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Mrs Theresa Haggart  
Headteacher  
St Ethelbert's Catholic Primary School  
Wexham Road  
Slough  
SL2 5QR

Dear Mrs Haggart

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Garth Clucas HMI on 20 January 2009 to look at work on developing the future economic well-being of pupils in your school. We also looked at how well arrangements are made to support pupils during their transition into secondary school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included:

- lesson observations
- interviews with staff and pupils
- scrutiny of relevant documentation.

Overall, your work in developing the future economic well-being of pupils in your school is good. Pupils demonstrate initiative and involvement in the planned activities during their lessons. Additionally, pupils were confident, articulate and keen to express their opinions in meetings with the inspectors. Pupils with learning difficulties and/or disabilities are well supported. Most pupils have a good awareness of the knowledge and skills needed for work and the future options available to them.

Features of effective practice are:

- Pupils make good progress, including pupils with learning difficulties and disabilities. The majority of pupils arrive at the school with skills below those expected for their age. By the end of Key Stage 2, pupils achieve standards in line with the national averages.
- The quality of teaching observed is good overall. The good teaching is exemplified by effective questioning which encourages pupils to explain their thinking. Pupils are encouraged to contribute and teachers are particularly adept at celebrating pupils'



efforts. There are good opportunities for paired talk to allow pupils to develop their ideas and understanding. Pupils meet the teachers' high expectations of their behaviour and have positive attitudes to learning.

- The school is beginning to remodel the curriculum to make it more interesting and relevant, with links between the subjects. Intervention programmes are helping to overcome barriers to learning. Pupils have increasing opportunities to experience a wide range of enrichment activities and to develop decision-making skills.
- The school leadership is strongly committed to raising standards. Senior leaders are aware of the strengths and weaknesses in the school and there is a clear focus on appropriate areas. For example, improvements to monitoring and evaluation systems to track pupils' progress. However, these systems and procedures are not yet embedded and it is too early to measure their impact. Senior leaders recognise and value the contributions made by all adults working in the school and there is good teamwork and commitment.
- The school has developed good links with the local secondary school. Processes for transfer and transition from Key Stage 2 to Key Stage 3 are good. They ensure staff, parents and pupils understand and are involved in the policy and procedures relating to transition. Processes for inducting pupils with learning needs, disabilities and those who are vulnerable are also good.
- Most Year 6 pupils have a considered approach to transfer to the secondary school. They know that transfer to the local secondary school is not the only option and they are encouraged to think about their choice by weighing up alternatives. Pupils' ideas about potential careers options are well formed.

Areas for further improvement, which we discussed, include:

- Maintain the focus on raising standards with a particular emphasis upon mathematics.
- Continue to develop the roles of middle managers so that they are fully involved in monitoring and evaluating pupils' progress.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kekshan Salaria  
Her Majesty's Inspector