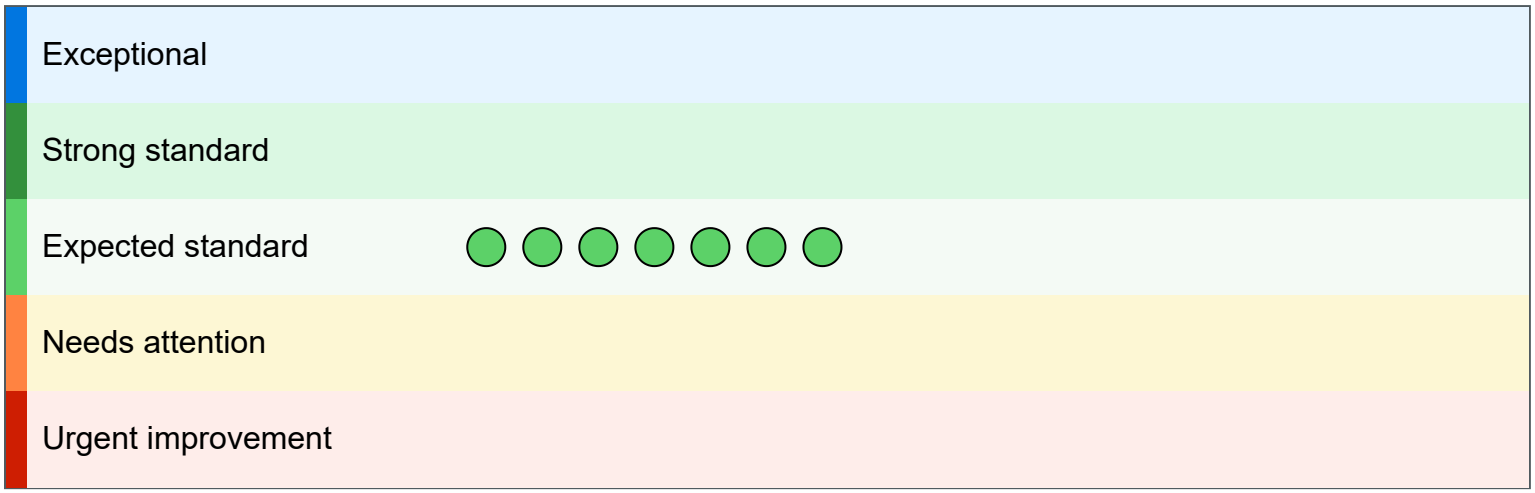
Alwyn Infant School

Address: Mulberry Walk, Maidenhead, Berkshire, SL6 6EU

Unique reference number (URN): 109818

Inspection report: 29 September 2026



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

Pupils, including those with special educational needs and/or disabilities and those who face other barriers to learning, make appropriate progress through the curriculum from their starting points. They develop secure knowledge and skills in reading, writing and mathematics. Staff provide effective support and adaptations where needed. Pupils learn to read with increasing fluency and accuracy. Attainment in the Year 1 phonics screening check is in line with national averages. Disadvantaged pupils achieve in line with their peers in the phonics screening check. Overall, pupils are prepared well for the next stage of their education.

Across the curriculum, pupils engage positively in their learning. Work in books shows that pupils develop their ideas progressively and use subject-specific vocabulary with increasing confidence. However, there is variability in how well staff support some pupils to learn and practise the important skills needed for writing, particularly handwriting. As a result, some pupils do not form letters accurately or develop sufficient handwriting fluency. This limits how effectively they record their learning and affects their progress in some subjects.

Attendance and behaviour

Expected standard

Leaders prioritise attendance. They check attendance closely and act quickly, when concerns arise. Leaders work effectively with pupils and their families to understand and reduce barriers to regular attendance. This includes pupils facing more complex challenges. Leaders ensure that all support is timely and tailored to pupils' needs. They check the impact of this work carefully and take further action where needed. As a result, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), attend regularly and benefit from the school's curriculum.

Leaders have established clear expectations for behaviour from the early years onwards. Staff apply these consistently and help pupils understand the impact of their actions. Pupils embody the school's values of ‘kindness, belonging, choices and adventure’ in their daily interactions. Incidents of bullying, discrimination and unkind behaviour are rare and are dealt with promptly and effectively. Pupils feel safe and trust adults to help if concerns arise. Typically, they behave well in lessons and around the school. Pupils show positive attitudes to learning and rarely disrupt lessons. This creates a calm and purposeful environment, where learning can flourish. Leaders ensure appropriate adjustments for pupils with SEND while maintaining high expectations for all pupils.

Curriculum and teaching

Expected standard

Leaders have designed a well-sequenced curriculum that builds pupils’ knowledge over time. They have identified clearly what pupils need to learn and when. Leaders place a sharp emphasis on communication and language, reading, writing and mathematics. This helps pupils develop the knowledge and skills they need for future learning. The curriculum is inclusive and engaging. Pupils with special educational needs and/or disabilities (SEND) study the same broad curriculum as their peers. Staff make appropriate adaptations to help

pupils access learning successfully. There is some variation in how well staff support pupils with their handwriting.

Leaders ensure that pupils build secure knowledge and skills in reading, writing and mathematics from the start. Reading is central to the curriculum. Staff teach the school's chosen phonics programme consistently well. They model sounds accurately and help pupils learn to read fluently and confidently. Pupils enjoy a wide range of high-quality texts that develop their vocabulary and support learning across the curriculum.

Teachers have secure subject knowledge. When teaching is most effective, they build carefully on what pupils already know. For example, they use the school's agreed assessment strategies to identify and deal with any gaps or misconceptions that pupils have. However, this approach is not applied consistently across all subjects. As a result, some pupils, including those with SEND, do not build important knowledge as securely as they could. Leaders are taking appropriate steps to further improve teaching.

Early years

Expected standard

The early years curriculum is ambitious and supports children to learn and develop well from the start. It is carefully sequenced and gives children the essential knowledge and skills they need for future learning. Leaders ensure that children with special educational needs and/or disabilities and disadvantaged children receive appropriate support. Staff provide a range of purposeful activities, which capture children's interests and support their development across all areas of learning. As a result, most children progress well through the curriculum and are prepared well for Year 1.

Staff have a secure understanding of how young children learn. Typically, they use high-quality interactions to develop children's communication and language skills and extend their vocabulary. However, occasionally, staff do not check children's understanding well enough. As a result, some children do not secure the important learning as well as they could.

Staff introduce children to early reading from the start. They teach the school's chosen phonics programme consistently well and provide regular opportunities for children to practise and apply their developing knowledge. As a result, children learn to read with increasing confidence and accuracy.

Children benefit from positive, trusting relationships with staff and settle quickly into routines. Staff support children's personal, social and emotional development well. Children feel safe, behave well and enjoy learning.

Inclusion

Expected standard

This is an inclusive and welcoming school. Leaders are ambitious for pupils, who face barriers to learning. They quickly and accurately identify pupils' needs. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders and staff know pupils and their families well. They work closely with parents and carers and external professionals to secure the right support at the right time.

Staff are well trained and provide effective support in lessons. For instance, they make timely adjustments to help pupils with SEND access learning successfully. Pupils also benefit from working in specialist spaces, including the sensory room. Where needed, leaders promptly seek advice from external agencies, such as educational psychologists and speech and language therapists. This improves the support pupils receive.

Leaders identify disadvantaged pupils accurately and use additional funding, such as the pupil premium, thoughtfully. They check carefully that funding helps pupils overcome academic, social and emotional barriers. As a result, disadvantaged pupils participate fully in school life and achieve alongside their peers. The school's approach helps pupils, including those with medical needs or an education, health and care plan, develop self-confidence, independence and resilience. Overall, pupils with SEND and other pupils who face barriers to learning make secure progress from their starting points and are well prepared for their next steps.

Leadership and governance

Expected standard

Leaders clearly understand the school's strengths and priorities for improvement. They have maintained a clear focus on improving pupils' experiences and outcomes. Leaders' work has strengthened teaching, enhanced the curriculum and developed leadership capacity across the school. They carefully evaluate the impact of their actions and adapt plans as needed.

Leaders prioritise staff professional learning. Training is linked closely to school priorities and helps staff develop their knowledge and skills. Leaders consider staff workload and wellbeing when making decisions. Staff feel valued and supported in their roles. They describe leaders as approachable and responsive to their needs.

Governors are skilled and knowledgeable. They understand well the school's strengths and areas for development. They strike an appropriate balance between the challenge and support that they offer leaders. They meet their statutory responsibilities effectively.

Pupils' interests are at the centre of the decisions that leaders make. They work constructively with external professionals, including the local authority, to secure additional help when it is needed. These working relationships support pupils to succeed in their education. This is particularly true for pupils with special educational needs and/or disabilities.

Leaders have developed positive relationships with parents, carers and the wider community. They work closely with community partners to enrich pupils' experiences. Parents and carers are very supportive of the school. They value its inclusive and nurturing environment and appreciate the approachable staff.

Personal development and wellbeing

Expected standard

Leaders have established an effective programme for pupils' personal development and wellbeing. They know pupils well and provide opportunities that reflect their needs, interests and experiences. Pupils develop confidence, perseverance and independence through a range of learning experiences, visits and enrichment activities. For example, pupils visit the farm, the park and the model village. As a result, they understand how to contribute

positively to their school and wider community and are well prepared for the next stage of their education.

Pupils learn how to build positive relationships, resolve disagreements and seek help when needed. They trust adults and speak confidently about the support they receive. Pupils understand that they should share their worries with a trusted adult, as small problems can grow if they are kept to themselves. Pupils develop an age-appropriate understanding of fundamental British values, for example, by voting for school councillors. Staff know pupils well and respond quickly to any concerns. Pupils learn how to stay safe, including online. They understand how to manage risks and make sensible choices that help keep them safe and healthy.

The school's values are woven through daily life. Pupils understand these values and explain how they help them make positive choices. They learn to be kind, include others and show respect. Pupils understand that some people may need extra help and explain why it is important to support them. They learn about different cultures, faiths and communities through the curriculum and wider school life. Pupils enjoy learning about celebrations, such as Shabbat and Diwali.

Leaders ensure that all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, benefit from wider opportunities. Pupils enjoy clubs such as gardening, dance and 'Techy Tots'. They value visits and visitors that bring learning to life and broaden their understanding of the wider world. Leaders are ensuring pupils develop a deeper understanding of the responsibilities linked to the leadership roles they undertake.

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

Pupils thrive at this happy, caring school. Here, pupils' backgrounds and individual differences are embraced and celebrated. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are fully included in school life. Staff reduce barriers to learning effectively. This enables pupils with SEND to achieve well from their starting points. Pupils generally build secure knowledge and skills across the curriculum, particularly in reading, phonics and mathematics. They leave well prepared for their move to junior school.

Behaviour in classrooms and corridors is calm and orderly. Pupils, including the youngest children, care about each other and have a genuine sense of belonging. They understand the school's expectations and follow them well. Pupils engage positively in lessons and talk confidently about their learning. Children in the early years show curiosity and enjoy learning.

Pupils are respectful towards staff and each other. Breaktimes and lunchtimes are social occasions, where pupils enjoy playing and chatting with friends and staff. Pupils say that bullying is not a concern. They trust adults to help if they have a worry. Pupils enjoy coming to school and attend regularly. Parents and carers agree that pupils are safe and well cared for.

The school's values make a palpable difference to pupils' character. Pupils take part in a range of experiences, including visits to a local farm and a model village. Visitors such as the fire service, the police and ambulance services help pupils learn about different jobs they can pursue in their future lives. Clubs such as gymnastics, drama and gardening help them develop their interests and talents. Pupils celebrate different festivals and learn about events in the community. They develop a wider understanding of the world around them. Pupils also learn how to keep themselves safe, including online and when crossing the road.

Next steps

- Leaders should ensure that staff, including in the early years, use the school's assessment strategies consistently, so that pupils secure important knowledge and deepen their understanding.
- Leaders should ensure that staff teach handwriting consistently well, so that pupils form letters accurately, write fluently and record their learning effectively across the curriculum.

About this inspection

The co-chairs of the board of governors at this school are Paul Griffiths and Eduard Woltjer.

The school is part of a federation called the Alwyn & Courthouse Federation.

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

This inspection took place on Tuesday 29 and Wednesday 30 September 2026.

Following our renewed inspection framework, all inspections are now led by (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the head of school, senior leaders and some staff during the inspection. The lead inspector also met with the co-chairs of governors and 3 other governors. She also met with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school has undergone a leadership change since the last inspection. The executive headteacher joined the school in January 2024. The special educational needs and/or disabilities coordinator, who is also the assistant head of school, took up their post in September 2026.

Executive Headteacher Head of School : Lawrence Hyatt Kirsty Grierson

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Lead inspector:
Shazia Akram, Ofsted Inspector

Team inspectors:
Louise Ling, Ofsted Inspector
Tash Hurtado, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

213
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: 268

School capacity

270
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)

16.43%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.82%
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: 4.1%

Pupils with special educational needs (SEN) support

17.37%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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).

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
2025/26 (1 term)	4.3%	5.1%	Close to average
2024/25 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	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
2025/26 (1 term)	10.3%	14.4%	Below
2024/25 (3 term)	11.6%	13.0%	Close to average
2023/24 (3 term)	11.0%	14.6%	Below

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.

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Piccadilly Gate
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Manchester
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