

Inspection of an outstanding school: Ewendons Primary School

161 Finchampstead Road, Wokingham, Berkshire RG40 3HD

Inspection dates:

27 and 28 February 2024

Outcome

Ewendons Primary School continues to be an outstanding school.

The headteacher of this school is Stacey Read. This school is part of the Bellevue Place Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Greatrex, and overseen by a board of trustees, chaired by Claire Delaney.

What is it like to attend this school?

Pupils feel completely at home at this warm and nurturing school which prizes their unique characteristics. Pupils know their teachers have absolute confidence in them, saying, 'They believe in us, so we can do it.' As one parent put it, 'The school's attentiveness to every individual child and their needs is incredible and the school has a real sense of community to it!'

Exceptionally high standards of behaviour are clearly evident. Right from Reception, pupils are taught that kindness matters. They show appreciation and respect for their teachers and each other. Pupils are highly motivated and focus intently on their learning. They behave calmly in the playground, enjoying games with friends, drawing or reading independently.

An extensive range of trips, such as annual residential visits, allow pupils to develop resilience and independence. Opportunities for pupils to apply subjects practically beyond the classroom are woven skilfully into the curriculum. Pupils love the wide range of clubs run before and after school. They have many opportunities to take part in plays, concerts and choral events. Everyone looks forward eagerly to cherished school traditions, such as the parent and pupil choir performances and the 'Ewendons Got Talent' extravaganza.

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

Everyone passionately shares the vision for pupils to be kind, resilient citizens. Leaders are resolute that all pupils will achieve the aspirational academic goals set for them – and they do. Adults have designed a highly ambitious curriculum. From Reception to Year 6, pupils learn in small steps, which builds their understanding of each subject securely. The

key knowledge that must be taught, and when, has been identified clearly. Pupils learn important technical words for every subject. They practise this vocabulary with talk partners and in class discussions, which helps to deepen their understanding, such as in Reception, when explaining mathematically how 5 and 2 more make 7. Staff are dedicated to helping pupils succeed and to overcome any barriers to learning. The impact of this high-quality learning is reflected in the impressive standards that pupils achieve by the end of Year 6.

Teachers systematically ensure that pupils understand and remember long-term what they have been taught. They are diligent in checking understanding and addressing misconceptions in lessons or through focused tuition sessions. Pupils' special educational needs and/or disabilities (SEND) are identified swiftly. In lessons, teachers adapt activities and resources so that pupils with SEND learn the same ambitious curriculum as their peers. The above-average proportion of pupils with education, health and care plans are supported well to achieve their potential. Pupils are proud to try their best, knowing that if they get stuck their teachers will explain thoroughly to help them understand. Teachers revisit key learning routinely, enabling pupils to connect new ideas with what they already know. Pupils find lessons fascinating, saying 'Teachers really go the extra mile to make learning interesting.' For example, in music, pupils are captivated as they practise rhythmic patterns on the djembe drums, experiencing the thrill of keeping in perfect time with each other.

Reading is taught exceptionally well. Teachers have a precise understanding of each pupil's needs and make sure they get exactly the right support. The books pupils read help them to practise familiar sounds, and they become fluent quickly. Pupils read avidly, hungry to find out more about every subject. Any pupils at risk of falling behind have expert coaching and frequent practice so that they catch up quickly. In Reception, children are immersed in rich language, experiencing a wide range of authors and stories. Pupils develop a love of language as they learn songs and poetry by heart to perform them. Older pupils read stories and their own compositions to younger children, which inspires them.

There are extensive opportunities to bring the curriculum to life and to ignite pupils' curiosity about the world. For example, pupils put their learning in science, mathematics, and design and technology into practice by building increasingly sophisticated models of electric cars. By Year 6, they construct life-sized buggies, which they drive and test run. Strong links with the community contribute successfully to regular science and technology events. Pupils are encouraged to see themselves in future career roles that make valuable technological or scientific contributions to society. Pupils learn about fundamental British values, different faiths and how these are celebrated. They are taught to value diversity through events such as Neurodiversity Week, openly speaking about their own 'superpowers' in relation to how they think and interact with others. Pupils learn how to look after themselves while using the internet and how to keep their bodies healthy through diet and exercise.

Trustees carry out their strategic roles effectively as they support and hold the school to account. They are knowledgeable about their statutory duties. Staff feel listened to

regarding their workload and well-being and they are unanimously proud to be part of this school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 outstanding in June 2017.

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	140953
Local authority	Wokingham
Inspection number	10288040
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	Board of trustees
Chair of trust	Claire Delaney
CEO of the trust	Mark Greatrex
Headteacher	Stacey Read
Website	www.evendons-primary.co.uk/
Dates of previous inspection	27 and 28 June 2017, under section 5 of the Education Act 2005

Information about this school

- There has been a new chair of trustees and headteacher since the last inspection.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement 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 their evaluation of the school.
- During the inspection, the inspector met with the headteacher and the senior leadership team.
- The inspector carried out deep dives in reading, mathematics and music. For each deep dive, they 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.

- In addition, the inspector looked at the impact of the school's wider opportunities and enrichment programmes in the science and design and technology curriculums.
- 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.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of local governing body meetings and behaviour incident logs.
- The inspector observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

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