

Inspection of a school judged good for overall effectiveness before September 2024: Wexham Court Primary School

Church Lane, Wexham, Slough, Berkshire SL3 6LU

Inspection dates:

29 and 30 April 2025

Outcome

Wexham Court Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are very happy and proud to be part of this vibrant and ambitious school. They appreciate being part of a welcoming community where they can be themselves. Many pupils speak English as an additional language. Inside the school, there is a tangible sense of belonging. The school offers a warm welcome whenever pupils join the school. They talk confidently and maturely about themselves and others. Caring and kind staff model this for them, and pupils replicate it impressively.

The school's high expectations are evident at every stage of pupils' journey in the school. Pupils behave exceptionally well and display exemplary attitudes towards their learning. They take pride in their work. These expectations consistently translate into pupils' achievements. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils take their many roles and responsibilities seriously. School councillors, eco-warriors and ambassadors meet with adults to discuss improvements they would like to make to the school. This helps them to become confident in expressing their views and opinions. Committed and enthusiastic staff broaden pupils' horizons through the many different clubs and experiences on offer. Pupils from more disadvantaged backgrounds benefit considerably from these opportunities.

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

The school has strengthened the curriculum further since its previous inspection. New curriculums have been developed in some subjects. This means the curriculum across all subjects is clear with exactly what should be taught and when.

The school knows that getting the teaching of reading right is essential for its pupils. Early reading is taught exceptionally well. Staff deliver the chosen phonics scheme with absolute precision across the school. Staff notice when pupils find a particular sound difficult to learn. Those pupils get extra time to practise these sounds. This builds pupils' confidence in reading. Pupils who fall behind or join with English as an additional language higher up the school, are given plenty of extra help and support in reading. Older pupils typically develop proficiency in reading increasingly complex texts.

In all other subjects, the curriculum is very well sequenced. Teachers check routinely what pupils know before moving on to new learning. They provide clear guidance to help pupils see where they have made mistakes. However, sometimes teachers do not have high enough expectations of what the pupils can achieve. This means that occasionally the work set is not challenging enough. This can affect how well some pupils learn new knowledge and skills.

Children have a very positive start to their education at the school. Caring staff implement the early years curriculum through a range of experiences that enable children to apply what they learn. For example, staff provide activities that build their vocabulary and communication skills very effectively, as well as understanding early mathematics elements with clarity.

The school clearly identifies pupils with SEND. Pupils then receive effective support and guidance to enable them to achieve their learning targets. Pupils with very complex SEND needs receive a bespoke curriculum. This enables them to be ready for the next stage of their learning.

Pupils are exceptionally polite and excited about learning. They are also keen to talk about what they know and can remember about their learning, including the children in early years. Pupils know that any silly or unkind behaviour, which is rare, is dealt with properly by their teachers. The school tackles any attendance issues well and head-on. It ensures that parents and carers fully understand the importance of regular attendance.

The school's approach to developing the whole child is a core strength of the school. Pupils have many opportunities to contribute to school life in their pupil leadership roles. They talk keenly about how they can individually and collectively influence change. As a result, pupils are keen to bring added value to their local community. This might be through the school's thorough horticulture curriculum, picking litter or helping to brighten the day of residents in the local nursing home. The school teaches pupils how to keep themselves safe when they are not in school, such as when online or when riding their bicycles. Visits and visitors support this, as well as carefully considered additions to the curriculum that ensure what pupils learn is relevant to them.

The governing body work well to ensure that senior leaders are supported. They regularly check that the school keeps pupils safe and that pupils achieve highly. Staff feel very well supported by senior leaders and their workload is taken into account when the school makes decisions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally the teaching and activities set do not challenge pupils effectively. This means that, in some subjects, pupils could achieve more. The school should continue to improve the staffs' teaching expertise so that all pupils can develop a strong body of knowledge over time in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in 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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109943
Local authority	Slough
Inspection number	10379722
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	686
Appropriate authority	The governing body
Chair of governing body	Rev. Andrew Parry
Headteacher	Navroop Mehat
Website	www.wexhamprimary.com
Dates of previous inspection	28 and 29 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school runs its own before-school breakfast club.
- The school currently uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with members of the governing board, including the chair of governors, and an educational representative of the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of the school's documentation including the school's self-evaluation document, minutes of governing body meetings and behaviour incident logs.
- Inspectors considered the views of parents shared through Ofsted Parent View, including any free-text comments. Inspectors also spoke with some parents at the start and end of the school days.
- Inspectors considered the views of staff through interviews and discussions conducted throughout the inspection, as well as the responses to Ofsted's staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through classroom visits, the pupil survey, group discussions and informal conversations at social times.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Clare Vallence

Ofsted Inspector

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