

Godolphin Infant School

Inspection report

Unique Reference Number	109903
Local Authority	Slough
Inspection number	337392
Inspection dates	24–25 February 2010
Reporting inspector	Eileen Chadwick

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Valerie Smith
Headteacher	Arina Hester
Date of previous school inspection	25 February 2010
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Introduction

This inspection was carried out by three additional inspectors. Two thirds of the inspection time was spent looking at learning and 18 lessons were observed with 13 teachers seen. Inspectors held meetings with pupils, staff with key responsibilities and a representative of the governing body. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan and records of pupils' learning and progress, they examined 45 completed questionnaires from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's attainment on entry to the Early Years Foundation Stage and standards at the end of Reception
- evidence of pupils' current attainment in Key Stage 1 and learning and progress for all groups of pupils, especially in writing for more capable pupils
- the impact of teaching and curriculum initiatives on raising pupils' attainment and the extent to which provision meets the needs of all groups of pupils
- the quality of leadership and management at all levels and their impact on raising achievement and improving pupils' attendance.

Information about the school

This school, above average in size, serves a mixed area close to the town centre. Nearly all pupils come from minority ethnic backgrounds and a high proportion speak English as an additional language with most at early stages of learning English. While pupils come from a wide of range of different minority backgrounds, the majority are from Pakistani heritages. The proportion with special educational needs and/or disabilities is above average. These pupils' difficulties are mainly concerned with speech, language, literacy, numeracy and behaviour.

The school's national awards include Basic Skills Quality, Healthy Schools and Investors in People status. The school provides a daily breakfast club for pupils from Reception to Year 2.

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 Infant School is a good school which is quickly improving under the outstanding leadership of the headteacher. She is very well supported by the senior team. The commitment of the whole team to excellence and enjoyment is also a reason why the school is improving so well. The school has several significant strengths and pupils thrive both academically and personally in its warm, supportive and well-organised environment. Pupils' excellent progress in reading and in sounds and letters (phonics) from Reception to Year 2 stems from the outstanding teaching of these basic skills. Pupils are extremely well behaved because they are kept, and feel, very safe, are exceptionally well cared for, and love coming to school. Their excellent moral and social development makes their school very welcoming. Their respect for different cultures also contributes very well to this. Excellent partnerships with other schools and outside agencies support pupils' rising attainment.

Pupils achieve well. Since the last inspection, the school has consolidated its strengths and is driving up pupils' academic performance from starting points that are well below those seen in most schools. Children's good start in the Early Years Foundation Stage is built upon well in Key Stage 1 so that pupils' attainment is above average in reading and average in writing and mathematics by Year 2. The strong emphasis given to developing pupils' speaking and listening skills is a secure foundation for all their learning. However, in writing, few pupils reach higher levels. This is a school focus and leaders know that whilst pupils write enthusiastically for a range of purposes, their vocabulary choices are not always very imaginative. Inconsistencies in pronunciation and spelling for some pupils across the ability range also prevent writing standards rising more rapidly.

Through honest and accurate self-evaluation, leaders have brought about many improvements since the last inspection. Teaching and learning are good and in a few lessons observed were outstanding. This has led to a rising trend in attainment over the last three years. The curriculum has also improved well. An increased emphasis on pupils' creativity enables them to apply their literacy and numeracy skills to other subjects. However, when writing in subjects other than English, tasks do not always build securely on pupils' reading and phonic skills. In Reception, during role play, adults do not consistently intervene to encourage children to write, so that they make the most of the carefully prepared opportunities that are provided. Pupils have a very well developed understanding of what constitutes a healthy lifestyle.

Leaders are vigilant in helping pupils from all backgrounds do well and have provided robust procedures for helping those who need to catch up. This plays an important part in counteracting the poorer attendance of a significant minority of pupils. The school has done much to improve attendance but not all parents and carers appreciate the

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detrimental effect of taking time out of school for non-urgent appointments and extended holidays. Pupils' attendance targets are rigorously shared with parents and the school is refining pupils' individualised targets so pupils understand more clearly the contribution they can make.

Governance is good overall. However, parent governors' attendance at meetings is irregular and this prevents parents and carers making a full contribution to school improvement. Given the school's record of recent improvements, the school has a good capacity to continue to progress and to fulfil its ambitious vision for the future.

What does the school need to do to improve further?

- Raise attainment in writing, including the proportion reaching higher levels by Year 2 by:
 - improving pupils' pronunciation and spelling
 - developing pupils' ability to use imaginative vocabulary
 - ensuring when pupils write in other subjects that closer links are forged with their reading and phonics skills
 - staff intervening more consistently in the Reception class to encourage children to write during role play.
- Improve attendance by:
 - working more closely with families to improve attendance to ensure that the families appreciate the impact of poor attendance on their children's learning and progress
 - refining pupils' individual attendance targets so that pupils themselves take more responsibility.
- Increasing involvement of parent governors in school improvement by working with them so their attendance at governors' meetings is more regular.

Outcomes for individuals and groups of pupils**2**

Pupils' excellent behaviour and progress in phonics and in reading are the foundations for all their learning. The arrangements for teaching reading and phonics are having a very positive impact on raising achievement from Reception to Year 2. Setting enables those who need extra-challenge work to work at higher levels and those who struggle to be taught with smaller learning steps. In an excellent phonics lesson observed in Year 1, no time was lost because both pupils and teaching staff were very familiar with routines. The extremely good match to pupils' prior attainment for speaking, sounds, letters and reading ensured all pupils learned at a rapid rate. Thorough planning ensured pupils' skills progressed well within the lesson as well as over time. Both the teacher's and support staff's strong subject knowledge, confidence and enjoyment in teaching phonics and reading shone through to enthuse the pupils.

Pupils do well in learning to speak English and the school is particularly effective in

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raising attainment at higher levels in reading by Year 2. Although improving, attainment at higher levels in writing has been much slower to rise than in reading and mathematics. The school's rigorous assessment of pupils' attainment and progress and swift action to address underachievement ensure girls and boys and pupils from different minority ethnic groups achieve equally well. Pupils with special educational needs and/or disabilities make good progress because their needs are identified early and they are given good support like those who join the school speaking little or no English. Small group work for vulnerable pupils in English and mathematics contributes to pupils' good achievement. Reading recovery is extremely effective in raising attainment. Pupils with emotional and behavioural difficulties are helped very well and incidents of poor behaviour are rare.

Pupils develop a pride in their school and themselves and are very polite and well mannered. They make a valuable contribution to the school and wider community through their school council work and the way they support charities. Reflecting the school's Healthy Schools award, pupils are very keen advocates of healthy lifestyles and enjoy sport. The school has worked hard with both pupils and parents to emphasise the importance of good attendance, but a significant minority of pupils from all backgrounds and of all abilities do not attend as regularly as they should and this restricts their progress. The extent to which pupils apply their basic skills and regularly attend school prepares 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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

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

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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	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school is rightly proud of the excellent care, guidance and support it provides. Pupils are confident that all adults will help sort out their concerns. Outstanding partnerships with a range of other schools and agencies help support pupils especially well. For example, the school works exceptionally well with external agencies to ensure those who speak English as an additional language, or have special educational needs and/or disabilities, including those with challenging behaviour, receive maximum support. Staff can identify striking examples of how pupils have been helped to overcome difficulties and considerable back up is given to parents, for example through 'Family Links Programmes'. The school does much to assist families and pupils in difficulties.

As a result of rigorous monitoring, teaching is good and outstanding for the teaching of reading and phonics. Relationships are excellent between staff and pupils and teachers' subject knowledge is strong. Teachers manage their pupils well and make sure pupils know exactly what they should be achieving in lessons. Good feedback ensures that pupils know how well they are doing. Support staff are very effectively deployed and make a significant contribution to pupils' learning. Assessment is rigorous and used extremely well to provide pupils with well-matched work when pupils are taught in ability groups in literacy and numeracy. However, teachers do not always make the best use of assessment information of pupils' reading and phonics skills for planning writing tasks in other subjects.

The curriculum is broad whilst mainly concerned with embedding the key skills of literacy and numeracy. Practical activities, for example art and design and a rich array of visits and visitors, enliven the curriculum and bring relevance to academic learning. Investigative opportunities are increasing and the recent emphasis on dance and drama is enhancing pupils' creativity and strengthening both their language development and thinking. The new drama studio opens up new exciting possibilities. The breakfast club provides pupils with a happy and secure start to the 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	1

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How effective are leadership and management?

The headteacher and her senior leaders know the strengths of the school very well and the focus on accelerating progress is always a priority. Strong self-evaluation arrangements have led to pupils' rising attainment. Initiatives, such as the innovative practice in teaching phonics and reading, are rigorously evaluated for their impact. Staff are valued as the school's best resource and any areas for improvement are linked to performance targets and professional development opportunities. The close attention to evaluating pupils' assessments also enables school leaders to pinpoint how well individuals, groups and classes are attaining and progress towards their challenging targets. Leaders at all levels have undertaken monitoring of teaching and learning. However, recent staffing changes mean that several middle leaders are new to their roles and are still receiving training to equip them to play their full part in this.

The governing body understands the school's strengths well and have a good involvement in shaping its future direction, especially through the 'Strategic Group'. The school is very proactive in recruiting parent governors, but they do not always attend as regularly as they should. The governing body ensures all statutory requirements are met. Systems for safeguarding and risk assessment are exemplary and receive the highest priority.

Potential discrimination is tackled resolutely. Equality of opportunity is promoted well, for example by rigorously evaluating the performance of all pupils to ensure that provision meets the needs of all. Community cohesion is good. However, whilst there is very strong engagement with local issues and some good global links, the school is aware that further work is needed to reach out to the wider British community.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because of the extremely good induction processes. Children's skills, knowledge and understanding on entry are well below the expected levels because many are at an early stage of speaking English or have weaker speaking skills and personal development. Children make good progress as a result of good teaching and learning, although children's attainment remains somewhat below average by the end of Reception as few reach higher levels. Children make excellent gains in sounds and letters and learning to read. Grouping systems for teaching these skills have an excellent impact on helping staff to match work to the learning needs of all children. Adults strike a good balance between more formal, adult-led activities and those children select for themselves.

Children enjoy the good range of stimulating activities that are provided indoors and out. All adults place a strong emphasis on developing children's speaking and personal skills. Bilingual assistants provide good levels of help, including in home languages if needed, to promote children's good progress, language and thinking. Well-prepared role play opportunities enrich learning, for example for mathematical development and knowledge and understanding of the world in 'The Godolphin Fruit and Vegetable Shop'. However, adults do not consistently intervene to encourage children to develop their writing through role play. Exceptionally high levels of care and welfare ensure children's well-being. Leadership of the Early Years Foundation Stage is good with very close and effective team work between all staff. Assessment is rigorous and analysed thoroughly to check the impact of provision on children's learning. Children from Reception attending the breakfast club are very well cared for and have worthwhile activities to enjoy.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although there was a relatively small return to the questionnaire, inspectors' findings agree with the overwhelming majority of those parents who responded saying they are very pleased with the school. Parents and carers agree that the school keeps their

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children very safe and their children enjoy school. Nearly all are happy with their children's experiences at school. A few do not feel that their children are given enough homework. The inspection team finds homework provision is appropriate and the school has sensible plans to step up spelling homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Godolphin Infant 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	63	17	35	1	2	0	0
The school keeps my child safe	31	63	18	37	0	0	0	0
The school informs me about my child's progress	25	51	20	41	3	6	1	2
My child is making enough progress at this school	21	43	26	53	1	2	1	2
The teaching is good at this school	18	37	29	59	1	2	0	0
The school helps me to support my child's learning	16	33	29	59	4	8	0	0
The school helps my child to have a healthy lifestyle	23	47	24	49	1	2	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)	16	33	24	49	2	4	0	0
The school meets my child's particular needs	16	33	25	51	3	6	0	0
The school deals effectively with unacceptable behaviour	19	39	27	55	0	0	2	4
The school takes account of my suggestions and concerns	16	33	26	53	3	6	2	4
The school is led and managed effectively	23	47	21	43	0	0	1	2
Overall, I am happy with my child's experience at this school	32	65	16	33	0	0	1	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



26 February 2010

Dear Children

Inspection of Godolphin Infant School, Slough SL1 3BQ

Thank you very much for the friendly welcome you gave us when we visited your school. We really enjoyed finding out about the interesting things you do.

Firstly, you need to know your school is good one where you make good progress. Here are some of the many things your school does well.

- You make good progress and, by the time you leave, your attainment is above average in reading and you reach the levels expected for your age in writing and mathematics.
- Those of you in Reception get off to a good start.
- You help to make your school such a special place because you are helpful, work hard and behave extremely well.
- You understand how very important it is to keep fit and healthy and enjoy lots of sport. You know you should not eat too many sweets and cakes.
- You have many exciting opportunities for art and outside visits.
- Your headteacher leads you all extremely well and all the staff and governors think very carefully about what is best for you.
- Staff take very good care of you. You get extra help if you need it so you can learn new things as quickly as possible.

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

- Make sure more of you do as well in writing as you do in reading and those of you who are more capable reach even higher standards.
- Make sure you all attend school as often as you should and help your families to realise how important this is for your learning and future.
- Help those of your parents who are school governors to understand the importance of attending governors' meetings regularly so they have more say in what goes on in the school.

We hope you will continue to enjoy school and continue to work hard in all you do. Well done for doing so much for the community, please keep this up!

Yours sincerely

Eileen Chadwick

Lead inspector

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