

Inspection of a good school: Wexham Court Primary School

Church Lane, Wexham, Slough, Berkshire SL3 6LU

Inspection dates:

28–29 January 2020

Outcome

Wexham Court Primary School continues to be a good school.

What is it like to attend this school?

All pupils at the school are happy. They told us that 'school is fun; there are so many interesting things that our teachers tell us'. There is a real buzz for learning in all classes. In the early years, children are excited about the chicks that are about to hatch. Older pupils are proud of their horticultural skills, such as growing vegetables. Many pupils have a strong environmental awareness. They are led by eco-warriors who are proud to have this role. The school also makes good use of the on-site Saxon moat area. This provides a peaceful area of woodland for pupils to observe small animals and birds.

Leaders have high expectations for every pupil, including the disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils take pride in their work and their books are well presented.

Pupils behave well. They listen keenly and attentively to all the advice teachers give them. This was especially seen during practical activities, such as science experiments. Pupils say that they feel safe in the school. Pupils, parents, carers and staff believe that the school deals effectively with the rare bullying incidents that occur.

What does the school do well and what does it need to do better?

Leaders have thought carefully about what and how they want pupils to learn. As a result, they have created an exciting and well-sequenced curriculum. Many subjects provide pupils with a range of varied experiences that prepare them for life beyond primary school. The curriculum is based around the themes of enquiry and well-being. Subjects such as science help pupils build the skills of investigation. Physical education (PE) supports pupils to understand the importance of their well-being. While most subjects link well together, leaders have yet to connect Spanish and music into the school's wider curriculum plans, where this is appropriate.

Teachers are enthusiastic. They have a good knowledge of the subjects they are teaching. They enable pupils to build their knowledge in a step-by-step way. Teachers have high

expectations of the work that pupils will complete. As a result, their achievements are often above the national averages in English, mathematics and science.

Leaders have made it a priority to make sure that all children get off to a good start in their reading. Teachers plan that by the end of Nursery, most children will know the sounds that letters make. During the inspection, children were having fun searching for things that started with the letter 's'. Phonics skills are further developed in Reception. Children also make good use of the school's early years library. As a result, many children achieve above the national expectations for reading. Older pupils also demonstrate a love of reading. They enjoy using the comfortable library area as a time to escape into a good book. Pupils who find reading more challenging are given the effective support they need to ensure that they catch up quickly.

Pupils with SEND have work that is suitable for their needs. Teachers make sure that these pupils are given the right support at the right time. This helps them to make strong gains in their knowledge and skills across a range of subjects.

Pupils behave well in lessons. They develop their own class rules which are rarely broken. Leaders have worked with the school councillors to develop an effective 'choices charter'. This is where pupils have the choice to 'be the best'. Around the school there are the footprints of each child's pledge on how they intend to meet the charter. Examples include making a difference in the local community or looking after the environment. This helps to develop pupils' moral understanding of the difference between right and wrong choices.

Despite all the positive opportunities available, pupils' attendance at the school is below the national average. This means that some pupils are missing out on important learning because they do not attend as well as they could.

School leaders have thought carefully about pupils' broader development. They have ensured that pupils have a wide range of experiences before they leave this school. For instance, pupils in Years 5 and 6 go to outdoor activity centres. Leaders ensure that pupils learn how to stay healthy and keep active. Pupils learn how to track their own fitness progress. There are many extra-curricular activities. These include sporting competitions and events, arts and craft, debating and a gardening club.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say that they feel safe at the school. All staff who responded to the questionnaire agree. The school is very caring and there is a strong culture of safeguarding. Staff are well trained, and they know the importance of reporting concerns quickly. Leaders liaise closely with external agencies. There are careful checks made to ensure the suitability of staff before they start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not had sufficient oversight of Spanish and music, which are taught by external specialist teachers. This means that these subjects do not link closely into the school's wider curriculum aims. Leaders need to work with specialist teachers to bring curriculum planning and its oversight under the umbrella of the school's own curriculum.
- A small number of pupils do not attend as well as they should. This means they are missing out on key learning. School leaders need to work closely with families to improve attendance.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 12–13 July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109943
Local authority	Slough
Inspection number	10133195
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	702
Appropriate authority	The governing body
Chair of governing body	Jon Reekie
Headteacher	Navroop Mehat
Website	www.wexhamprimary.com
Date of previous inspection	12–13 July 2016, under section 5 of the Education Act 2005

Information about this school

- The school has a Nursery for three-year-olds. Currently, there are 78 children who attend the Nursery part time.

Information about this inspection

- During the inspection, we met with the headteacher, other senior staff, class teachers and three governors. We also held a conversation with a representative from the local authority.
- When considering the quality of education, we did deep dives in reading, mathematics, science, and personal, social and health education. We visited lessons, looked at pupils' work, and talked to leaders, staff and pupils about how teaching in these subjects builds on pupils' knowledge over time. On day 2, we looked at a larger range of subjects, including history, music and Spanish.
- We reviewed a wide range of information associated with how the school safeguards pupils. We spoke to staff about how they keep pupils safe. We also asked pupils how they keep themselves safe and what to do if they have concerns.

- We took into account the 22 responses to the staff survey and the eight responses to the pupil survey. We also reviewed 45 parents' responses to Ofsted's online parent survey and 19 free-text comments.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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