

Inspection of a good school: Dedworth Green First School

Smiths Lane, Windsor, Berkshire SL4 5PE

Inspection dates:

23 and 24 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of school is Mark Mackie. This school is part of Windsor Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gavin Henderson, and overseen by a board of trustees, chaired by Paul Cash. There is also an executive headteacher, Nicola Chandler, who is responsible for this school and one other.

What is it like to attend this school?

Pupils enjoy coming to school. They are happy and enthusiastic, and they value the learning opportunities the school offers. Pupils work hard to adopt the school's 'REACH' values, such as resilience and ambition. Excellent routines provided for the youngest children ensure that they settle well, quickly become confident and make friends. Pupils feel safe because they trust the adults who look after them. There is always an adult to talk to if they have a worry or a concern. Bullying is rare.

Pupils are highly motivated by their teachers. There is mutual respect between teachers and pupils, reflecting high levels of care. Pupils enjoy their learning. They try hard in lessons and, working with their teachers, they are focused on improving their achievements. However, some curriculum subjects are not yet developed as fully as the school intends. This means that some pupils do not yet learn as well as they should across the curriculum.

Pupils have good attitudes to their learning. They behave well and instances of low-level disruption are rare. They are very proud of their school and love taking on roles of responsibility, such as becoming a school councillor. Pupils and parents appreciate the high level of care and emotional support given by adults.

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

School leaders clearly have high ambition for the curriculum. They want every pupil to achieve as much as they can. The curriculum is broad and relevant for pupils. For example, they study topics such as 'Slough Through The Ages'. The school recognises that they need to be more specific when identifying the order in which pupils need to learn concepts. At present, the sequencing of the curriculum is not precise enough for pupils to build on the things that they already understand. As a result, some pupils are falling behind in what they should know. The school is working hard so that pupils' work matches the high expectations teachers have for learning and behaviour. The early years curriculum is well sequenced to ensure that the youngest children make the very best start in learning.

After a decline in standards, the school has made improving reading its top priority. The school sees reading as the 'gateway' to all learning. A new phonics scheme, which includes children learning initial sounds in the Nursery, is effectively improving reading for all pupils. Teachers are well trained to deliver the programme consistently. Catch-up sessions target the many pupils who have fallen behind. As a result, more pupils are now making better progress in their reading and achieving more. A combination of new books, regular reading and listening to their teachers read to them is helping pupils to develop a love of reading. Despite this, however, there are still too many pupils who are currently behind in their reading.

New procedures to identify pupils with special educational needs and/or disabilities are proving effective in making sure those pupils get the help that they need. These pupils are now supported well in lessons. There are many interventions in place to help them catch up. The school is determined to monitor and evaluate its provision for these pupils, to make sure that their achievement continues to improve. Parents are very appreciative of the good work the school has undertaken to improve the achievement of these pupils in particular. However, more work is needed to make sure that pupils with SEND achieve as well as they should.

Teachers have good subject knowledge and provide pupils with exciting learning experiences. Teachers motivate pupils by capturing their imagination effectively. Early years staff provide stimulating activities outside. This enables children to apply the more structured learning they have experienced in the classroom effectively. As a result, younger children undertake activities with enthusiasm and stamina. This improves the way they learn language and count. These children are well prepared for the challenges of Year 1. Pupils enjoy their learning and this is reflected in significantly reduced levels of absenteeism.

Pupils' good behaviour and positive attitudes to their work are helping them become effective learners. Pupils are tolerant and accepting of others, reflecting the inclusive school in which they learn. They understand that they have to be careful when using the internet. Younger pupils are confident when crossing the road, and they learn to swim in school from an early age. They appreciate all that the school does for them. They have

plenty of opportunities to go to clubs after school, but their absolute favourite is 'glow in the dark' dodge ball.

Staff appreciate the school's efforts to support them with their workload and well-being. The governing body provides support and challenge to make sure that the school continues the necessary improvements that are required. Parents appreciate the new approach, with one reflecting the thoughts of many, with the comment, 'The school has gone from strength to strength.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not outline the precise knowledge and skills the school wants pupils to learn. This is leading to pupils having gaps in their knowledge. The school should ensure that the sequence of learning and opportunities for pupils to practise their skills and required vocabulary are precise in all subjects.
- The new school phonics programme needs further embedding to make it as effective as possible in helping pupils' progress. Although achievement is improving, there are still too many pupils who are behind in their reading. The school needs to make sure that pupils continue to catch up where they have fallen behind.
- While provision for pupils with SEND is improving rapidly, the school needs to monitor and evaluate its provision to ensure that these improvements are sustained. This is particularly the case when evaluating intervention and catch-up programmes. The school needs to make sure that these are as effective as possible in closing the gap of SEND pupils' achievements.

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 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 good in November 2018.

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 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	142790
Local authority	Windsor and Maidenhead
Inspection number	10322015
Type of school	First deemed primary
School category	Academy converter
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	Board of trustees
Chair of trust	Paul Cash
CEO of the trust	Gavin Henderson
Headteacher	Nicola Chandler (executive headteacher) Mark Mackie (head of school)
Website	www.dedworthgreenfirst.com
Date of previous inspection	6 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2022.
- The assistant headteacher and the special needs coordinator were appointed in September 2023.
- The school currently has three pupils who attend the on-site alternative provision, The Rainbow Centre, that is run by the local authority.
- The school has been part of the Windsor Learning Partnership Academy Trust since 2016.

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 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.
- The inspector met with senior leaders, staff, pupils and representatives of the local governing body, including the chair of governors. In addition, he spoke to a representative of the Trust by telephone and met the Trust's chief executive officer.
- The inspector carried out deep dives in these subjects: early reading, mathematics and religious education. He discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- The inspector considered responses to the Ofsted Parent View questionnaire. He also took account of the responses of the confidential staff questionnaire, as well as the views of pupils gathered throughout the inspection.
- 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

Bill James, lead inspector

Ofsted Inspector

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