

Stockcross C.E. School

Address: Chapel Road, Stockcross, Newbury, Newbury, Berkshire, RG20 8LD

Unique reference number (URN): 110017

Inspection report: 6 January 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 

Pupils generally achieve well across the curriculum. Reading is a clear strength by the end of key stage 2, with pupils achieving above-average outcomes in national tests. By the time they leave the school, most pupils read fluently and understand what they read well. Overall, pupils recall and use knowledge they have learned in different subjects. Most pupils remember key, subject-specific vocabulary and develop correct use of this over time.

Pupils' books show that, overall, they progress through the intended curriculum effectively and build their knowledge well. On the whole, staff provide the right support to enable pupils to be successful, including those who need additional help. Writing remains a priority area for improvement. Some pupils make slower progress because their basic skills, particularly in handwriting and spelling, are less secure. Leaders recognise this and are taking appropriate action so that all pupils, especially the most vulnerable, achieve well.

Attendance and behaviour

Expected standard 

Leaders place a strong emphasis on making sure that pupils attend school regularly and arrive on time. Overall, pupils' attendance is above the national average. Leaders understand attendance patterns well and have identified the barriers that prevent some pupils from attending as regularly as they should. Leaders use effective strategies to support families, helping them understand the importance of good attendance and reducing practical barriers. A small number of disadvantaged pupils had higher levels of absence historically. Leaders addressed this effectively by providing personalised support. This has improved attendance for these pupils. Leaders monitor attendance closely to secure further improvement where needed.

Behaviour across the school is calm and purposeful. Staff set clear routines and expectations that children learn from the early years onwards. These routines help children settle quickly into school life. High expectations for behaviour are consistent across the school and are modelled well by staff. Incidents of bullying are rare. Staff deal with concerns swiftly and effectively. Pupils show respect, care and consideration for one another. This reflects the positive culture that leaders have established. Incidences of discrimination are rare, and leaders are proactive in addressing any concerning behaviour rapidly.

Curriculum and teaching

Expected standard 

Teachers have a secure understanding of the curriculum. Since the previous inspection, leaders have developed and strengthened the curriculum, ensuring staff have the appropriate subject knowledge they need. This has helped staff teach it more effectively. In lessons, teachers present information clearly and in a logical order. This helps pupils build knowledge securely over time. Teachers regularly check pupils' understanding, and respond quickly. When needed, they reshape tasks and provide extra guidance so that pupils deepen their learning. If pupils fall behind, staff provide timely support to help pupils catch up quickly.

Teachers make appropriate adaptations so that pupils with special educational needs and/or disabilities can access the curriculum alongside their peers. These adaptations help pupils take part fully in learning and progress well against their starting points.

There is some variation in the teaching of phonics. However, overall, staff support pupils to develop their phonics knowledge over time. This ensures most pupils learn the intended sounds and develop early reading skills by the end of Year 1. Leaders understand where further improvement is needed. They are taking steps to increase consistency in phonics teaching. Leaders are also continuing to develop the writing curriculum. There is a focus on handwriting and spelling so that these do not limit pupils' ability to achieve the school's ambitious outcomes for writing.

Inclusion

Expected standard 

Leaders accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). There are clear processes in place that help staff and parents to highlight any concerns in relation to pupils' needs. There is a firm focus on ensuring that pupils receive appropriate support quickly. Leaders regularly review and adapt support as required. For example, they check the impact of additional funding, such as the pupil premium grant. As a result, pupils benefit from the strategies staff use to help them. Leaders continue to refine the school's inclusion practices. This ensures that staff make the most of every opportunity to support pupils' learning.

There has been a focus on whole-staff training. This helps staff to understand how to identify and support pupils with SEND. Leaders monitor the impact of this training effectively, as well as the quality of provision for pupils across the school.

Leaders have carefully considered the barriers to learning that some pupils face. They ensure teachers plan and deliver appropriate strategies to help reduce these barriers and maximise pupils' progress. Pastoral support is fundamental to the school's work on inclusion. Leaders are resolute in their determination to support pupils' wellbeing. For example, the 'kiss and drop' routine at the start of the day helps leaders spot anyone who may need support as they come to school.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for development. They take appropriate action to address them. Since the previous inspection, leaders have acted swiftly and effectively to respond to concerns identified, particularly regarding the curriculum. They have done so while managing the complex context of fluctuating pupil numbers and budgetary pressures. Leaders make thoughtful decisions in the best interests of pupils, supporting them to attend, learn and thrive. Leaders demonstrate clear and robust leadership of inclusion, taking appropriate action to reduce barriers for vulnerable pupils. They carefully monitor the impact of their work.

Governors are knowledgeable about the school and provide effective support and challenge. They meet their statutory duties effectively, including oversight of safeguarding, curriculum, finance and staff welfare. Governors hold leaders to account for the impact of their decisions. Leaders prioritise staff wellbeing, and staff feel well supported. They value the

school's strong team ethos and family feel. This helps them manage the demands of varied roles in a small school.

Leaders plan a coherent programme of staff development, based on the school's priorities and staff's individual needs. They build staff's skills and knowledge through well-planned training and share the collective expertise in the school through staff meetings, coaching and collaboration. Consequently, staff understand leaders' expectations around teaching approaches and apply these with increasing consistency.

Leaders have strengthened their relationships with parents and carers, and the wider community. This supports the school's ongoing development.

Personal development and wellbeing

Expected standard 

Pupils benefit from a clear and well-planned personal development and wellbeing programme. It supports them to feel safe, happy and valued in school. Leaders and staff have strong oversight of the personal, social and health education (PSHE) curriculum and ensure it is delivered consistently well. Pupils recall PSHE learning confidently. They show a secure understanding of how to keep themselves safe, including how to stay safe online. Pupils understand how to respect and celebrate differences between people. They are taught about healthy relationships. This helps them understand kindness, respect and appropriate behaviour towards others.

Children in the early years benefit from an effective personal, social and emotional development programme. Staff help children to form friendships, manage their feelings and develop confidence and independence. This provides a strong foundation for children's wider personal development as they move through the school.

Pupils know the school's values well and can explain why these values matter. They apply them in their behaviour and social interactions. This supports pupils' spiritual, moral, social and cultural development. The school has a strong focus on pupils' mental health and wellbeing. This helps pupils feel positive about school and supports their attendance and engagement. Pupils know who to talk to if they have worries and feel well supported by staff.

The school provides a wide range of clubs and wider opportunities that pupils enjoy. Leaders take appropriate steps to ensure that these opportunities are accessible to all pupils, including those who may face barriers to participation. Lunchtime provision and roles such as school council leaders provide further opportunities for pupils to develop resilience, responsibility and leadership.

Staff promote positive relationships and mutual respect across the school. Pupils understand the importance of fairness, kindness and tolerance, reflecting the school's promotion of British values. Staff support all pupils to thrive socially, emotionally and personally.

Needs attention

Early years

Needs attention 

Phonics teaching in the early years requires further refinement and greater fidelity to the school's chosen phonics programme. Leaders are strengthening a consistent approach to phonics so children build knowledge more rapidly. This is part of their strategy to further prioritise reading.

Leaders promote caring and nurturing relationships. Staff get to know children well. They greet them warmly each day. This helps children feel safe, confident and happy to come to school. Staff teach children clear routines and introduce the school's values from the outset. Children respond positively, learning to share, take turns and show kindness to others. This supports children's personal, social and emotional development well. Staff keep parents informed about children's experiences in school. Strong relationships between home and school support children's learning.

Leaders have designed the early years curriculum to aid children's development across the 7 areas of learning. Most children are well prepared for Year 1. Staff understand the knowledge and skills they want children to develop. They organise the environment so children can practise learning through play. Staff teach children to build new skills and knowledge from their starting points. They promote vocabulary development through stories, play and conversation. When this is done most effectively, children practise new language thanks to staff's clear modelling. Capturing these opportunities more consistently would further increase children's vocabulary.

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

Pupils are happy and feel safe at Stockcross C.E. Primary School. They speak positively about their experiences and show a strong sense of belonging within the school community. Relationships between pupils and staff are warm and respectful. Pupils are confident that staff will support them when they need help. As a result, pupils feel valued, included and able to be themselves. This underpins their positive attitudes towards school.

Behaviour across the school reflects pupils' kindness, care and respect. Incidents of poor behaviour are infrequent. When they do occur, staff manage them calmly and effectively, so that learning is rarely disrupted. Clear routines are well established and consistently applied. This helps pupils understand what is expected of them. Pupils move sensibly around the school. They behave well in lessons and at social times. This creates a calm and orderly environment that supports learning.

Pupils are keen, eager and engaged learners. They take pride in their work and participate actively in lessons. This is evident for all groups of pupils, including those with special educational needs and/or disabilities, who receive effective support to access the curriculum alongside their peers. Pupils achieve well across most subjects, building secure knowledge and skills over time. On the whole, pupils are well prepared for the next stage of their education.

Pupils show responsibility and an understanding of how to contribute positively to the school community. They typically attend school well. Many take on leadership roles such as school councillors, sports leaders and house captains. Pupils in these roles help to shape school life and support others. Pupils show care and consideration for one another and work collaboratively during playtimes. This was particularly evident when pupils supported each other while playing in the snow. Together, they built snowmen, reflecting the inclusive and caring culture of the school.

Next steps

- Leaders should continue to refine the school's approach to teaching handwriting and spelling so pupils acquire the foundational skills and knowledge they need for writing.
 - Leaders should continue to embed strategies for inclusive practice so they can further raise levels of achievement, including for disadvantaged pupils.
 - Leaders should continue to strengthen the consistency of phonics teaching and ensure staff make full use of opportunities to deepen children's early reading skills, communication, language and vocabulary in the early years.
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About this inspection

The chair of the board of governors in this school is Mrs Karen Smith.

The school is part of a federation called The Kite Primary Federation.

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 executive headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next 5 years. The last inspection of this type took place in June 2025.

Executive headteacher: Mrs Joanna Lagares

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspector:

Sara Staggs, His Majesty's 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 6 January 2026

School and pupil context

Total pupils

85

Well 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

105

Well below 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)

8.24%

Well 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

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

17.65%

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

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	54%	61%	Below
2024/25 (revised)	54%	62%	Below
2023/24 (final)	78%	61%	Above
2022/23 (final)	41%	60%	Below

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	82%	74%	Above
2024/25 (revised)	85%	75%	Above
2023/24 (final)	89%	74%	Above
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	62%	72%	Below
2024/25 (revised)	54%	72%	Below
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	59%	71%	Below

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	69%	73%	Close to average
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	100%	73%	Above
2022/23 (final)	53%	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	S	46%	S
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	S	62%	S
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	S	59%	S
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	S	60%	S
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	S	68%	S
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	S	78%	S
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

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

‘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
2024/25 (2 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	5.2%	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)	5.5%	13.3%	Below
2023/24 (3 term)	9.1%	14.6%	Below
2022/23 (3 term)	9.3%	16.2%	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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