

# Wildridings Primary School

Address: Netherton, Bracknell, Berkshire, RG12 7DX

Unique reference number (URN): 109941

## Inspection report: 10 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 

Pupils, including those eligible for the pupil premium funding and pupils known or previously known to social care, attend school regularly. Attendance is in line with or above what is typical nationally because pupils value the importance of learning. Leaders communicate effectively with parents and carers about the importance of high attendance. They monitor attendance closely and inform parents quickly when improvements are needed. The school works well with parents to provide support in cases where attendance needs to improve.

Pupils behave well because staff establish clear expectations for behaviour and conduct. Pupils act with kindness and courtesy and typically show positive attitudes to learning. When pupils struggle to meet the school's high expectations, their behaviour improves over time as a result of the targeted support they receive. Staff model the values they expect pupils to uphold, such as high levels of care and consideration. Bullying is very rare because pupils understand the importance of caring for others. They learn to speak up for what is right and support each other to demonstrate positive and respectful attitudes.

### Inclusion

Expected standard 

The school has high expectations for all pupils. Pupils feel a sense of belonging and develop increased confidence and independence. Leaders promote a school culture where diversity is celebrated and every pupil is valued. They make decisions that are invested in pupils' best interests. For instance, leaders have improved the resources available in each class so pupils can focus better on their learning.

Leaders work well with staff to ensure that the curriculum is adapted effectively. As a result, pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care generally progress well from their individual starting points.

Leaders and staff work efficiently with external specialists and pupils' families to ensure that the support in place is effective. Leaders check the progress pupils make carefully and evaluate the impact of the support provided to inform future planning.

Leaders use pupil premium funding appropriately to support disadvantaged pupils to benefit from what the school has to offer and to improve their academic outcomes. Leaders check that the actions they have taken have a positive impact on such pupils' progress in all aspects of their education.

### Personal development and wellbeing

Expected standard 

Leaders and staff help pupils to be confident and kind citizens who respect other people's differences. They ensure that the personal development curriculum weaves across many areas of school life, which helps pupils to grow into thoughtful, responsible and kind individuals.

Staff provide pastoral support that is effective and multi-layered. Strong relationships between pupils and staff underpin a nurturing culture. Staff use targeted support and interventions or time in the lunch nurture provision to help pupils manage issues, such as friendship difficulties. The school's mental health and wellbeing strategy ensures that pupils' needs are identified early and reviewed for impact. This means that pupils are confident in accessing help when needed.

Pupils demonstrate a respect for others and celebrate differences. They are taught about the importance of fundamental British values and have a developing knowledge of these. Pupils discuss topics, such as equality and disability, thoughtfully and with maturity. Their work on projects, such as tree planting, develops their understanding of sustainability. Pupils talk maturely about differences and similarities between religious celebrations. The personal, social, health and education curriculum enables pupils to develop knowledge of important aspects. This includes how to take care of their mental health and wellbeing, as well as understand what makes a positive relationship. Pupils talk confidently about how to stay safe both when online and offline.

Pupils use their democratic voice to work with leaders to inform strategic changes. These range from deciding what to improve as part of the school council to helping others at playtimes as peer mentors. They participate wholeheartedly in a wide range of events and tournaments. These demonstrate their sporting and performing arts skills and talents. Leaders track pupils' participation in these events and ensure that disadvantaged pupils are fully involved. These opportunities help to develop and broaden pupils' horizons.

---

## Needs attention

### Achievement

Needs attention 

Pupils are not consistently supported to achieve as well as they should in writing, spelling and grammar by the end of year 6. Leaders' actions are beginning to address this, but there remains more to do.

Overall, most pupils achieve well in reading and mathematics. In these subjects, pupils are ready for the next stages in their education. They are confident in using their reading and mathematical knowledge in different ways to follow the curriculum successfully. This is reflected in published outcomes for the key stage 2 statutory tests. Disadvantaged pupils and pupils known or previously known to social care also achieve well in these subjects.

Pupils across the school develop appropriate knowledge across a broad range of subjects. Typically, they use this detailed knowledge to successfully tackle more complex tasks. Pupils with special educational needs and/or disabilities also progress well from their starting points.

### Curriculum and teaching

Needs attention 

Leaders have put in place a suitably broad, ambitious and well-sequenced curriculum in all areas except writing. As a result, teachers are not always sure which important knowledge

to prioritise when designing writing activities for pupils to complete. Leaders are taking action to address this.

Knowledgeable staff explain and model curriculum concepts and new learning clearly. On the whole, tasks are well designed to build pupils' learning over time. However, there is variability in how well staff check pupils' understanding. Therefore, some gaps in pupils' knowledge are not identified and remedied quickly.

Throughout the school, reading is a priority. Teachers choose texts carefully to develop pupils' comprehension skills and build their vocabulary. There is an effective approach to teaching phonics that helps most pupils develop as fluent readers.

Most staff have a secure understanding of pupils' needs and vulnerabilities. They adapt learning well for pupils who need extra help. Staff use the information available to them to plan the curriculum, taking account of pupils' identified needs and targets. They provide sensitive support so that pupils with special educational needs and/or disabilities can follow the curriculum successfully.

## **Early years**

**Needs attention** 

Leaders are ambitious for children to achieve well. Nonetheless, some children are not prepared well enough for Year 1. Rightly, leaders have identified that the early years curriculum needs to be strengthened, particularly the teaching of early writing and the quality of independent learning activities. Leaders' work to ensure that children build their knowledge and skills more effectively over time is underway.

Typically, phonics is taught well. Children get off to a great start with learning to read. Staff ensure that children enjoy daily stories, songs and rhymes, which help to develop their communication and language skills. Children delight in joining in with familiar action songs, such as 'One, Two, Buckle My Shoe'. Staff engage children in conversation and introduce them to new, ambitious vocabulary. Staff model language well and carefully encourage children to express their ideas.

Staff forge positive, warm relationships with children, making them feel safe, emotionally secure and happy. Typically, children play together well. They follow the school's routines and expectations readily and behave sensibly. The school works effectively with families to help children to settle quickly and adjust confidently to school life.

## **Leadership and governance**

**Needs attention** 

Some of the improvements leaders have introduced are very recent. As a result, some of these have not yet made a measurable difference to the education pupils receive. This is especially true in writing.

Leaders' plans focus on the right priorities. These include developing staff expertise and building stronger relationships with parents and carers. Governors have strengthened their own expertise to better hold leaders to account. They have a clear plan for delivering sustained improvement. The actions of leaders and governors are starting to gain traction and are beginning to make a difference to pupils' learning.

Staff appreciate leaders' focus on their workload and wellbeing to ensure that their workload is manageable. Parents also appreciate the improving communication and the school's efforts to work in partnership with them.

Leaders protect time for staff to access appropriate professional development to help them develop their teaching. Teachers value these opportunities to develop their expertise in line with the school's priorities. The impact of this training is more evident in some areas than others. For example, there have been clear benefits from training to develop the expertise of staff to support disadvantaged pupils and pupils with special educational needs and/or disabilities effectively. Leaders work in partnership with other local schools to share ideas and improve provision.

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

Pupils enter school with big smiles because everyone believes in nurturing each child. Staff and pupils are proud and happy to be part of the real community feel in the school. Pupils attend well as they want to be at school. They feel a sense of belonging and are welcomed into a calm and friendly environment.

Staff insist on well-established routines and have high expectations for behaviour. They build warm and positive relationships with pupils. Pupils know that staff will listen to them if they have a concern. Pupils play and socialise well together. They report that incidents of bullying are dealt with quickly and effectively.

Pupils display positive attitudes to learning and are eager to learn more. They enjoy their lessons and talk about what they have learned with confidence. However, teachers do not check routinely what pupils have understood. Therefore, some pupils, including those with special educational needs and/or disabilities, do not benefit from teaching that is well matched to what they know. While most pupils are prepared for the next stage of their learning, some do not achieve as well as they should in writing. Leaders have identified this as a priority, but there is more work to do to support letter formation, pupils' handwriting and how well they construct sentences. This is particularly the case in the early years where children are not always as ready as they need to be for Year 1.

Pupils benefit from enrichment activities, including street dance and acrobatics clubs. They enjoy their leadership roles, for example as a member of the eco council or as a trained peer mentor. They are well prepared for life in modern Britain.

---

## **Next steps**

- Leaders should further develop staff expertise to check and deepen pupils' understanding so gaps or misconceptions in knowledge are identified and remedied effectively.
- Leaders should make sure that the school's approach to writing is developed so that gaps in pupils' knowledge and proficiency are closed rapidly.

- Leaders should ensure that the early years curriculum and the teaching of it support children to be ready for Year 1.
- 

## About this inspection

The chair of the board of governors in this school is Oli Rock.

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

Following our renewed 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 staff. They also spoke with the school's improvement partner from the local authority. The lead inspector met with members of the governing body, including the chair of governors.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

The headteacher took up post in September 2025.

Headteacher: Brent Ellis

---

### Lead inspector:

Neil Pilsworth, His Majesty's Inspector

### Team inspectors:

Natalie Broad, Ofsted Inspector

Charlene Martin Bakermault, Ofsted Inspector

Carla Laney, 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 10 February 2026

## School and pupil context

### Total pupils

**408**

Above 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

**460**

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)

**15.43%**

Below 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

**1.96%**

Below 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

**13.24%**

Close to 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)

**No resourced provision**

### What does this mean?

Whether school has Resourced Provision or SEND unit (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	55%	61%	Close to average
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	51%	61%	Below

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2022/23 (final)</b>	60%	60%	Close to average

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	74%	Close to average
<b>2024/25 (revised)</b>	69%	75%	Below
<b>2023/24 (final)</b>	75%	74%	Close to average
<b>2022/23 (final)</b>	78%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	59%	72%	Below
<b>2024/25 (revised)</b>	59%	72%	Below
<b>2023/24 (final)</b>	51%	72%	Below
<b>2022/23 (final)</b>	67%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	80%	73%	Above
<b>2024/25 (revised)</b>	78%	74%	Close to average
<b>2023/24 (final)</b>	78%	73%	Close to average
<b>2022/23 (final)</b>	85%	73%	Above

## **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	41%	46%	Close to average
<b>2024/25 (revised)</b>	57%	47%	Close to average
<b>2023/24 (final)</b>	35%	46%	Close to average
<b>2022/23 (final)</b>	40%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	72%	62%	Above
<b>2024/25 (revised)</b>	86%	63%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	71%	62%	Close to average
<b>2022/23 (final)</b>	67%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	41%	59%	Below
<b>2024/25 (revised)</b>	57%	59%	Close to average
<b>2023/24 (final)</b>	35%	58%	Below
<b>2022/23 (final)</b>	40%	58%	Below

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	60%	Above
<b>2024/25 (revised)</b>	71%	61%	Close to average
<b>2023/24 (final)</b>	71%	59%	Close to average
<b>2022/23 (final)</b>	80%	59%	Above

### **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	41%	68%	-27 pp
2024/25 (revised)	57%	69%	-12 pp
2023/24 (final)	35%	67%	-32 pp
2022/23 (final)	40%	66%	-26 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	72%	80%	-8 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	71%	80%	-9 pp
2022/23 (final)	67%	78%	-12 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	41%	78%	-37 pp
<b>2024/25 (revised)</b>	57%	78%	-21 pp
<b>2023/24 (final)</b>	35%	78%	-42 pp
<b>2022/23 (final)</b>	40%	77%	-37 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	74%	80%	-5 pp
<b>2024/25 (revised)</b>	71%	81%	-9 pp
<b>2023/24 (final)</b>	71%	79%	-9 pp
<b>2022/23 (final)</b>	80%	79%	1 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	4.8%	5.2%	Close to average
<b>2023/24 (3 term)</b>	4.8%	5.5%	Close to average
<b>2022/23 (3 term)</b>	5.9%	5.9%	Close to average

## 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)	11.8%	13.3%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	15.4%	16.2%	Close to average

## 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.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
© Crown copyright 2026



© Crown copyright