

Eton Wick CofE First School

URN: 109996 | Inspected: 09 December 2025

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.

Achievement Needs attention

Some pupils do not achieve as well as they could. In the early years, some children are not sufficiently prepared for Year 1 because they have not secured fundamental skills in early reading and writing. For example, phonics outcomes remain below the national average, including for pupils with special educational needs and/or disabilities. Despite these gaps, most pupils in key stage 1 catch up and achieve the phonics standard by the end of Year 2. This enables them to successfully access the curriculum in key stage 2. Furthermore, recent published outcomes in the multiplication tables check results show a marked improvement. However, gaps in pupils' writing fluency persist across the school. These gaps mean that pupils do not consistently have the knowledge and skills needed for the next stage of learning. Leaders are taking appropriate action, but these initiatives are at an early stage. Across the wider curriculum, pupils' achievement is variable. On occasion, pupils are not provided with sufficient opportunities through task design to stretch their understanding and secure prior learning.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and teaching. They have rightly identified the need to strengthen reading and writing fluency to support pupils' knowledge and skills across the curriculum. Leaders' approach is evidence-informed and underpinned by effective strategies. These are generally well embedded across the school. The curriculum is broad, balanced and coherently sequenced so that pupils build knowledge and skills as they move through the year groups. In mathematics, pupils benefit from well-structured lessons and practical resources that support their understanding. Reading is prioritised. A consistent phonics programme is taught effectively. Pupils who need extra help receive timely interventions which have a positive impact on their progress. Teachers typically demonstrate secure subject knowledge and present information clearly. They use questioning to check understanding and adapt teaching for pupils with special educational needs and/or disabilities and those who are disadvantaged. While most adaptations are effective, this is more variable in the wider curriculum. Assessment is generally used effectively to identify misconceptions and gaps in knowledge. However, occasionally, pupils' misconceptions are not addressed in a timely manner. Leaders are making appropriate changes so that teaching helps pupils to close gaps in their knowledge.

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Early years Needs attention

Over time, not enough children achieve as well as they could by the end of Reception. Following some turbulence in staffing, leaders' actions are stabilising and strengthening provision in this area of the school. This has brought increased staffing capacity. These actions are at an early stage of development. They have not had time to embed and positively impact on children's outcomes. The curriculum is logically sequenced and reflects children's starting points. Leaders have rightly focused on developing children's communication and language, fine and gross motor skills as well as early reading. Partnerships with parents and carers are productive and valued. Children benefit from warm, positive relationships and well-established routines that help them feel secure. Staff prioritise high-quality interactions, which develop children's language and vocabulary effectively. Activities indoors and outdoors promote speaking, listening and social skills, alongside opportunities to build resilience. Staff provide targeted support and adapt provision to meet individual needs, including for disadvantaged children and those with special educational needs and/or disabilities. Staff check understanding regularly. This means staff know children well and can identify gaps in learning promptly. Phonics is taught consistently well. Children enjoy mark making and early writing. Mathematics is introduced through lessons and practical activities. This develops confidence in number and use of mathematical vocabulary.

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

Pupils feel happy and are safe at Eton Wick CofE First School. They arrive each morning eager to learn and to see their friends. Warm, respectful relationships between staff and pupils create a positive, nurturing atmosphere where pupils feel secure and included. Staff know pupils well, which gives them a sense of belonging. Leaders have rightly prioritised this to help improve attendance. Clear routines and expectations underpin behaviour. Pupils respond positively to these and behave well. They are polite and interact kindly with one another. Pupils show positive attitudes to learning and engage well in lessons. Children quickly learn to share, take turns and work together. Older pupils enjoy active play at breaktimes. Pupils trust adults to resolve concerns promptly. Any form of bullying or unkindness is not tolerated here. Pupils understand how to keep themselves safe online and when crossing roads, and they talk confidently about healthy lifestyles, exercise and brushing their teeth. Pupils' achievement by the end of early years and key stage 1, including that of disadvantaged pupils and those with special educational needs and/or disabilities, across the curriculum is too variable. This is because pupils do not consistently have the secure knowledge and skills needed for the next stages of learning. Leaders recognise this and are taking appropriate actions to improve achievement. Pupils benefit from a wide range of experiences that extend learning beyond the classroom. They take on leadership roles, such as those of head boy and head girl, prefects and wellbeing warriors. They contribute to the local community through events like the Christmas lights and links with other schools. Clubs such as fencing, Latin and cookery nurture pupils' talents and interests. Inter-school competitions and opportunities to perform build confidence. Visits to Eton College and residential trips help deepen pupils' learning and social development.

Next steps

- Leaders should ensure that teaching addresses gaps in pupils' knowledge quickly and effectively so that pupils have the knowledge and skills needed for their next stage of learning.

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- Leaders should continue to support staff to refine task design and adaptations to ensure pupils have enough structured opportunities to practise and close gaps in their foundational knowledge.
- Leaders should maintain a sharp focus on improving attendance and reducing persistent absence, especially for disadvantaged pupils.

Inclusion

Expected standard

Leaders promote an inclusive culture effectively. They identify pupils' needs promptly when they join the school, consulting with parents and carers and external specialists to build a full picture. Staff understand that impactful inclusion starts with high quality, everyday teaching. Typically, they make reasonable adjustments and adapt tasks so that pupils with special educational needs and/or disabilities and those who are disadvantaged learn well alongside their peers. Leaders reduce barriers to learning and wellbeing effectively. They address pupils' emotional or behavioural needs as a priority so that pupils are ready to learn. Staff have high expectations and generally use well-chosen strategies. This helps pupils to access the curriculum. Transitions into, within and beyond the school are managed well. Parents value this. Effective systems enable leaders to monitor pupils' progress and evaluate the impact of support, including for disadvantaged pupils. Regular review meetings with staff lead to timely action to remove any barriers to learning. Leaders are continuing to refine assessment so that small steps of progress are recognised and shared with families. Specialised inclusion training continues to improve staff's expertise and confidence. Pupil premium funding is aligned well to pupils' needs and wider school priorities, including in the early years.

Leadership and governance

Expected standard

The school is well led and managed. Leaders set high expectations and foster a strong sense of community. They know pupils and families well and build positive relationships. Leaders work with external agencies and other schools, including the local authority and the diocese, effectively. This provides additional capacity and support for improvement. Leaders understand the school's strengths and areas for development. They have identified the right priorities. This is reflected in the increased number of pupils achieving the phonics standard by the end of Year 2 and improved achievement in mathematics. Leaders are determined to improve attendance and want to ensure all pupils are fully prepared for the next stage of learning. Initiatives to address these areas are being implemented. Governors know and fulfil their statutory duties well. They provide leaders with a high level of challenge and support. They hold leaders to account and have effective monitoring arrangements in place. Governors assure themselves that leaders' actions focus on what will make the greatest difference to all pupils, particularly for disadvantaged pupils and those with special educational needs and/or disabilities. Professional development is well planned and valued by staff. Leaders and governors remain attentive to staff wellbeing, ensuring workload is manageable. Staff feel supported and proud to work at the school. Personal development

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and well-being Expected standard The school's values underpin daily life in the school. These help pupils to be ambitious for themselves and others while also teaching them about wider British values. Pupils feel safe, cared for and part of an inclusive and caring community. They develop social skills and positive attitudes through a range of opportunities, including clubs, trips and residential visits. Pupils contribute to their school community and that beyond the school gates. Pupils actively take part in community events and charity work which promotes responsibility. Pupils benefit from a broad and coherent personal development programme. A curriculum for personal social, emotional and health education helps pupils to understand how to keep themselves safe and healthy, and the importance of tolerance and respect. This sets out the knowledge and skills pupils need to be prepared for later life. Pupils learn about healthy relationships and online safety through age-appropriate lessons. The programme is adapted and refined in response to the changing world and the challenges that pupils face. Most pupils understand important safety messages about road safety, mental health and online safety. Most pupils show tolerance and respect for differences, such as differences in families and beliefs. Cultural experiences, music and sports events are planned carefully to enrich pupils' learning. Leaders monitor the impact of these opportunities carefully, to ensure all pupils, including those with special educational needs and/or disabilities and disadvantaged backgrounds, benefit fully.

The pastoral support provided helps pupils to develop their self-esteem and enhances their mental wellbeing. Pupils can access this support when needed. Pupils trust staff and know who to turn to if worried. The school's overall approach means that pupils are very well prepared for the next stage of their education as they develop confidence, resilience and an awareness of the wider world and opportunities within it. Needs attention

Attendance and behaviour Needs attention

Pupils' overall attendance is below national figures. Persistent absence also continues to be high, particularly for pupils who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). Leaders rightly recognise this as a priority and are committed to reducing absence so that pupils can benefit fully from learning. This includes working closely with families and external agencies. There are clear systems and processes in place. Leaders monitor attendance closely, track data systematically and take action when needed. The school also promotes attendance well, for example through newsletters and awards. Leaders and staff understand the importance of paying close attention to pupils' attendance. The school is calm and orderly. Pupils behave well and are engaged in their learning. Staff model the expected behaviours and apply the behaviour policy consistently. Relationships between pupils and staff are respectful, kind and courteous. Leaders and staff set high expectations for behaviour and praise pupils for modelling the school values. These positive behaviours are reinforced well through the curriculum and during assemblies.

Pupils choose to behave responsibly in lessons and at social times. Where pupils need extra help, staff adapt approaches appropriately, including for those with SEND.

[For detailed performance data including disadvantage gap analysis, historical trends, and comparison](#)

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tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/eton-wick-cofe-first-school-windsor>