

All Saints Church of England Junior School

Address: Westborough Road, Maidenhead, Berkshire, SL6 4AR

Unique reference number (URN): 149535

Inspection report: 24 March 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

Achievement

Expected standard 

Overall, pupils achieve well. They are ready for the next stages in their education. Positive and improving key stage 2 national outcomes, including for disadvantaged pupils, reflects this. Pupils with special educational needs and/or disabilities progress through the curriculum well from their starting points.

Typically, pupils develop the basic skills they need in areas such as reading and mathematics. Pupils use these skills to help them access the wider curriculum successfully. However, leaders have identified that some pupils still have gaps in their basic writing skills. The school is focusing on further developing the teaching of writing across the school to help close the gaps that these pupils have. Pupils develop and build appropriate knowledge across a broad range of subjects. Pupils' knowledge of the curriculum is more detailed in some areas of each subject than others.

Attendance and behaviour

Expected standard 

Leaders promote the importance of pupils attending school regularly. Consequently, pupils, including those with special educational needs and/or disabilities have attendance in line with national averages. Leaders have worked effectively to improve how often disadvantaged pupils attend school and this work continues. Leaders effectively identify and resolve any barriers to learning before they become an issue for pupils or their families. This includes ensuring that any pupils who have medical conditions or need any additional specialist provision are supported well.

Pupils behave well. They have positive attitudes towards their learning. Most show high levels of focus and self-discipline. Every morning, pupils walk into school with happy smiles and a respectful outlook which permeates into all areas of their learning. Typically, staff implement the school's behaviour expectations and systems appropriately. As a result, the atmosphere around classrooms and corridors is usually calm and purposeful.

The school provides prompt support for any pupils who need help to manage their emotions. This is enhanced further by well trained staff who work with pupils so they can recognise different emotions in themselves. Pupils have a deep understanding of what constitutes bullying or harassment. Any incidents of derogatory language or unkindness are not tolerated and are dealt with swiftly and effectively.

Curriculum and teaching

Expected standard 

Leaders have now successfully put in place a suitably broad, ambitious and well-sequenced curriculum that builds pupils' knowledge over time. Leaders constantly refine and adapt this in response to the changing needs of the pupils.

The school focuses on developing pupils' basic skills such as reading, writing and mathematics. Carefully chosen texts support pupils' comprehension and build their

vocabulary. The school makes sure they identify pupils who need more practise in basic skills such as reading and counting. Pupils receive the support they need to catch up.

Knowledgeable staff are adept at explaining and modelling concepts and new learning. Staff have secure subject knowledge and tasks are well-designed to build pupils' learning. However, the school is working to ensure that staff consistently check pupils' understanding in lessons so that they identify gaps in knowledge quickly and address them promptly.

Staff have a secure understanding of pupils' needs and vulnerabilities. They support pupils well and generally adapt learning when needed. For example, staff use information from support plans to ensure the curriculum is carefully designed around pupils' identified needs and targets. They provide sensitive support so that pupils with special educational needs and/or disabilities can fully access the whole curriculum successfully.

Inclusion

Expected standard ●

The school has high expectations for all pupils. Leaders promote a school culture which celebrates diversity and values every pupil. They make decisions firmly rooted in pupils' best interests. For instance, leaders have improved classroom environments so pupils can focus better on their learning. They also identify specific barriers to learning and put tailored support in place, such as sensory circuits, to help pupils regulate and be ready to learn. This supports pupils' needs and ensures that they are fully included in all aspects of school life. As a result, pupils develop increased confidence and independence.

Leaders work well with staff to adapt the curriculum effectively. Training supports staff to use a step-by-step approach to assess pupils' needs, plan appropriate support and review their impact. As a result, pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care progress well from their individual starting points.

Leaders and staff work efficiently with external specialists and pupils' families to ensure that the provision is effective. They check pupils' progress systematically and evaluate the impact of interventions to inform future planning. They make changes where required to remove barriers for vulnerable pupils.

Pupil premium funding is appropriately used to enhance access and outcomes for disadvantaged pupils. Leaders check that this has a positive impact on these pupils' progress in all aspects of their education.

Leadership and governance

Expected standard ●

In the last few years, the school has been through a period of instability and leadership change. Leaders have worked purposefully and effectively to raise aspirations for what pupils can achieve. Together with staff, they work effectively to ensure that pupils have every opportunity to achieve well. Leaders have a secure understanding of strengths of the school and the areas which they need to prioritise. They have put into motion actions to ensure that staff identify gaps in pupils' knowledge, and that these are closing effectively.

Leaders make decisions in the best interests of all pupils, particularly those who are disadvantaged, pupils with special educational needs and/or disabilities, or those face other

barriers to learning. They ensure that these pupils receive the support they need to succeed and grow further.

Trustees fulfil their statutory duties and know the school's context well. Trustees, alongside the local governing body, challenge leaders effectively to ensure that pupils' educational experience is usually of a high-quality.

Leaders are mindful of the workload and wellbeing of staff. This helps staff to feel valued and there is a real team spirit. An open culture exists in the school where staff feel empowered to share their views. Staff benefit from a well-structured professional development programme informed by high-quality research and tailored to the school's strategic priorities. Leaders ensure that staff benefit further from working in partnership with other local schools.

Personal development and wellbeing

Expected standard 

Leaders ensure that their carefully crafted plans for the personal development of pupils weave across all areas of school life. They think very carefully about how it supports disadvantaged pupils to build their knowledge and aspiration for the future. This helps pupils to grow into thoughtful, responsible and kind individuals.

Pastoral support is effective. It helps to settle and prepare pupils for their learning. Warm relationships between pupils and staff underpin a nurturing culture. Targeted support and interventions, such as time with the pastoral team, helps pupils to manage concerns such as anxiety about leaving their parent or carer. The school's mental health and wellbeing strategy ensures that staff identify and respond to pupils' needs early. Pupils are confident in accessing help when needed.

Pupils demonstrate a deep understanding of difference and celebrate this. They talk confidently about how they live out the belief to embrace uniqueness. This also shows in the way they relate to each other and adults in the school. Most pupils develop an appropriate knowledge of the personal, social, health and education curriculum. This includes how to take care of their mental health and wellbeing, and an age-appropriate understanding of relationships and consent. Pupils talk confidently about how to stay safe both online and offline. However, some pupils have a more detailed understanding of fundamental British values than others.

Leaders ensure that there is a wealth of experiences which help pupils to broaden their horizons. For example, the musical and sporting offers in the school. Pupils take part in sporting events which focus on the participation of many pupils and not a few. Pupils interact with their local community really well through events such as fundraising for a local hospice and foodbank.

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

Pupils are enormously proud to belong to this compassionate school. There is a calm and nurturing atmosphere here. Staff know pupils well and foster a culture of mutual respect.

The school has been through a period of change. Leaders have made accurate and decisive decisions that have improved the school. Parents and carers consistently praise the efforts staff make to help their children achieve, belong and thrive more.

Staff form trusting relationships with pupils. Incidents of bullying or discrimination are uncommon. Pupils are confident that staff will help them deal quickly with any concerns they may have. They feel safe and well cared for. Pupils have a real sense of belonging. This has helped to raise levels of attendance in line with national averages for most pupils. Leaders have taken decisive action where this is not the case for some disadvantaged pupils. Pupils leave school well-prepared for the next stage of their education.

Pupils, including those who are disadvantaged or have special educational needs and/or disabilities, work hard to meet the expectations that staff have for their behaviour and achievement. Leaders overcome any barriers which pupils have to their learning effectively. Typically, pupils achieve well. However, some pupils still have gaps in their knowledge when they enter the school, especially in their writing. The school is closing these gaps by developing the teaching of writing and helping staff to check pupils' understanding more consistently in lessons.

Pupils benefit from a wide range of visitors and visits matched carefully to their learning. For example, they have regular author visits, which deepens their understanding of literature. Pupils hone their leadership skills by developing and championing areas of sustainability across the school, such as recycling. Pupils are well prepared for life in modern Britain. Pupils' experiences are effectively broadened by taking part in a range of clubs and activities, such as chess and sewing clubs. Leaders ensure that these opportunities are inclusive and open to all pupils.

Next steps

- Leaders need to further develop staff expertise in checking pupils' understanding in lessons and over time so that pupils' misconceptions can be identified and addressed consistently.
- Leaders should embed their approach to teaching and developing pupils' letter formation and spelling so that the quality of pupils' writing improves further.

About this inspection

This school is part of the Oxford Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sharon Mullins, and overseen by a board of trustees, chaired by Kathy Winrow.

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 during the inspection. Inspectors spoke with representatives from the local governing body, the chair of trustees, other leaders within the trust and the CEO from the trust.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 Statutory inspection of Anglican and Methodist Schools took place in May 2024.

The school does not use any alternative provision.

Executive Headteacher: Rob Harris

Lead inspector:

Neil Pilsworth, His Majesty's Inspector

Team inspectors:

Siobhan McGann, Ofsted Inspector

Kimberley Kemp, 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 March 2026

School and pupil context

Total pupils

218

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

360

Close to 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)

17.43%

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

2.29%

Close to 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

11.47%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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		61%	
2024/25 (revised)	69%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (revised)	92%	75%	Above
2023/24 (final)	76%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (revised)	79%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (revised)	88%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23		60%	

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		59%	
2024/25 (revised)	63%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23		58%	

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		60%	
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23		59%	

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		68%	
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	50%	67%	-17 pp
2022/23		66%	

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		80%	
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	100%	80%	20 pp
2022/23		78%	

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		78%	
2024/25 (revised)	63%	78%	-16 pp
2023/24 (final)	63%	78%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	75%	79%	-4 pp
2022/23		79%	

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)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.6%	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)	15.4%	13.3%	Close to average
2023/24 (3 term)	15.4%	14.6%	Close to average
2022/23 (3 term)	15.8%	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.

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