

Inspection of Wraysbury Primary School

Welley Road, Wraysbury, Staines, Middlesex TW19 5DJ

Inspection dates:	1 and 2 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	Requires improvement

What is it like to attend this school?

Pupils are happy at this school and feel safe. The school is caring and nurturing. Pupils appreciate the thoughtfully organised pastoral support they can access if needed. At breaktimes, pupils play well together, enjoying the wide variety of activities available to them.

Pupils behave well. They have highly positive attitudes to learning and work hard. They treat each other with care and respect. In Reception, children learn to collaborate well, readily sharing resources and taking turns.

The school is ambitious for all pupils to achieve well. Pupils now evidently benefit from the school's rapid improvement since the previous inspection. In the past, pupils have not achieved as well as they should, particularly in writing and in mathematics. However, this is no longer the case. In these subjects, pupils now learn the knowledge and skills they need and achieve well.

Pupils appreciate the wider opportunities available to them throughout their time at school. Right from Reception, children enjoy learning how to swim in the on-site swimming pool. This gives pupils the skills they need to keep safe around water. Pupils also develop confidence and resilience through performing to live audiences and by taking on various pupil leadership roles.

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

Leaders, staff and governors have worked relentlessly to improve this school. This has led to significant improvements to the curriculum and how it is taught. Pupils now benefit from a broad, ambitious and well-sequenced curriculum and achieve well.

Pupils with special educational needs and/or disabilities (SEND) learn well. The school identifies pupils' additional learning needs accurately. Teachers use appropriate strategies to enable pupils with SEND to access the curriculum effectively. Pupils with significant gaps in their learning, including those who may have had long periods of absence, benefit from bespoke support, tailored to their individual needs. This helps them to catch up quickly with their peers.

Teachers have strong subject knowledge. They present new learning clearly, explaining concepts accurately using appropriate subject specific language. Pupils value opportunities to develop and deepen their understanding. For example, pupils make the most of opportunities to discuss their thinking with each other before writing. In addition, they enjoy applying mathematical knowledge to designing computer programmes and to using spreadsheets. In mathematics, pupils benefit from helpful strategies to remember their learning and to deepen their mathematical thinking. This includes reviewing previous learning regularly and using well-chosen resources to secure mathematical understanding.

Teachers diligently check pupils' learning. Teachers use these checks to identify what pupils do not know and cannot do. In some subjects, such as English and mathematics,

teachers address any gaps in pupils' learning swiftly. This ensures that pupils remember the information they need ready to learn new content. However, this is not consistent across the whole curriculum. In some subjects, the school waits too long to address gaps in pupils' understanding. When this happens, pupils do not learn as well as they could.

The school prioritises reading and writing. By the time they leave the school, most pupils, including many with SEND, have the reading and writing skills they need to succeed at key stage 3. Right from the start of Reception, children learn important phonics knowledge using a well-structured programme. Mostly, this is delivered well. However, very occasionally, support for a few pupils who struggle with reading, including some pupils in key stage 2, is not as effective as it could be. Across the school, pupils write well. They produce carefully crafted written work using accurate spelling, punctuation and grammar with confidence.

Pupils respond readily to the school's high behaviour expectations. Children in Reception learn how to follow routines and to organise themselves independently. Pupils concentrate well when learning, listening attentively to their teachers. The school works closely with pupils and their families to promote high attendance. As a result, the number of pupils who are persistently absent has decreased significantly. Most pupils now attend school regularly.

Pupils benefit from a range of opportunities to broaden their experience. Pupils develop tolerance and respect for diversity through learning about different cultures and beliefs. The school enhances the curriculum through visits to places of interest such as museums and botanical gardens. In addition, pupils understand how to keep themselves fit, through learning about the importance of eating healthily and taking regular exercise.

Governors fulfil their statutory responsibilities appropriately. They provide the school with appropriate challenge and support. Staff feel valued. They appreciate the training they receive that helps them do their very best for the pupils at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, support for pupils who struggle with reading, particularly in key stage 2, is not as effective as it could be. This means that some pupils do not learn important phonics knowledge swiftly enough. The school should ensure that phonics provision is consistently effective across the school so that all pupils achieve well in reading.
- In some subjects, gaps in pupils' knowledge and understanding are not addressed well enough. This means that sometimes pupils are asked to move on to new learning without securing key knowledge they need. The school should ensure that staff use

assessment information effectively to support all pupils to achieve as well as they could across the whole curriculum.

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	109907
Local authority	Windsor and Maidenhead
Inspection number	10379720
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair of governing body	Jayne Kennedy
Headteacher	Alison Fox
Website	www.wraysburyprimary.co.uk
Dates of previous inspection	28 February and 1 March 2023, under section 5 of the Education Act 2005

Information about this school

- This is an average sized primary school.
- The school leadership team has expanded significantly since the last inspection.
- The school currently uses one registered provider of alternative provision.

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 the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with representatives from the governing body, including the chair of governors, and met with representatives from the local authority.
- The inspectors carried out deep dives in these subjects: reading, English, mathematics, geography and computing. For each deep dive, the inspectors 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.
- The inspectors also considered the curriculum in some 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.
- Inspectors considered the views of parents and carers through their responses to the online survey for parents, Ofsted Parent View. Inspectors gathered the views of pupils and staff through the online staff and pupil surveys, as well as discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

Lesley Fisher-Pink

Ofsted Inspector

Phillip Blagg

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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