

Wessex Primary School

Address: St Adrian's Close, Cox Green, Maidenhead, Berkshire, SL6 3AT

Unique reference number (URN): 109821

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders prioritise attendance and take a strategic, systematic approach to improving it. They raise awareness of the negative impact of absence and work closely with pupils and families. They use approaches such as Good News assemblies, parental meetings and attendance contracts to ensure pupils receive timely support. Leaders monitor attendance closely and analyse patterns for individuals and groups. They follow up quickly when concerns arise. Records show that overall attendance is improving. Leaders work effectively with external agencies where needed and keep governors well informed so the whole community can contribute to improving attendance.

Pupils behave well and their conduct reflects the school's values. Leaders have established clear routines and expectations. Staff apply the behaviour policy consistently. This creates a calm, safe and respectful environment. Pupils are polite, well-mannered and show positive attitudes to learning. They cooperate well in lessons and on the playground. Leaders analyse behaviour information regularly to check that strategies are working and adjust support for individual pupils when needed. Bullying happens sometimes, but pupils are clear that staff act quickly and effectively. Staff know pupils well, understand their needs and provide support that helps pupils maintain positive attitudes to learning.

Early years

Expected standard 

The early years curriculum is well designed and sequenced to support children's progress across all areas of learning. Purposeful indoor and outdoor activities help children develop their physical, social and emotional skills. Staff observe children closely and model high-quality interactions. They give appropriate support that helps children build securely on what they already know.

The early years environment is engaging. Children play cooperatively, stay focused and benefit from warm, nurturing relationships with staff. There is a clear emphasis on developing children's language and vocabulary. Staff use careful questioning that strengthens children's communication skills.

Reading is prioritised from the start. Leaders have adopted a systematic approach to teaching phonics. Staff model sounds accurately and consistently. They check children's progress regularly. When needed, additional support, including one-to-one interventions, helps children who may be at risk of falling behind to keep up with their peers. Staff identify children with special educational needs and/or disabilities quickly and ensure that they receive the support that they need.

Staff build positive relationships with families. They gain detailed knowledge of children's needs and establish routines that help all children feel safe and included. By the end of Reception Year, children are well prepared for their next stage of learning.

Inclusion

Expected standard 

Leaders have established an inclusive school culture. Staff identify and assess pupils' individual needs quickly, including pupils with special educational needs and/or disabilities. Staff know pupils well and make thoughtful adaptations to the curriculum and provision in lessons to enable pupils to access learning successfully. For example, the school's specialist provision for pupils with hearing impairment is effective. Pupils benefit from skilled teaching, ambitious support and interventions. Staff monitor pupils' progress closely so that provision can be adjusted quickly when needed.

Leaders review pupils' progress within the curriculum systematically. They assess and plan new learning activities that match pupils' needs. This helps to reduce barriers to learning and ensures pupils receive the support that they need. Staff receive focused professional development that draws on specialist knowledge and external expertise, including speech and language therapy for pupils, where required.

There is a thoughtful and inclusive commitment to all pupils, particularly disadvantaged pupils and those facing emotional or social challenges. This ensures all pupils access the same ambitious curriculum as their peers. Leaders' positive relationships with families help them understand barriers and respond well to pupils' needs. Leaders evaluate information, including the school's approach to supporting disadvantaged pupils, and adapt strategies quickly when required.

Leadership and governance

Expected standard 

Leaders have a detailed and accurate understanding of the school's strengths and areas for development. They continue to build consistency in teaching approaches across the staff team. They work closely with staff and identify emerging strengths in provision accurately. Leaders have rightly prioritised improving pupils' achievement in writing and strive to improve this further. Leaders and governors focus their actions on what is in pupils' best interests, particularly for disadvantaged pupils and those who may be more vulnerable. Leaders, including governors, are ambitious for the school. Governors understand their roles and responsibilities well and undertake these effectively.

Staff benefit from appropriate and effective professional learning. They value the coherent programme of training and coaching, which links thoughtfully to the school improvement priorities. Leaders work with other schools and expert advisers to review and strengthen practice. Staff speak positively about the quality of training and how sharply it focuses on acting in pupils' best interests, particularly for the most disadvantaged.

Leaders are considerate of staff wellbeing and workload. Staff appreciate the support they receive and recognise that the school has been on an improvement journey since the previous inspection. Parents and carers are generally positive about the school and value the commitment and hard work of staff. Leaders carry out surveys to gather the views of staff, pupils and parents, helping everyone feel they contribute to the school's aims and goals.

The school provides a well-designed programme of personal development, which includes a thoughtful personal, social, relationships and health education curriculum. Leaders make well-considered adaptations to ensure the content is suitable for all pupils. This includes personalised provision for pupils with special educational needs and/or disabilities. Pupils develop secure knowledge about how to maintain their physical and emotional health, including a clear understanding of how to stay safe online. They understand age restrictions and know how to keep information safe. They appreciate why rules and guidance for technology, such as mobile phones, help to keep them safe.

Pupils' wider spiritual, moral, social and cultural development is effective. They are respectful of others' differences and show maturity when discussing different viewpoints. Pupils debate challenging ideas sensitively. Leaders enhance pupils' social and cultural development through carefully sequenced activities, including links to world and religious celebrations. Pupils experience rich opportunities to appreciate the arts, such as orchestra visits and performing at the O2 Arena as part of a singing concert. Educational visits further widen pupils' social experiences. In the early years, the programme for developing children's social skills and curriculum knowledge provides an effective start as children transition into school. Lessons and experiences across the curriculum are age-appropriate and adapted well to meet individual needs.

Pupils demonstrate a secure understanding of fundamental British values. They can explain concepts such as democracy, tolerance and the rule of law, describing democracy as ensuring 'everyone has a voice' and understanding why this matters in society. Year 6 pupils feel well prepared for secondary school. They know how to stay safe and who to turn to if they need help. Pupils describe their school as 'friendly, positive and encouraging'. They say they feel listened to, respected and well supported by staff.

Needs attention

Achievement

Needs attention 

At the end of key stage 2, pupils are generally prepared well for their next stage of education. However, writing has been a historical area of weakness, with too many pupils not reaching the expected standard. Leaders have acted quickly to address this, and there are early signs of improvement. However, it is too early to judge the impact of these recent changes.

Across English and mathematics, pupils acquire appropriate knowledge and skills. The curriculum is sequenced to help pupils build securely on what they already know. Most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, make appropriate progress across year groups and key stages, particularly in subjects such as reading and mathematics. Pupils talk confidently and enthusiastically about their learning. For example, they discuss vocabulary choices in English or explain drawing techniques in art. Staff place a clear emphasis on developing pupils' language and

vocabulary, which begins well in the early years and supports pupils' progress across the curriculum.

Curriculum and teaching

Needs attention 

Writing has been taught less effectively over time than other areas of the curriculum. Although leaders have increased opportunities for pupils to improve accuracy and fluency in spelling, handwriting and writing composition, the impact of this work is still developing. There remains some variability in how well staff demonstrate learning and make adjustments for pupils who need additional support. In addition, a small proportion of staff are less confident in making adjustments for pupils who need additional support. This inconsistency affects how securely some pupils build the knowledge and skills they need.

Despite these weaknesses, leaders have an accurate understanding of the strengths and weaknesses in the quality of curriculum and teaching. The curriculum is well considered and sequenced, with clear end points that help pupils build securely on their prior learning. In mathematics, for example, pupils successfully connect new tasks to earlier knowledge. Most staff demonstrate secure subject knowledge.

Early reading and phonics are generally taught well. Leaders are building on strengths in the early years to help pupils improve their handwriting and early communication and language skills. Teaching typically supports pupils to recall and practise important knowledge. Staff in the early years use assessment appropriately to identify where pupils have gaps in their knowledge and understanding.

What it's like to be a pupil at this school

Pupils are confident and proud of their school. They enjoy their learning and are keen to share what they know. Pupils talk positively about the curriculum and the wide range of experiences that enrich their time in school, such as running club, multi-sports and musical concerts. They know the school's values of positivity, honesty, respect and pride well and describe how these shape their daily school lives. Pupils enjoy taking on responsibilities, such as being junior leaders and growth-mindset ambassadors. They feel included, valued and part of a welcoming school community.

Pupils with special educational needs and/or disabilities have their needs identified quickly. Most staff adapt teaching and resources so these pupils can access learning successfully and develop increasing independence. Leaders understand the barriers faced by disadvantaged pupils and those known to social care. They ensure these pupils receive appropriate support that helps them engage well and make secure progress within the curriculum. Generally, pupils learn the curriculum well and typically build securely on what they already know. However, at times there is some variability in how staff explain new learning or check pupils' understanding. This includes aspects of writing, where some pupils do not always build on their previous knowledge and skills as securely as they should.

Pupils behave well. They understand staff expectations and routines and respond to them consistently. Although there are occasional behaviour incidents between a small number of

pupils, including bullying, these are dealt with quickly and effectively. Pupils feel safe and know which trusted adults they can speak to if they have any concerns. Attendance is improving and, for most pupils, is in line with national averages. Pupils understand the importance of attending school regularly. They gain an age-appropriate understanding of how to contribute positively to their school and wider community, preparing them well for life in modern Britain.

Next steps

- Leaders should strengthen teaching and learning to ensure that the curriculum is taught consistently well across all classes and subjects.
 - Leaders should ensure that staff check pupils' knowledge and understanding across the curriculum consistently, and offer precise support that helps pupils to build on their prior knowledge successfully.
 - Leaders should ensure that their recent work to improve pupils' writing is embedded so that all groups of pupils make the progress that they should within the writing curriculum.
 - Leaders should build on their work to support the small proportion of disadvantaged pupils who are at risk of lower attendance so that both groups and individual pupils attend school highly.
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About this inspection

The chair of the board of governors in this school is Naomi Churchill.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders. Inspectors also spoke with the chair of governors, governors and representatives of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Headteacher: Tim Beavan

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Clare Morgan, Ofsted Inspector

Sara Tilbey, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

340

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

427

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.18%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.00%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.71%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	61%	Below
2024/25 (revised)	44%	62%	Below
2023/24 (final)	51%	61%	Below
2022/23 (final)	42%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	72%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	72%	Below
2024/25 (revised)	47%	72%	Below
2023/24 (final)	52%	72%	Below
2022/23 (final)	45%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (revised)	79%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	46%	Below
2024/25 (revised)	33%	47%	Below
2023/24 (final)	15%	46%	Below
2022/23 (final)	11%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	38%	62%	Below
2022/23 (final)	78%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	30%	59%	Below
2024/25 (revised)	40%	59%	Below
2023/24 (final)	15%	58%	Below
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	56%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	68%	-46 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	15%	67%	-52 pp
2022/23 (final)	11%	66%	-55 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	38%	80%	-41 pp
2022/23 (final)	78%	78%	-1 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	30%	78%	-48 pp
2024/25 (revised)	40%	78%	-38 pp
2023/24 (final)	15%	78%	-62 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	54%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	79%	-24 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	17.3%	13.3%	Above
2023/24 (3 term)	16.8%	14.6%	Close to average
2022/23 (3 term)	22.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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