

Inspection of Dedworth Green First School

Smiths Lane, Windsor, Berkshire SL4 5PE

Inspection dates:	15 and 16 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The head of school of this school is Mark Mackie. This school is part of Windsor Learning 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), Gavin Henderson, and overseen by a board of trustees, chaired by David Oliver. 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 attending this friendly school. They feel safe and uphold the school's principles of shared respect. Pupils enjoy caring relationships with staff based on open and honest communication. If pupils have worries or concerns, they know that staff will help them. Pupils behave well and are kind to each other. They display high standards of manners and politeness.

The school's personal development programme is well designed. Pupils benefit from a range of carefully crafted opportunities. They debate and discuss complex topics confidently. They have real pride in developing their talents and relish new interests. Pupils enthusiastically join in with activities ranging from art clubs to sports and performance opportunities. Pupils and staff work together to ensure every action and decision the school makes supports its strong sense of community and care. Pupils learn the importance of helping others and demonstrate positive attitudes to citizenship.

Pupils expect to achieve well. They have confidence in their abilities and enjoy learning. The school's expectations are well defined and followed closely by staff. The school is determined for all pupils to succeed. Pupils enjoy the school's ambitious curriculum and learn a wide range of knowledge and skills. They work hard and typically achieve well.

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

The school has created an ambitious curriculum. It has defined with great care what pupils need to know and when they should learn it. Staff design activities that closely reflect the ambitions and intent of the curriculum. This supports pupils to apply and develop their knowledge effectively in most subjects. Pupils love learning and can usually recall key knowledge. However, the school's checks on what pupils know and can do is not embedded in a small number of more recently developed subjects. On occasion, new learning is introduced before prior knowledge has been consolidated. This means there is some unevenness in how well pupils learn in these subjects.

Children in the early years follow an equally ambitious curriculum. They learn to successfully communicate their wants and needs. Children can apply early mathematics in a range of situations. In the early years and across the school, pupils with special educational needs and/or disabilities are swiftly identified. Pupils with a high level of need in the school's resource base benefit from comprehensive and effective support. This is matched with highly effective support in mainstream classes. Consequently, pupils achieve well and are ready for the next stage of education.

The teaching of reading is a priority. Staff follow a clear curriculum to structure the teaching of sounds and letters. They have a detailed understanding of pupils' reading knowledge. Staff use this information effectively to support pupils who fall behind and to ensure they quickly catch up. Staff match books closely to the sounds pupils know. They use expert knowledge to support pupils to learn to read. Pupils who need extra reading practise have added support to make sure they keep up with their peers.

The school promotes consistently good behaviour. From early years onwards, pupils are taught to use language skills to resolve disagreements and express their emotions. Weekly assemblies led by pupils celebrate the many positives of the week. Pupils value this recognition. As a result, their attitudes towards school are highly positive. Pupils interact respectfully, leading to a welcoming learning environment. Though attendance has improved because of the school's effective work with families, some pupils who are disadvantaged still miss too much learning.

The school is committed to offering pupils a broad range of opportunities. Staff support pupils' learning and broaden their horizons through well-chosen experiences. This includes musical experience days at local schools and interesting life skills opportunities. Pupils are successfully supported to engage in extra-curricular clubs and events. The school pays particular attention to pupils' mental health. Activities such as a neurodiversity week and daily reflection aid pupils in gaining confidence to manage their own well-being. The school's work on developing character supports pupils to gain a detailed understanding of important concepts such as consent and healthy relationships.

Parents and carers value the support and care their children receive. Staff are equally proud of the school. Staff well-being is well managed and a school priority. This includes support for those who are new to the teaching profession or new to their role. The school's work to develop staff professionally is appreciated by all. Governors and trustees fulfil their statutory duties and provide effective support for school improvement.

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 checks on what pupils have previously learned lack sufficient rigour. This means that sometimes pupils do not develop a secure understanding before new content is introduced. Their learning is slowed as a result. The school should accurately assess pupils' knowledge and understanding and use this information to inform future teaching.
- Some pupils, particularly those who are disadvantaged, do not attend school often enough. This means that they do not fully benefit from the school offer of enrichment, learning and care. The school should strengthen the systems to ensure that all pupils attend school regularly.

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	142790
Local authority	Windsor and Maidenhead
Inspection number	10379898
Type of school	First
School category	Academy converter
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	Board of trustees
Chair of trust	David Oliver
CEO of the trust	Gavin Henderson
Head of School	Mark Mackie
Website	www.dedworthgreenfirst.com
Dates of previous inspection	23 and 24 April 2024, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has been part of the Windsor Learning Partnership Academy Trust since 2016.
- The school has a resource base classroom for eight pupils with autistic spectrum disorder.
- The school has a nursery and caters for pupils aged three and upwards.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the executive headteacher, head of school, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors and representatives of the trust including trustees and the CEO.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. The inspectors also discussed the curriculum in some other subjects.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes.
- Inspectors spoke formally with groups of pupils as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View, including free-text comments.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

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