

**Slough Local Authority**

**Report on Ofsted Inspections**

**Period from September 2015 to March 2016**

**SECTION 5: Full inspections**

**LEA NURSERY (Community)**

Inspected November 2015

Graded 'Outstanding'

**Strengths**

- Leadership has full confidence in their staff.
- The school has developed an effective model of collective responsibility.
- Each adult acts as an effective and knowledgeable champion for their group.
- The governors make a strong contribution to strategic leadership.
- The staff and governors have a clear understanding of the strengths and the areas for improvement.
- The children love to learn.
- Mathematics permeates all activities and 95% of children exceeded expected standards.
- Adults demonstrate high levels of skill and a very good understanding of how to promote excellent learning.
- Strong focus on communication.
- Work with parents is strong.

**Issues to address**

- Strengthen further all adults' understanding of their collective responsibility to overcome barriers and ensure the disadvantaged pupils continue to make rapid progress.

**Local Authority/Cambridge Education involvement**

- Congratulating the nursery on its repeated grade of 'Outstanding'.
- Monitor the effectiveness and quality of the provision.
- Monitor attainment and progress of the children.
- Encourage sharing of expertise and success through school to school support.

**MARISH PRIMARY (Academy)**

Inspected November 2015

Graded 'GOOD' in all areas

**Areas for development**

- Teaching is now typically good.
- Pupils work hard and concentrate on their learning.
- Outcomes are good.
- Children in Early Years achieve well.
- Pupils are exceptionally co-operative.
- Pupils' spiritual, moral, social and cultural development is a strong feature.
- Good governing body.
- School keeps children safe.
- Disabled pupils and those with SEN achieve well.

#### Areas for development.

- Pupils' progress in reading needs to improve.
- Teaching is not yet 'outstanding'.
- Attendance needs to improve.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of recently achieving 'Good'.
- Limited involvement given this school is a 'Good' academy.
- Develop closer working relationship with the academy.
- Monitor attainment and progress through the Local Authority's role in championing educational excellence.

### **ST MARY'S PRIMARY (Voluntary)**

Inspected January 2016

Graded 'GOOD' in all areas

#### Strengths

- School leaders and governors have brought about significant improvements.
- Pupils make good progress in reading and maths.
- Teachers are well supported and receive clear guidance from school leaders.
- The quality of work in pupils' books is good.
- Pupils are happy and enjoy school.
- Pupils from all backgrounds get on well together.
- The curriculum is well planned.
- Subject leaders, particularly those for English and maths, are knowledgeable and ambitious.
- The governing body has responded well to the external review of their work.

#### Areas for development

- Pupils are not provided with a high enough challenge.
- Not all teachers re-inforce younger pupils' phonics skills.
- There is no plan to show how the school is to develop over the longer term.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of moving from 'Requiring Improvement' to 'Good'.
- Encouraging the school to share its strengths with others through 'school to school' support.
- Promoting and supporting the school on its route to 'Outstanding'.
- Monitoring the school's progress, including the attainment and progress of the pupils.

#### **ST JOSEPH'S CATHOLIC HIGH SCHOOL(Voluntary)**

Inspected January 2016

Graded 'GOOD' in all areas

#### Strengths

- The Head teacher and other leaders have transformed the culture of the school.
- Leaders are passionate about raising standards in the school.
- Pupils are proud of their school.
- Pupils make good progress in English and maths.
- The gap between all pupils and SEN/PP pupils is closing quickly.
- Learners make good progress in the 6<sup>th</sup> form.

#### Areas for development

- Some pupils do not read widely.
- Learners and pupils sometimes lack confidence and self-assurance.
- The most able do not make consistently rapid progress.
- Pupils' progress in science and design technology is not as good as in other subjects.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of moving from 'Requiring Improvement' to 'Good'.
- Encouraging the school to share its strengths with others through 'school to school' support.
- Promoting the school on its route to 'Outstanding'.

### **SECTION 8: Monitoring and specific inspections**

#### **GODOLPHIN INFANT SCHOOL(Academy)**

Monitored March 2016

Assessed as not making sufficient progress

#### Areas for Development.

- The school needs to agree formally new assessment expectations.
- Progress in pupils' basic skills in reading and writing are not rapid enough.

- Feedback on pupils work is not having enough impact on their next steps.
- Teaching across the school is still too variable.
- Teachers are not making good enough use of the information available to them regarding pupils' prior attainment.
- Governors do not have a deep understanding of the real issues facing the school since the last monitoring visit.
- Challenge from the School Action Group (SAG) needs to be more rigorous.

#### Strengths

- Behaviour around the school is good.
- Pupils are able to talk about how to keep safe in school.
- Recent additions to the senior and middle leadership teams have added capacity to the school.

#### Local Authority/Cambridge Education involvement

- Continued support and challenge.
- Increase the rigor of the challenge from the School Improvement Team.
- Offer assistance in strengthening governance.
- Consider facilitating school to school support.
- Assist with the effectiveness and quality of the SEN mainstream resource base for children with autism.

### **IQRA PRIMARY (Voluntary)**

Section 8 July 2015 regarding safeguarding

HMI findings: ' The school's safeguarding arrangements meet requirements'

#### Strengths

- Senior Leadership Team (SLT) and governors place a high priority on keeping pupils safe.
- The arrangements to safeguard pupils are tight.
- Staff are trained well.
- Pupils say they are happy in school and that they feel safe.
- Pupils are taught how to keep themselves safe.
- Leaders make excellent use of external support.

#### Areas for development

- No areas for development

#### Local Authority/Cambridge Education involvement

- Draw on the safeguarding strengths of Iqra to support other schools.
- Draw on the school's understanding and implementation of the Prevent Duties.