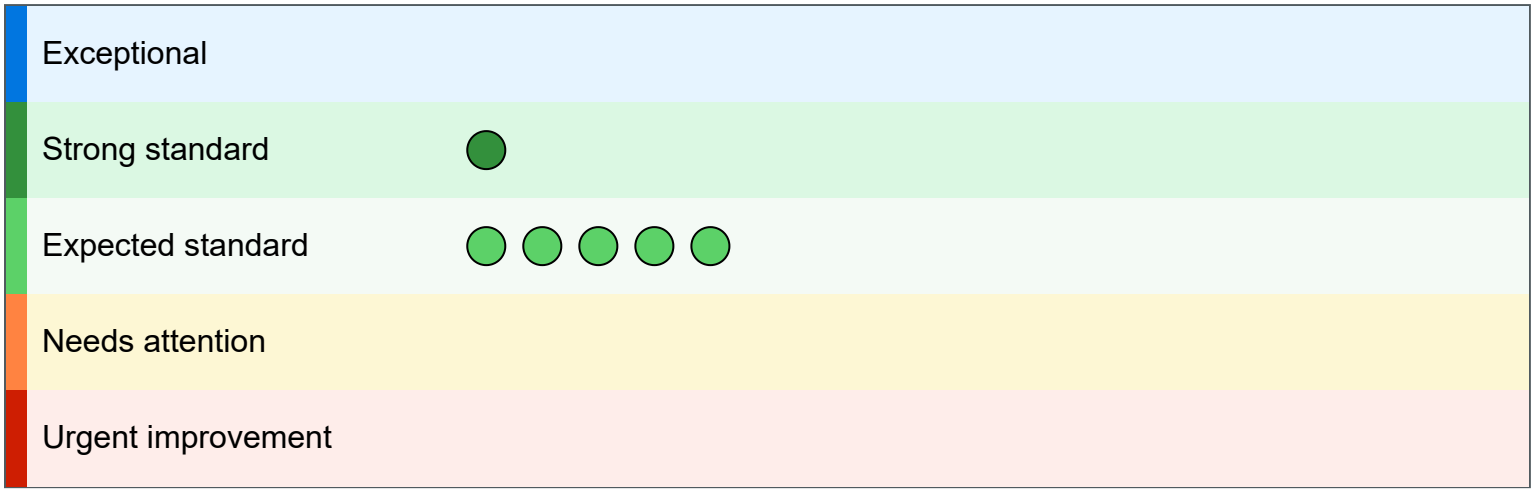
Garland Junior School

Address: Clay Hill Road, Burghfield Common, Reading, Berkshire, RG7 3HG

Unique reference number (URN): 109858

Inspection report: 2 June 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

Personal development and wellbeing

Strong standard

Pupils benefit from a well-planned and highly effective programme for personal development and wellbeing. It is expertly adapted to meet pupils' needs and has a powerful impact on all. The coherent, well-thought-out programme includes key elements needed to develop pupils' character and skills. Personal development is firmly at the core of learning and is embedded throughout the school. Pupils appreciate that adults notice their talents, reflecting the school vision of 'discovering every child's sparkle'. Pupils are polite, articulate and proud of their school. Pupils speak confidently about their learning and understand how it connects to their lives.

A wide range of trips and extra-curricular opportunities enriches pupils' experiences. Activities such as Maths Day, World Book Day and annual theatre visits have a notable impact on pupils. Pupils also benefit from residential visits, where they learn new skills and make different friends. Leaders track participation closely to ensure vulnerable pupils benefit as fully as their peers.

Pupils develop a deep understanding of fundamental British values, which are woven throughout school life. They know discrimination is wrong and that personal opinions should be respected. Pupils confidently link British values to the school values of perseverance, teamwork, kindness, respect and good manners. Pupils value learning about different religions, explaining that it helps them relate to others. Pupils are highly knowledgeable about protected characteristics, equality and consent. They behave with mature integrity, show respect, understand differences in belief and celebrate diversity. Pupils understand how to keep themselves safe online and in real life and recognise the importance of positive mental health.

Pastoral support is extremely effective. Leaders know pupils well, work closely with families and remove barriers to learning. This has significantly improved attendance, achievement and pupils' confidence, particularly for the most vulnerable.

Expected standard

Achievement

Expected standard

The school is ambitious for all pupils. Pupils' current work demonstrates the positive impact of the recent improvements made to the teaching of reading, writing and mathematics.

Most pupils achieve well across the curriculum and make steady progress from their starting points. By the time that they leave the school, the majority of pupils have secured the knowledge they need in reading, writing and mathematics to prepare them well for secondary school. This includes pupils with special educational needs and/or disabilities or other barriers to their learning. Gaps in pupils' learning are quickly identified and addressed. This helps pupils to secure the key skills they need for future learning. Pupils accurately use the vocabulary they are explicitly taught to explain their learning. This is more secure in

reading, writing and mathematics. However, pupils suitably broaden their language across the curriculum.

Attendance and behaviour

Expected standard

Leaders work persistently to maintain the expectation of high attendance in the school. Leaders systematically monitor attendance to ensure that pupils attend school regularly and benefit fully from their education. They work with relentless determination to identify and remove, where possible, barriers to pupils attending school. Consequently, attendance has improved so that it is now in line with national averages. Adaptations and reasonable adjustments have made a significant difference to the attendance of individual pupils. Leaders are aware that there is further work to do with pupils who are persistently absent to ensure they attend as well as their peers.

Expectations for behaviour are high for everyone. Leaders have embedded a new behaviour policy effectively, which is clearly understood by both staff and pupils. This means that pupils understand how they are expected to behave. Pupils who need extra help to manage their behaviour receive effective support. Leaders have established calm and orderly routines throughout the school. This ensures that there are few low-level incidents at social times and so pupils are ready to learn. Incidents of poor behaviour, including bullying, are dealt with swiftly and effectively by leaders.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and make informed decisions about how it should evolve. They prioritise ensuring that the teaching of reading, mathematics and writing is well developed and builds knowledge securely over time. Staff teach early skills in these subjects effectively so that gaps in pupils' knowledge generally close quickly. Leaders continue to improve how spelling and handwriting are taught so that the quality of pupils' writing improves further. Leaders are now applying the same high level of consideration to the wider curriculum so that pupils achieve well across all subjects.

The introduction of a consistent, evidence-informed approach means that teaching is typically effective across the school. Staff use scaffolds such as knowledge organisers and explicit teaching to build knowledge and address misconceptions promptly. Pupils remember prior learning and develop curiosity due to engaging lessons and carefully designed tasks. Pupils are proud of their work and pay attention to presentation in written work.

Staff use adaptations such as physical resources, scaffolded tasks and visual supports so that all pupils access the curriculum while developing independence. Targeted interventions meet pupils' needs and are implemented carefully. As a result, pupils engage positively and speak confidently when discussing their learning.

Inclusion

Expected standard

Leaders ensure that staff can identify and assess pupils' needs accurately. Leaders use robust systems and careful monitoring to ensure that support matches pupils' needs and is adapted when required. Advice from external agencies is swiftly and effectively

implemented. Staff have high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities and disadvantaged pupils. Staff generally make appropriate adaptations in lessons that enable pupils to access the full breadth of the curriculum. Leaders make thoughtful changes to resources and the environment so that pupils feel a clear sense of belonging and can focus on their education. As a result, pupils grow in confidence and independence over time.

Leaders use pupil premium funding strategically, based on the accurate understanding of the needs of disadvantaged pupils. Pupils who face wider barriers, including those known to social care, receive timely and effective support through pastoral support and work with external agencies.

Leaders carefully consider the most appropriate use of alternative provision to support pupils with the most complex needs. They liaise with external agencies to ensure processes are correctly followed and that decisions are made with the best interests of pupils in mind.

Leadership and governance **Expected standard**

Leaders, including governors, explicitly understand the school's strengths and have made pragmatic decisions for improvement based on the needs of the pupils. Leaders understand what pupils need most to enable them to learn effectively and have implemented a programme of improvements in these areas. A new behaviour policy, improved support for the most vulnerable pupils and a new lunchtime routine have all contributed to the calm and purposeful nature of the school. Insightful decisions around staffing and the school environment benefit pupils positively.

Governors are knowledgeable about their statutory duties and have the necessary expertise to carry these out. They challenge leaders effectively and ensure that decisions are made in the best interests of the pupils. Leaders implement a coherent training programme for staff. It is rooted in research and is improving teaching across the school. Teachers at an early stage of their career receive an appropriate training offer that helps them to make a positive start.

Leaders work extensively with external agencies and seek support when required. Leaders identify barriers which may result in families being hesitant to access the support the school can provide. Staff are overwhelmingly positive about how well leaders manage their wellbeing and workload. The school is a happy place in which to work. Staff agree that the school's actions are supporting pupils to achieve, belong and thrive.

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

Pupils arrive at Garland Junior School promptly each morning, cheerful and ready to learn. Pupils feel seen by staff, who validate pupils' individuality. Staff ensure that pupils' strengths are celebrated. Pupils take pride in upholding the school's values of 'Perseverance, Kindness, Respect, Good Manners and Teamwork'. Attendance is in line with the national average, reflecting pupils' positive attitudes to school.

Leaders make effective improvements to the school. Pupils' conduct and attitudes to learning have improved due to recent changes to behaviour management and lunchtime routines. Pupils follow school rules diligently. They respond positively to leaders' high expectations, creating a calm and orderly environment for learning. Consequently, pupils' experience of school is positive. Pupils know that staff will resolve any issues of bullying or unkindness. Pupils have a strong sense of belonging and a sense of responsibility for others. Breaktimes are joyful and well organised. Pupils play cooperatively, organise their own games and kindly include others.

Pupils demonstrate a genuine enjoyment of learning. They engage positively in lessons and talk articulately about what they have learned. Recent improvements to the teaching of reading, mathematics and writing mean pupils are exposed to a well-thought-out, engaging curriculum. This means pupils know and remember more over time. By the end of key stage 2, achievement across the curriculum is generally secure. Leaders continue to focus on developing consistently accurate spelling and handwriting to support increased fluency in pupils' writing.

Disadvantaged pupils benefit from carefully planned adaptations and targeted support, so they make good progress from their starting points. Leaders identify and reduce barriers to learning and wellbeing effectively. A wide range of leadership opportunities and extra-curricular experiences broadens pupils' horizons and enriches their learning beyond the academic curriculum. Pupils celebrate diversity and value the opportunities to learn about different faiths and cultures.

Next steps

- Leaders should continue to embed their approach to teaching and developing pupils' handwriting and spelling so that the quality of pupils' writing improves further.
- Leaders should continue to strengthen the consistency of the wider curriculum, so that highly effective teaching helps pupils to build knowledge securely over time.

About this inspection

The co-chairs of the board of governors in this school are Kevin Mortimer and Vicky Collins.

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 senior leaders, governors, a representative from the local authority and parents and carers during the inspection.

The inspectors confirmed the following information about the school:
The school is federated with Mrs Bland's Infant and Nursery School and is known as The

Burghfield Common Federation.
The school currently uses one unregistered alternative provision.

Executive Headteacher: Catherine Rose

Lead inspector:
Vanessa Mason, His Majesty's Inspector

Team inspectors:
William James, Ofsted Inspector
Radhika Woodruff, 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 2 June 2026

School and pupil context

Total pupils

185
Below 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

240
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)

26.49%
Close to 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

2.70%
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

20.00%
Above 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	54%	61%	Below
2024/25 (final)	54%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	56%	60%	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	71%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	67%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	68%	71%	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	64%	73%	Below
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	66%	73%	Close to average
2022/23 (final)	57%	73%	Below

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	31%	46%	Below
2024/25 (final)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	13%	46%	Below
2022/23 (final)	47%	44%	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	54%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	47%	60%	Below

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	48%	59%	Below
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	31%	58%	Below
2022/23 (final)	59%	58%	Close to average

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	40%	60%	Below
2024/25 (final)	53%	61%	Close to average
2023/24 (final)	25%	59%	Below
2022/23 (final)	42%	59%	Below

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	31%	68%	-36 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	13%	67%	-55 pp
2022/23 (final)	47%	66%	-19 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	54%	80%	-26 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	47%	78%	-31 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	48%	78%	-30 pp
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	31%	78%	-46 pp
2022/23 (final)	59%	77%	-19 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	40%	80%	-40 pp
2024/25 (final)	53%	81%	-27 pp
2023/24 (final)	25%	79%	-54 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	42%	79%	-37 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.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.5%	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 (3 term)	10.6%	13.0%	Close to average
2023/24 (3 term)	20.7%	14.6%	Above
2022/23 (3 term)	20.3%	16.2%	Above

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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