

Inspection of Oldfield Primary School

Bray Road, Maidenhead, Berkshire SL6 1UE

Inspection dates:	1 and 2 April 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils receive an excellent standard of education at this school. They say that it is a 'brilliant place to learn and make friends.' The school has high expectations for pupils' academic achievement. They achieve exceptionally well, including pupils with special educational needs and/or disabilities (SEND). The school's motto is, 'It's fun to learn'. Teachers rise to this challenge well. In a Year 2 class, for example, pupils watched a butterfly hatch out from a chrysalis.

The school's work to enhance pupils' personal development is impressive. During their time at the school, all pupils are encouraged to take on roles and responsibilities. These make a positive contribution to school life. Pupils delight in taking the initiative and contributing to the wider community. Those who are eco-ambassadors, for example, raise money by holding a themed day. These experiences help pupils to demonstrate the school's values of kindness, respect and resilience.

Pupils feel happy. They know that if they are worried, adults in school will listen and help them. Conduct around the school is calm and safe. By the time they leave school, pupils are exceptionally well prepared for the next stage of their education.

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

The school's excellence is centred around its ambitious curriculum. For example, children in key stage 2 study both Mandarin and Italian. Teachers use their excellent subject knowledge to develop pupils' skills carefully. Pupils relish the challenges that teachers give them. They know that staff will help them if they get stuck. Teachers give pupils a secure understanding of subject-specific vocabulary. In computing, for example, teachers explain to pupils the meaning of algorithms. Teachers check pupils' learning systematically. They revisit previous learning. This helps pupils to remember and build their knowledge. Any gaps or misconceptions are addressed quickly.

The school ensures that pupils with SEND are identified early. Careful support is put in place to address their needs. When needed, teachers expertly adapt the curriculum. This means that pupils with SEND achieve very well from their varied starting points.

Children get off to a great start in the early years. They settle quickly into the school community as they are so well supported by both staff and pupils. Older pupils, for example, 'buddy up' with children in the Reception Year. Staff design activities that deepen children's understanding so they are successful in their learning. Children learn to recognise and blend simple sounds fluently. They are carefully helped to build their skills in letter formation, writing and number fluency. These experiences give children a firm foundation for when they start their learning in Year 1.

The school has prioritised reading. This helps pupils to quickly gain the skills and knowledge needed to become fluent readers. Pupils successfully read books linked to the sounds that they know. The school ensures that any pupil who falls behind receives the

extra help they need to catch up. Visits, such as from authors, help pupils to develop their curiosity for reading.

The school has high expectations of pupils' behaviour. Pupils behave well and show highly positive attitudes to their learning. Pupils attend very well because they enjoy being at school and all the opportunities provided for them. There are robust procedures in place if any pupil's attendance declines.

The school's provision for personal development is excellent. There is an impressive range of external visits and visitors that enrich the curriculum. After a visitor demonstrated the properties of dry ice, for instance, pupils' enthusiasm was ignited to find out more about the periodic table. The overall aim is for pupils to try out a vast range of wider experiences on offer. These include sports, music and drama. Any older pupil who has a particular interest that is not offered can set up their own club. Pupils develop a clear knowledge of fundamental British values. For example, they understand concepts of democracy through activities such as voting for the school council. Pupils have a secure understanding of tolerance and mutual respect. They know how to keep themselves safe, including when online.

Leaders make well-considered decisions to ensure they maintain high-quality learning experiences for pupils. School staff are dedicated to the care and education of pupils. Regular professional development ensures that staff fulfil various responsibilities effectively, such as subject leadership. Staff say that leaders are considerate of their workload and welfare. Governors have effective systems in place to challenge and support the school in the pursuit of excellence for all pupils. They scrutinise detailed information on aspects such as pupils' achievement and attendance.

Safeguarding

The arrangements for safeguarding are effective.

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	109888
Local authority	Windsor and Maidenhead
Inspection number	10341245
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Vivien Williams
Headteacher	Catherine Page
Website	www.oldfieldprimary.com
Dates of previous inspection	30 September and 1 October 2014, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in 2021.
- The school does not currently make use of any alternative provision.
- The school provides a breakfast club.

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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other staff in the school. The lead inspector also met with members of the governing body, including the chair of governors. The lead inspector also met with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing, physical education and science. For each deep dive, where possible, 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.
- To evaluate the effectiveness of safeguarding, 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 inspectors considered the views of parents shared through Ofsted Parent View. They also spoke to parents at the end of the school day.
- The inspectors gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through interviews and discussions.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, local authority visit reports and behaviour incident logs.

Inspection team

Liz Bowes, lead inspector	Ofsted Inspector
Vicky Matthews	Ofsted Inspector
Jon Hills	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025