

Inspection of Wraysbury Primary School

Welley Road, Wraysbury, Staines, Middlesex TW19 5DJ

Inspection dates: 28 February and 1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are polite and welcoming. They mostly enjoy school, particularly when sharing books and stories or participating in the wider experiences the school offers. They like the way that the school helps them to take part in a broad range of sports and to learn about how to lead a healthy lifestyle. They especially enjoy the work they do when supporting charities, and they talk about these with enthusiasm. Pupils are proud of the school leadership roles they take on, such as representing their peers on the school council, explaining with confidence the ideas they contribute.

Pupils are usually calm around the school, but some pupils get distracted in lessons. When this happens, this stops them, and sometimes others, from learning as well as they could. While leaders have high expectations for pupils' behaviour and learning, these are not yet realised across the school.

Staff have established strong, trusting relationships with pupils right from when they start in Reception. Pupils join the school from many different cultures. Staff ensure that all pupils are welcomed and accepted. Consequently, pupils feel safe and know that any worry they might have will be taken seriously. This includes for the rare cases of bullying.

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

Leaders have reviewed and adjusted the curriculum. They are at an early stage of thinking through what they want pupils to learn and when. Where this thinking has been completed, pupils remember more of what they have learned and use their prior knowledge to support them with new learning. This is particularly evident in the early years, where children join up their learning and are supported well.

Leaders have detailed knowledge of all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have not yet ensured that staff have the knowledge they need to make adaptations to lessons to help pupils access the curriculum. Some class teachers are unsure about how to identify pupils' needs and adapt their teaching accordingly. As a result, some pupils feel worried about the gap between them and their peers, particularly as they look forward to moving to secondary school.

Leaders are determined in their ambition for pupils to read with confidence and fluency. All staff support this aim and make good use of the frequent training that leaders arrange. All readers who need support to keep up have carefully planned activities and have access to phonetically decodable books. In Reception, children know their sounds and recall them eagerly. Leaders ensure that children in Reception start to read from the word go. Pupils love to read, and leaders have created a culture where books and stories are enjoyed and shared daily. Leaders have ensured their new library contains a diverse range of fiction and non-fiction books, and pupils speak excitedly about the range on offer.

Children in Reception have full access to carefully considered activities. Staff are knowledgeable and help children to develop their vocabulary well, using discussion and questions. Staff visit nurseries before children start at school. This helps children to settle quickly. The positive relationships built at this stage continue through the school.

Leaders have ensured that the school values of 'ready, respectful and safe' are known by all. Pupils can explain what healthy relationships look like. They can talk about the poor health that comes with smoking and other healthy living choices. They know how to stay safe online and what to do if something concerns them. Leaders create opportunities for pupils to experience drama, singing and a variety of trips. Pupils express British values through their school council work and can talk about democracy through opportunities to vote on whole-school issues. Pupils explain that all religions and cultures are accepted but would like more school events to celebrate this.

Pupils are polite and welcoming to visitors, but some parents, carers and pupils raise concerns about how behaviour is managed in lessons. Some pupils are frustrated that staff do not apply the school's behaviour policy consistently. They feel that, sometimes, staff responses are unfair or unhelpful and do not help to resolve situations. Leaders and governors recognise these issues, but their plans have not yet had the impact they desire. They have been more successful when addressing poor attendance, which is now improving.

Governors and senior leaders are passionate about the school. Governors recognise there has been a period of instability and that this is not yet settled. They fulfil their statutory responsibilities. They challenge the leadership team and are mindful of staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders oversee statutory checks to ensure that all staff are suitable to work with pupils. All staff have received appropriate training and are confident in identifying potential signs of abuse. Leaders work closely with families to support vulnerable pupils. Leaders have made appropriate checks on alternative providers. Leaders ensure that the school recording systems for safeguarding are robust and that staff have received training. They seek advice from outside safeguarding agencies where required.

Pupils are beginning to understand the importance of healthy relationships. They are taught to identify risks and how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the school's behaviour policy is consistently applied across the whole school. As a result, staff do not feel supported and confident enough in managing behaviour, and incidents are not resolved satisfactorily. Leaders need to ensure that all staff have the knowledge and confidence to address any poor behaviour as leaders intend.
- Leaders have not ensured that curriculum sequencing is secure across all subjects. Consequently, pupils' learning is hindered because they do not join up their knowledge. Leaders need to ensure this is addressed effectively.
- Leaders have not ensured that staff understand how to adapt activities for pupils with SEND. As a result, some pupils do not have the support that they need to access the curriculum effectively. Leaders need to ensure that all staff have the knowledge and skills required to make this part of their routine work.

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](#)' 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

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| Unique reference number | 109907 |
| Local authority | Windsor and Maidenhead |
| Inspection number | 10242213 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 381 |
| Appropriate authority | The governing body |
| Chair of governing body | Jayne Kennedy |
| Headteacher | Alison Fox |
| Website | www.wraysburyprimary.co.uk |
| Date of previous inspection | 27 September 2017 |

Information about this school

- The school uses one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, staff and pupils. They also met with leaders from the local authority and governors, including the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to pupils read.

- Inspectors evaluated the effectiveness of the safeguarding arrangements in the school by analysing relevant documentation, staff recruitment checks and records of training. Case files from the schools' online recording systems were also sampled to explore how the school identifies and supports pupils at risk of harm. Inspectors also talked to a range of staff and pupils.
- The views of parents were considered by looking at survey responses and meeting them on the playground.
- The views of staff were considered through a survey and interviews throughout the inspection.
- Inspectors spoke to pupils formally and informally during the inspection.

Inspection team

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|-------------------------------|------------------|
| Howard Fisher, lead inspector | Ofsted Inspector |
| Lorraine Greco | Ofsted Inspector |
| Stephen Jackson | Ofsted Inspector |

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