

Inspection of a school judged good for overall effectiveness before September 2024: Winkfield St Mary's CofE Primary School

Winkfield Row, Bracknell, Berkshire RG42 6NH

Inspection dates: 14 and 15 January 2025

Outcome

Winkfield St Mary's CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils love being part of this vibrant and caring school. Its nurturing ethos permeates throughout, enabling collaboration, kindness and respect among pupils. The school is a happy place where pupils feel safe and secure. Pupils know there is always someone to talk to if they have any worries.

Staff have high expectations for pupils' behaviour and attitudes towards learning. Pupils meet these expectations with enthusiasm, work hard and achieve well. Teachers present learning in stimulating ways, which motivates and develops pupils' confidence. Beginning in the early years, children develop positive and inquisitive attitudes towards learning, which continue to grow throughout the school. Older pupils are 'buddies' to younger ones to guide them and act as good role models.

Pupils appreciate the broad range of wider activities, including trips and visits. They hold positions of responsibility, such as school councillors and lunchtime prefects. This helps pupils develop their leadership skills. Playtimes for pupils are exciting because of the impressive range of physical and creative activities available.

Parents are overwhelmingly supportive of the school. One parent's comment reflects the sentiments of many, stating, 'Winkfield St Mary's is a lovely close-knit community school that really does give every child an opportunity to thrive.'

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

The school has an ambitious curriculum, starting from the early years. It is designed carefully to ensure that pupils' knowledge and skills build on their earlier learning. Pupils

experience a rich and engaging environment to learn and explore new things. They have regular opportunities to revisit essential knowledge, which helps them link learning together. Pupils progress through the curriculum well. Staff provide opportunities and learning activities that support pupils to learn the ambitious curriculum. For example, children in the early years learn about number sequencing, including through songs, which supports them in understanding how to order numbers correctly. In geography, older pupils use mapping skills to identify key symbols in orienteering. However, occasionally, some chosen learning tasks are less effective in helping pupils to deepen their knowledge. This means that, at times, some pupils do not achieve as well as they could.

Staff have secure subject knowledge. They use it to present information clearly so pupils can relate it to what they already know. Teachers check pupils' understanding in lessons to help them embed and recall knowledge. For example, 'flashbacks' help pupils recall past learning, enabling teachers to check for any gaps in understanding. Staff have high expectations for pupils, including pupils with special educational needs and/or disabilities (SEND). They act decisively to identify pupils with SEND and provide effective support to enable them to access the full curriculum.

Children get off to a great start in the early years. They benefit from caring relationships and well-established routines. This prepares them well for future learning. Children are engaged and curious learners. They gain confidence and independence, especially when learning in the outdoor area. For example, children persevere in building structures in the role play 'builder's yard'. The school has prioritised teaching reading. From the early years, children quickly learn the letters and their sounds. They read books that match the sounds they know. As a result, pupils read accurately and fluently and develop a love of reading. Those pupils who need extra assistance with reading are identified quickly and receive timely and appropriate support to help them catch up. The curriculum helps pupils to sequence their writing and enrich their vocabulary. Staff support children in developing their language and communication skills effectively.

Pupils behave well, both in lessons and around the school. They learn with determination and enthusiasm in lessons. The school has developed a thorough approach to pupils' wider personal development. Pupils learn about diversity, equality and tolerance. Staff plan wider curriculum opportunities to enhance pupils' learning. These opportunities include performing with a youth choir, experiencing live theatre, competing in sports and visiting a fire station. Pupils learn how to make healthy food choices and enjoy making nutritious meals. The school ensures pupils understand the need for strong morals and values to be good citizens. Pupils gain an age-appropriate understanding of staying safe and healthy relationships. Clubs such as chess, dodgeball and choir help nurture pupils' talents and interests. The school prepares pupils well for living in modern Britain.

The school is highly committed, and has a determined drive, to have a positive impact on pupils' education. Those responsible for governance have an insightful understanding of the school's strengths and areas for development. Staff appreciate the professional development opportunities they receive to help them support pupils effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, learning activities are not sufficiently adapted for some pupils to learn the ambitious curriculum effectively. When this happens, it means that pupils do not develop the depth of knowledge that they should. The school should ensure staff have the support needed to amend tasks for pupils appropriately so all pupils learn the intended curriculum.

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 to be 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 April 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

Unique reference number	109994
Local authority	Bracknell Forest
Inspection number	10341255
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Julian Brecknock
Headteacher	Rachel Tomkins
Website	www.wsmschool.org
Dates of previous inspection	2 and 3 April 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2022.
- The school is part of the Church of England Diocese of Oxford. The school's last section 48 inspection was carried out in December 2019.
- The school does not currently use alternative provisions.
- The school has a breakfast and after-school club managed by an outside provider.

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 their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, staff and pupils. The inspector also met with representatives of the governing body.
- The inspector met with a representative from the local authority and the diocese.

- The inspector met with a range of pupils to discuss their views about the school and talked to pupils during playtimes and in lessons.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, including the free-text comments, were considered. The inspector also considered the responses to Ofsted's online surveys for staff and pupils.
- 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

Darren Aisthorpe, lead inspector

Ofsted Inspector

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