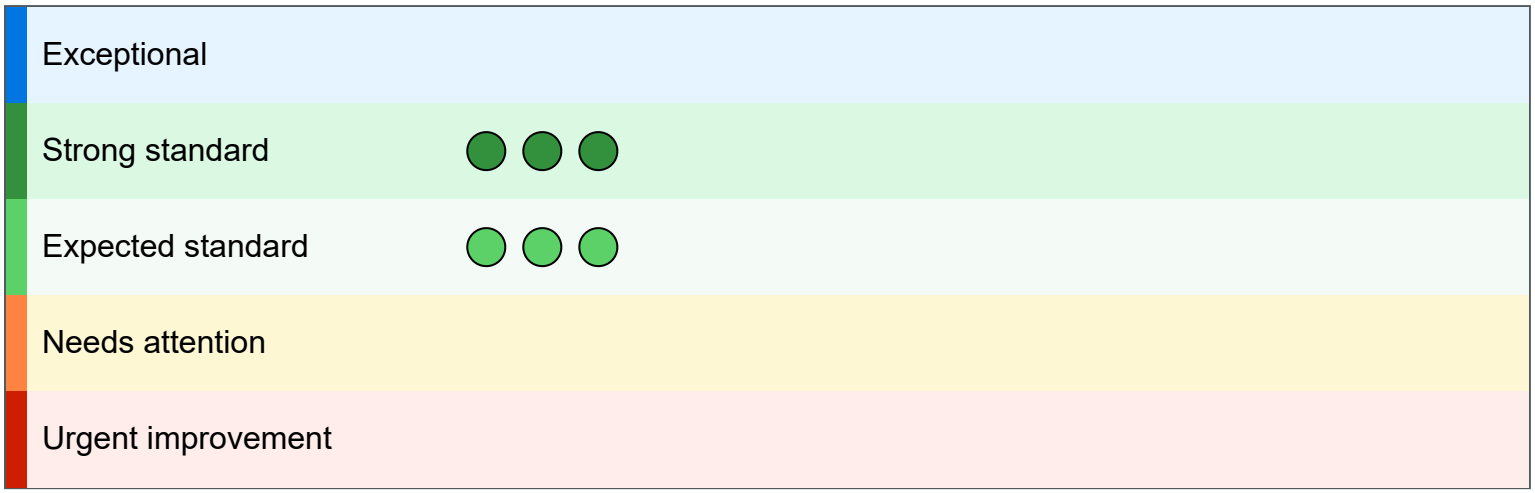
Oaklands Junior School

Address: Butler Road, Crowthorne, Berkshire, RG45 6QZ

Unique reference number (URN): 145282

Inspection report: 6 October 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.

Strong standard

Attendance and behaviour

Strong standard

Pupils attend school regularly. The numbers of pupils who are persistently absent is low. This is because leaders have established robust systems to ensure that pupils' attendance is carefully monitored. Leaders are quick to offer support and help when attendance falls below their high expectations. They work positively with pupils and families to overcome barriers to attendance and ensure that pupils feel welcomed and supported. Promoting high attendance is a priority of all staff and because learning is enjoyable and pupils feel safe and they want to be in school.

Pupils behave very well across the school. This is because staff model high expectations of behaviour in their interactions with each other. Pupils in turn show respect for their peers and adults. Social times are harmonious occasions where pupils play happily together. In lessons there is a high degree of focus on learning. As a result, pupils contribute well in class and achieve success. Classrooms and shared areas are calm, orderly environments where pupils show kindness, care and respect for others. Pupils are confident that bullying is never accepted. Staff act quickly to support any pupil who may struggle with the high expectations. This in turn has a positive impact on pupil self-esteem and wellbeing.

Inclusion

Strong standard

This is a highly inclusive school where leaders know pupils well. Leaders have been intentional and targeted their approach to ensure that they are meeting the needs of the most vulnerable pupils. Leaders identify pupils' needs quickly and accurately, establishing strategies that consistently enhance the opportunities and experiences of pupils with special educational needs and/or disabilities.

Leaders use a range of detailed information to monitor progress closely and adopt an ongoing review cycle, which means they intervene early when support or adaptations are not working. They work closely with parents and carers, routinely seeking their views when planning and reviewing support. Pupils' views also inform decision-making, helping staff understand the strategies that promote positive learning and wellbeing. Leaders work alongside other professionals, such as the virtual school, to support disadvantaged learners including looked after children.

Specialist support staff are well trained to ensure they can skilfully adjust learning strategies as needed. Teachers know who their target pupils are and are supported and trained to meet their needs. For example, through a use of adapted resources, visual prompts and scaffolds to support learning.

Leaders ensure that the pupil premium strategy is implemented and monitored effectively. They take intentional and deliberate action to remove barriers to learning when standards drop, such as holding writing conferences to support the most vulnerable learners develop their composition skills.

Personal development and wellbeing

Strong standard

Leaders place personal development and wellbeing at the heart of the school's vision and want pupils to flourish. As a result, pupils develop the knowledge, skills and character needed to thrive in modern Britain. The relationships and sex education and health education curriculum is broad and well structured. Pupils understand how to keep safe and lead healthy lifestyles. For example, they can explain the importance of balanced diets, different food groups, calories and too much sugar intake. Pupils speak confidently about online safety and feel well equipped to deal with any challenges they may face. Leaders adapt and review the curriculum regulary so that it is responsive to a changing world.

Pupils have a broad understanding of inclusion and can make links to British values such as respect and tolerance of others with differing points of view. They demonstrate this understanding daily in their interactions with their peers and adults in school, creating a harmonious and inclusive community.

Pastoral provision is a notable strength. Staff know pupils well and build positive relationships with pupils and their families. Pupils know that adults listen to them and provide support when needed. Expert staff who are well trained support pupils when they need it the most.

A wide range of opportunities extends beyond the curriculum. Enrichment and leadership opportunities are exceptionally equitable and impactful. Leadership roles include sports captains, librarians, monitors and school council. Pupils take pride and vote for these roles which strengthens their understanding of democracy. Leaders ensure that every pupil attends a club. They monitor uptake carefully and ensure those pupils who are disadvantaged can attend regulary and as a priority.

External partnerships ensure that pupils receive a wide range of extra-curricular opportunities such as the school's work with local cricket clubs, gymnastic groups and music hubs. This wider offer enhances provision and leaders' careful tracking demonstrates a positive impact on disadvantaged pupils, who develop self-confidence, belonging and their own future aspirations.

Expected standard

Achievement

Expected standard

Pupils achieve well in reading and mathematics. Outcomes are consistently above national averages in these subjects. Those pupils with special educational needs and/or disabilities or those who are disadvantaged achieve well and make progress from their starting points.

Outcomes in writing are broadly in line with national averages. Leaders have prioritised the implementation of a new writing approach which has strengthened outcomes over the last year for pupils. They recognise there is further work to do to embed the new programme and to ensure achievement is strengthened further, especially for the higher attaining pupils in writing.

Across the wider curriculum, pupils build knowledge over time. Typically, they can recall previous learning effectively. Sometimes pupil understanding is more about the recall of the activity and not the specific learning outcome. Leaders are taking action to strengthen the ways in which teachers check for understanding and deepen recall of knowledge and skills over time.

Curriculum and teaching

Expected standard

The curriculum is broad and well sequenced. It is designed to build knowledge and skills over time. Leaders have a secure understanding of the curriculum and what they need to do to strengthen it further.

Reading is a priority. Those pupils at an early stage of learning to read are supported by well trained staff to develop their fluency. Pupils develop secure foundational knowledge and skills in reading and mathematics and apply this to their learning. Leaders have introduced a new writing programme recently which is already strengthening the teaching of writing.

Teachers typically demonstrate secure subject knowledge across the taught curriculum. They explain new learning clearly and match their teaching to the needs of the pupils. Staff know pupils well and make appropriate adaptations so that pupils can access learning successfully.

In the core subjects of reading, writing and mathematics teachers use retrieval practices well to help pupils remember more. Leaders are working on strengthening the ways in which teachers check pupil knowledge and understanding further across the wider curriculum. This is because, assessment in these subjects is not used consistently to deepen understanding and move learning forward. As a result, some pupils remember the learning activity but do not build knowledge and skills as securely as they could.

Leadership and governance

Expected standard

Leaders are passionate about delivering the trust and school vision, creating a school where pupils are enabled to flourish. They have a clear and accurate understanding of the school priorities and act quickly with any areas that may need improvement. For example, recent changes to the writing curriculum have enabled staff to strengthen the outcomes for pupils last year.

Leaders place a high importance on staff professional learning. Training needs are designed to upskill staff, so that the right support is given to enable pupils to achieve and thrive. Staff make use of professional learning networks and expertise within the trust alongside external providers to ensure that they provide the very best support to learners. They value the opportunities given to them and feel well supported to do their jobs well as a result. Staff say they feel valued by leaders and that their workload and wellbeing is a priority. Because of this, staff retention is high and they are proud to work at the school.

Local governors and trustees ensure that their statutory duties are met. They provide effective support and challenge to leaders. Governors assure themselves that processes in place are effective. Recent changes to the local governing board have been managed

carefully by the trust and are already having a positive impact on the school, staff and pupils.

Parents and carers are full of praise about many aspects of the school's work, including the wider opportunities the pupils receive. Many parents celebrate the nurture and care their child can access in school which helps their children feel happy and safe.

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

Pupils are proud to be part of this inclusive and friendly school community. They feel happy and love learning new and exciting things. Parents and carers are effusive in their praise of the school and value the caring and nurturing environment. Pupils feel safe and have no concerns about bullying. They know there is an adult to help them if they need advice and guidance.

Any barriers to learning or wellbeing that pupils have are identified early, with support put into place quickly. Pupils contribute readily in lessons and approach learning with confidence. They achieve well and are prepared for the next stage of their education. Leaders' work to identify and reduce barriers to learning is highly effective, enabling pupils with special educational needs and/or disabilities or those who are disadvantaged to participate fully in school life. Typically, pupils achieve well, often above national averages, especially in mathematics and reading. This is due to the appropriate and responsive adaptations that staff make to teaching and the learning environment.

Pupils show highly positive attitudes to their work and want to succeed in all they do. They enjoy learning and want to be in school, as a result, attendance is high.

Pupils benefit from a wide range of experiences that go beyond the academic. They strive to achieve the 'Oaklands' mindset' which helps them to become active and responsible citizens. Pupils appreciate visits that enhance the curriculum, such as their residential trips. They also benefit from many curriculum enrichments that bring learning to life such as trips to local farms and Museums. Pupils are taught how to keep safe both online and in the wider world. Older pupils cannot wait to run clubs such as card games and dance at social times to support the younger children. Pupils also benefit from well considered opportunities in music, art and sports.

Next steps

- Leaders need to further develop staff expertise in identifying gaps and misconceptions so that pupils, including disadvantaged pupils, achieve highly and strengthen their recall in the wider curriculum.
- Leaders should continue their work to embed the new approaches to the teaching of writing so that more pupils can demonstrate greater depth in their writing.

About this inspection

This school is part of The Corvus Learning 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), Stuart Matthews, and overseen by a board of trustees, chaired by Peter Floyd.

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

This inspection took place from 6 October to 7 October 2026.

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, trust leaders including the CEO and school staff. The lead inspector met with representatives of the local governing board and trustees of the board.

Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments, and spoke to some parents. Inspectors considered the responses to Ofsted's staff and pupil survey.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

There is a before- and after-school club for pupils who attend the school.

The school has undergone a significant change since the last inspection and now shares co-headteachers and local govenrors across the infant and junior school.

Co-headteachers: Duncan Holland and Ellen Weston

Lead inspector:
Simon Woodbridge, His Majesty's Inspector

Team inspectors:
Olivia Page, Ofsted Inspector
Nic Browne, Ofsted 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 6 October 2026

School and pupil context

Total pupils

244
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

256
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)

6.15%
Well 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

2.46%
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

9.84%

Below 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).

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	68%	61%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	75%	Above
2023/24 (final)	88%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	68%	72%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	94%	74%	Above
2023/24 (final)	83%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	33%	46%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	67%	62%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	33%	58%	Below

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	33%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	33%	67%	-34 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	67%	80%	-13 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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	33%	78%	-44 pp

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	33%	79%	-46 pp

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	3.5%	5.1%	Below
2024/25 (3 term)	3.4%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below

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)	6.1%	14.4%	Below
2024/25 (3 term)	2.3%	13.0%	Below
2023/24 (3 term)	5.7%	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.

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