils' satisfactory progress. The strong team of headteacher and deputy headteacher are providing good leadership in introducing strategies to ensure that all pupils make consistently good progress in all classes. Previous weaknesses, such as the legacy of underachievement at Key Stage 1, are being successfully addressed and pupils' achievement is improving. This clearly demonstrates the school's capacity to improve. However, there are still areas for improvement. The school is right that some senior staff need to be more rigorous and have a greater influence on the quality of teaching and learning across the school to ensure greater consistency in pupils' progress.

Governance is satisfactory. The recent work of the governors shows they are now much more involved in the strategic management of the school.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

25 May 2007

Dear Pupils

Inspection of Godolphin Infant School, Slough, SL1 3BQ

Following our visit to your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. There are lots of things that we like about it. Some of them are:

- your school is a happy place to be in; everyone is friendly and welcoming; you get on well with each other
- children in the reception classes settle in quickly and make a very good start because everyone is so friendly and helpful; they enjoy the many interesting and challenging activities that are organised for them
- you behave well and enjoy most of your lessons, especially when they are fun
- you know how to stay safe and healthy and take your responsibilities seriously
- your school is good at arranging lots of interesting things for you to do
- all of the adults in your school make sure that you are well looked after.

Your school is giving you a satisfactory education, but we could see that it is getting better. Your teachers often check on your progress and give you special help if they find you are falling behind. The teachers make special efforts to help you learn English if you have just arrived at the school, which you appreciate very much. We have asked your teachers to go on doing this so that more of you can make good progress and to ensure that your work is always interesting and challenging. Your teachers are also going to find ways of checking on how well the school is doing and of making sure that everyone is as successful as possible.

You can all help by continuing to work hard and to meet the targets set for you. I'm sure that you are ready for this challenge!

Yours truly,

John Earish

Lead Inspector