

Gorse Ride Junior School

Address: Gorse Ride South, Finchampstead, Wokingham, Berkshire, RG40 4JJ

Unique reference number (URN): 109877

Inspection report: 16 June 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.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders place pupils' personal development at the centre of the school's work. They have established a clear and well-structured programme that helps pupils develop the knowledge and skills they need for life beyond school. The personal development curriculum, including relationships, health and sex education, is carefully planned and delivered. Leaders review this regularly and adapt it when needed so learning remains relevant. As a result, pupils develop secure knowledge over time and speak confidently about their learning, including how to stay safe and build positive relationships.

Pupils benefit from a wide range of experiences beyond the classroom. Trips, visits and residential activities broaden their understanding of the world and help them develop teamwork and confidence. Leaders ensure these opportunities are inclusive and take careful steps to remove barriers so all pupils can participate. Pupils talk positively about these experiences and explain how they support their learning.

Leaders promote pupils' physical and mental health well. The curriculum helps pupils understand how to stay active, manage their emotions and develop resilience. Well-planned pastoral support ensures pupils feel supported and engage positively in school life. This helps pupils to develop confidence and a sense of belonging. Pupils understand and apply the school's values of 'Grow, Respect and Succeed' in their daily actions. Through this, they learn how to treat others with respect and, for example, how to be a good friend. They also develop a mature understanding of equality. Pupils understand fundamental British values, including democracy. They use this knowledge to make positive choices and contribute thoughtfully to school life.

Pupils take on leadership roles with pride. They value opportunities such as the school council and contribute to school improvement. Pupils feel that their views are heard and that they can make a difference to their school community.

Expected standard

Attendance and behaviour

Expected standard 

Pupils attend school regularly. Overall attendance is above national levels and continues to improve for many pupils. Leaders' work to track and analyse attendance secures this positive picture for most groups. Attendance is improving for pupils with special educational needs and/or disabilities. Leaders engage positively with parents to identify barriers to attendance and, where needed, involve other professionals to provide further support. However, a small number of disadvantaged pupils do not attend as regularly as they should. Leaders understand this well. Their recent actions are having a positive impact, and many of these pupils are now attending school more regularly.

Leaders set clear expectations for behaviour. Staff apply these consistently and support pupils to meet them. Pupils' behaviour is calm and positive across the school. They follow

routines consistently in lessons and around the school. This helps to create an orderly environment where learning takes place without disruption. At social times, pupils play cooperatively and make good use of the opportunities available. Pupils use the school's values to guide how they behave and treat others. They learn how to build positive relationships and show respect. Pupils say that bullying or any use of derogatory language is rare. They trust staff to deal with concerns quickly and effectively. Leaders monitor behaviour closely and provide additional support where needed.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and carefully structured curriculum that reflects pupils' needs. They set out the important knowledge and skills that pupils should learn and sequence this so pupils build their understanding over time. Leaders place a clear emphasis on securing foundations in reading, writing and mathematics. Reading is prioritised across the school. Pupils benefit from access to a well-used library and a range of high-quality texts. Leaders also promote pupils' vocabulary across subjects so they can understand and communicate their ideas clearly.

Teachers demonstrate secure subject knowledge. They present information clearly and help most pupils learn new content. Teaching provides regular opportunities to revisit prior learning, which helps many pupils to remember important knowledge over time. In English, recent work on editing is improving the quality of pupils' writing, including handwriting. Links between subjects help pupils apply what they know, for example when pupils use their scientific understanding to support their writing.

Across the wider curriculum, pupils learn and remember well. Leaders have identified the essential knowledge for each subject, and pupils benefit from a broad and engaging range of experiences.

Teachers adapt learning so that many pupils, including those with special educational needs and/or disabilities, take part successfully. Approaches such as scaffolding and adapted resources support access to learning. However, in mathematics, the curriculum does not always set out a clear sequence of learning for some vulnerable pupils. This means learning is not as well matched to their needs over time.

Inclusion

Expected standard 

Leaders have a well-considered approach to inclusion. They understand the range of barriers pupils may face and identify pupils' needs accurately, acting early to put support in place. Staff and leaders regularly review pupils' progress and adjust support where needed. Leaders work closely with parents and other professionals, including the virtual school, so that support reflects pupils' needs. This helps to reduce barriers to learning.

Staff benefit from regular training and guidance. This helps them support pupils effectively in lessons. Staff use approaches such as prompt sheets and adapted resources to support pupils to take part in learning. Additional support and targeted programmes, including for reading and language, help pupils to overcome barriers. Alongside this, well-planned pastoral support helps pupils to feel ready to learn and engage in school. These approaches also support pupils to take part in the wider life of the school. As a result, many pupils with

special educational needs and/or disabilities access the curriculum successfully and make progress over time.

Leaders have a clear strategy to support disadvantaged pupils. They focus on building secure knowledge and skills so pupils can access the same learning as others. However, this work is not yet having a consistent impact on outcomes over time, particularly in reading and mathematics.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for development. They identify appropriate priorities and take effective action to improve teaching and provision. These actions are strengthening practice across the school. Improvements are evident in areas such as the wider curriculum, attendance and provision for pupils' social, emotional and mental health. However, leaders' oversight of the progress of disadvantaged pupils is not yet consistently precise. As a result, outcomes for these pupils, particularly in mathematics, are not as secure as they should be over time.

Leaders prioritise staff development. They align professional learning closely with the school's priorities and provide regular training and support. Staff feel well supported and value this approach, recognising its impact on their practice. Leaders also take effective steps to support workload and wellbeing. They reduce unnecessary tasks and maintain a positive, collaborative culture. This enables staff to focus on teaching and supporting pupils effectively.

Leaders engage well with parents and the wider community. Parents speak highly of the school and recognise leaders' commitment to meeting pupils' needs. This strengthens relationships and supports pupils' positive experiences in school.

Governors share leaders' commitment to the school's vision and inclusive ethos. They understand the school's context and fulfil their statutory duties. Governors provide appropriate challenge and support. They are refining how they check differences in outcomes, particularly for disadvantaged pupils, so their challenge is more precise and strengthens improvement.

Needs attention

Achievement

Needs attention 

Disadvantaged pupils do not achieve as well as they should over time, particularly in mathematics. Some pupils do not consistently build on prior learning or close gaps in their knowledge. As a result, some disadvantaged pupils are not yet fully supported to catch up and keep up with their peers.

Overall, pupils achieve broadly in line with national outcomes. They develop appropriate knowledge and skills from their starting points and apply what they learn across subjects. Leaders prioritise the teaching of foundational knowledge in reading, writing and

mathematics. This supports most pupils to build their learning over time. Regular opportunities to revisit prior learning help pupils to remember important knowledge.

Across the wider curriculum, pupils typically achieve well. The curriculum enables them to develop and apply subject knowledge with increasing confidence. Pupils engage positively with their learning. Recent improvements in writing, including handwriting, support pupils to present their work clearly and apply their knowledge with greater accuracy.

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

Pupils at Gorse Ride Junior School feel safe, happy and well cared for. They say that staff listen to them and act quickly if they have any worries. Pupils explain who they can talk to and trust adults to help them. They say that bullying is rare. Pupils feel included and valued, which helps them to develop a sense of belonging.

Pupils behave well in lessons and around the school. Classrooms are calm, and pupils listen carefully, share their ideas and focus on their work. They take pride in what they achieve. Around the school, pupils are polite and welcoming. At playtimes, pupils play well together and use their time creatively. For example, some pupils form singing groups, while others enjoy spending time in the Butterfly Garden. The school council helped to develop this space with the local community. It provides a calm area where pupils can reflect and learn about nature.

Pupils enjoy learning and talk positively about their experiences, including in science and art. They read regularly and value the range of books available, including those that reflect different cultures. Most pupils use subject-specific language confidently and explain their ideas clearly. However, for some pupils, including some disadvantaged pupils, gaps in knowledge are not addressed quickly enough, particularly in mathematics. This means that their learning is not as secure over time as it could be.

Pupils benefit from a wide range of well-considered opportunities beyond lessons. They take on responsibilities, such as school councillors and librarians, with pride. Clubs, visits and activities are thoughtfully planned so that pupils can take part, develop new interests and build on what they know. These experiences help pupils to grow in confidence and form positive relationships with others. Pupils talk about how these opportunities support them to feel included and part of the school community. Pupils understand how to stay safe, including online, and explain how the school's values guide them to make thoughtful choices and show respect for others.

Next steps

- Leaders should ensure that the mathematics curriculum sets out a clear sequence of learning so that all pupils, including disadvantaged pupils, build their knowledge and skills over time.

- Leaders and governors should improve the achievement of disadvantaged pupils, so that they learn the knowledge, skills and vocabulary that they need to be ready for the next stage of education.
 - Leaders should continue to implement their attendance strategy to secure consistently high attendance for pupils, especially for those who are disadvantaged.
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About this inspection

The chair of the board of governors in this school is Katie Wery.

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.

Inspection activities:

Inspectors spoke with governors, including the chair of governors, the headteacher, senior leaders and staff during the inspection. Inspectors also spoke to a representative of the local authority and spoke with pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Executive Headteacher: Eileen Rogers

Lead inspector:

Lorraine Greco, His Majesty's Inspector

Team inspectors:

Alister Moses, Ofsted Inspector

Rebecca Marshall, 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 16 June 2026

School and pupil context

Total pupils

170

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

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)

20.00%

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

3.53%

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

12.35%

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

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	62%	61%	Close to average
2024/25 (final)	60%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	63%	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	78%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	76%	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	73%	72%	Close to average
2024/25 (final)	82%	72%	Above
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	67%	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	74%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

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	11%	46%	Below
2024/25 (final)	19%	47%	Below
2023/24 (final)	8%	46%	Below
2022/23 (final)	0%	44%	Below

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	33%	62%	Below
2024/25 (final)	38%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	42%	62%	Below
2022/23 (final)	13%	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	33%	59%	Below
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	17%	58%	Below
2022/23 (final)	0%	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	31%	60%	Below
2024/25 (final)	38%	61%	Below
2023/24 (final)	25%	59%	Below
2022/23 (final)	25%	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	11%	68%	-57 pp
2024/25 (final)	19%	69%	-50 pp
2023/24 (final)	8%	67%	-59 pp
2022/23 (final)	0%	66%	-66 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	33%	80%	-46 pp
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	42%	80%	-38 pp
2022/23 (final)	13%	78%	-66 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	33%	78%	-44 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	17%	78%	-61 pp
2022/23 (final)	0%	77%	-77 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	31%	80%	-49 pp
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	25%	79%	-54 pp
2022/23 (final)	25%	79%	-54 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)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.4%	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)	13.8%	13.0%	Close to average
2023/24 (3 term)	12.0%	14.6%	Close to average
2022/23 (3 term)	13.0%	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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