

# Inspection of a school judged good for overall effectiveness before September 2024: The Godolphin Junior Academy

Oatlands Drive, The Godolphin Junior Academy, Slough SL1 3HS

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Inspection dates:

4 and 5 March 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Helen Abell. This school is part of The Park Federation Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr Martin Young, and overseen by a board of trustees, chaired by Muralee Nair.

## What is it like to attend this school?

The school welcomes all pupils. They flourish in a culture of care and kindness. Pupils with special educational needs and/or disabilities (SEND) feel valued and included. The schools' high ambition for pupil achievement is reflected in pupils' positive attitudes to learning. Pupils are tenacious in their pursuit of knowledge. They are proud of their attainment and the progress they make. The school has equally high expectations of pupils' behaviour. Pupils' manners are flawless. The school's focus on respect shows in their words and actions. Classes are rarely disrupted, and playtimes are safe and joyful.

Pupils blossom in the school's positive atmosphere. They feel safe and able to voice their opinions and thoughts with each other and adults. The school's effectiveness in developing the whole child is clear across the school. Pupils sensibly debate mature issues and complex concepts. For example, their knowledge of current affairs and careers shows maturity beyond their years. They delight in the opportunities the school provides. Pupils in the mainstream and the special resourced provision have opportunities to compete together in boccia and curling with enormous success. Pupils appreciate experiences such as visiting the RAF museum. They make effective connections to the learning linked to this.

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

Pupils achieve exceptionally well. They flourish because of the ambitious and well-organised curriculum. Pupils learn through activities that are well matched to the curriculum. They use and apply their knowledge expertly across a wide range of subjects. The school makes inspired use of pupils' experiences and cultures to enrich the curriculum.

The school is meticulous at finding out what pupils know and can do. Staff are skilled at using this information to identify and support pupils, including those with SEND. Pupils attending the special resourced provision are expertly supported. They are fully integrated into school life and their learning is of the highest quality.

The reading curriculum is aspirational and highly effective. The school's curriculum builds around well-chosen and demanding books. The school's sharp diligence in both how and what pupils read is highly effective. Pupils achieve well in reading. They love the journey that books take them on. Pupils who need more support with learning letters and sounds receive urgent and systematic support. This helps to rapidly close the gaps between them and their peers. Pupils foster their love of reading in frequent and inspiring visits to the school's excellent library.

Pupils' behaviour across the school is exemplary. The school has invested heavily in teaching pupils not only how to behave, but why it is important for their future. Consequently, pupils independently make good choices and follow routines without relying on adult direction. Pupils use their excellent communication skills to resolve any minor disagreements.

The school has a sharp focus on attendance. Its detailed and comprehensive approach to supporting pupils' attendance is highly effective. Almost all pupils, including those with disadvantage, attend school more often than the national average.

Pupils have an exceptional grasp of fundamental British values. They are able to discuss these values and talk about what they mean to them. For example, pupils insightfully link the value of individual liberty to the concepts of consent and free speech. Pupils' remarkable maturity and ability to debate topics demonstrate a deeper level of understanding. There is a strong programme in place to develop pupils' attitudes and perspectives. Pupils, including those who are disadvantaged, fully benefit from this offer. Pupils are fully prepared, not only for their next stage of education, but for the wider world.

The school has a sharp focus on providing an excellent education. It is persistent in pursuing the best outcomes for pupils and the wider community. Governors and trustees are highly effective at meeting their statutory duties. The school's lofty expectations have not come at the cost of staff's welfare. Staff, including those early in their career, appreciate how their well-being remains a school priority.

## Safeguarding

The arrangements for safeguarding are effective.

## 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 first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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

<b>Unique reference number</b>	144501
<b>Local authority</b>	Slough
<b>Inspection number</b>	10341852
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	Board of directors
<b>Chair of trust</b>	Muralee Nair
<b>CEO of the trust</b>	Dr Martin Young
<b>Headteacher</b>	Helen Abell
<b>Website</b>	<a href="http://www.thegodolphin-jun.academy">www.thegodolphin-jun.academy</a>
<b>Dates of previous inspection</b>	18 and 19 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Park Federation Academy Trust. It joined the trust in September 2016.
- The school does not use any alternative provision.
- The school runs a breakfast club.

## 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 received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- During the inspection, the inspector spoke to leaders of the school, members of the governing body and representatives of the trust. The inspector also considered the staff and pupil surveys and responses to Ofsted Parent View.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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.

### **Inspection team**

Toby Martlew, lead inspector

His Majesty's Inspector

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