

Pinewood Infant School

Address: Pinewood Park, Farnborough, Hampshire, GU14 9LE

Unique reference number (URN): 116158

Inspection report: 17 March 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 prepare pupils extremely well for their next steps by encouraging them to be confident and resilient learners. Social and communication skills are promoted through the positive relationships that exist across the school. Pupils learn about different cultures and faiths. They welcome difference as being a crucial part of who they are. This results in pupils having a deep understanding about the difference between equity and equality. They show empathy towards others in the school and in the community. For example, when pupils created the school sensory garden, they consulted with local planning officers.

Pupils' needs and the school's context inform the decisions leaders make. For example, the school commits to the development of pupils' swimming skills through the 'pop-up pool' on the playground of the federated junior school. Leaders ensure that pupils have opportunities to attend clubs and go on trips that widen their experiences. The school ensures that, through systematic tracking systems, the large number of vulnerable pupils get opportunities they would not necessarily get. Pupils learn about what their locality has to offer and, more widely, what it means to live in modern Britain.

Pupils develop a detailed knowledge of fundamental British values and the personal, social, health and education curriculum. This includes how to take care of their mental health and wellbeing, and an age-appropriate understanding of relationships and consent. Pupils talk confidently about how to stay safe both online and offline.

Pupils have an in-depth understanding of how to be physically healthy. They know that fruit, vegetables and water contribute to a healthy diet. They also understand why sleep is so important for humans. Pupils learn a deep understanding of relationships education. They know what it means to be a good friend and show this in their kindness and compassion to each other.

Expected standard ●

Achievement

Expected standard ●

Overall, most pupils achieve well. They are ready for the next stages in their education. Phonics outcomes in Year 1 for pupils not in the resourced provisions are close to national averages. Typically, pupils with special educational needs and/or disabilities progress well through the curriculum from their starting points. This very much includes the pupils in the 2 resourced provisions. Leaders are working to further close the gap between disadvantaged pupils' attainment and that of their peers.

Typically, pupils are confident in using both their reading and mathematical knowledge in different ways to access the curriculum successfully. However, some pupils' letter formation and spelling are not yet as well developed as they could be. As a result, at times, pupils do not produce oral and written sentences of as high a quality as they could.

Across the school, most pupils develop appropriate knowledge across a broad range of subjects. Pupils' knowledge is more secure in some elements of the subject than others. For example, in history pupils have a more detailed knowledge of chronology than types of evidence.

Attendance and behaviour

Expected standard 

Pupils want to attend school. They like meeting the school's attendance expectations and enjoy the rewards for improved attendance. Pupils and their families recognise the value in attending school for education and the wider experiences on offer. Leaders' actions to promote school attendance are effective. Families who need support receive it through the school's pastoral care. This results in high levels of attendance for all groups of pupils.

There are high expectations for pupils' behaviour. Leaders identify and address any themes and patterns in pupils' behaviour. Staff recognise pupils' positive behaviour as part of the school's caring culture. Pupils respond well to collective and individual praise and rewards. Pupils are taught to understand how to recognise their emotions, which helps them be ready for school. Consequently, pupils enjoy their learning and participate with enthusiasm. Most pupils are attentive and motivated, needing few reminders to concentrate. Pupils show respect to each other and staff and also in the way they take care of the school's resources. Pupils who need extra help in managing their behaviour receive additional support in an appropriate and personalised way.

Curriculum and teaching

Expected standard 

Leaders ensure that the school's curriculum is broad and ambitious. It includes the key knowledge and skills that pupils need to learn. Overall, knowledgeable staff are skilled at explaining and modelling concepts and new learning. Tasks are well designed to build on pupils' prior learning. However, leaders are working to ensure that staff check pupils' understanding consistently well so that gaps in knowledge are identified more quickly and addressed effectively.

Throughout the school, the development of pupils' basic skills in reading and mathematics is a priority. Staff choose texts carefully to support pupils' understanding. This helps pupils to build their vocabulary effectively. Typically, staff successfully make sure that pupils have the practice that they need to become confident with these skills. At times, however, some pupils, including some disadvantaged pupils, require further support to help them improve their letter formation and spelling.

Typically, staff have a secure understanding of pupils' needs and barriers to learning. They adapt learning when this is needed and support pupils well. For example, staff use information about pupils to ensure that teaching is carefully designed around their identified needs and targets. They provide precise support so that pupils with special educational needs and/or disabilities are able to access the curriculum confidently. This provision is particularly effective for pupils in the 2 resource provisions.

Early years

Expected standard 

Children in early years make a great start to their early education. They are very well prepared for Year 1. Staff prioritise developing children's language and communication skills. Staff emphasise and model appropriate language and vocabulary effectively. Often, this is through the rhymes and songs they learn. Children seek help from adults if they cannot resolve a problem or when they have worries.

Leaders have carefully designed the early years curriculum. Children, including those with special educational needs and/or disabilities, access learning across the curriculum effectively. Leaders work supportively with parents and carers. Staff quickly identify any barriers to learning that children may have. This includes children who join at different times of the year. Staff build highly positive relationships with children. They respond sensitively to children's individual needs. Staff display expertise in their communication with children, which helps them to develop and rehearse their learning and skills.

Reading is prioritised. Leaders ensure that staff receive the training they need. Staff have a secure understanding of the school's chosen phonics programme. They teach this skilfully. Children are supported effectively to keep up with the phonics programme as soon as they start the school. Staff ensure that children get the chance to practise their reading and writing throughout the curriculum.

Inclusion

Expected standard 

Leaders have high expectations for pupils. They promote a culture where diversity is celebrated and every pupil is valued. Decisions made by leaders are rooted in pupils' best interests. For instance, leaders have made changes to resources, such as using sign language to overcome any barriers to learning or wellbeing pupils may have. This ensures that pupils feel a sense of belonging and enables them to focus on their education. Consequently, pupils develop increased confidence and independence during their time at the school.

Leaders ensure that staff receive the training that they require to help pupils to access their learning. They work efficiently with external specialists and pupils' families to ensure that the support provided to pupils is effective. Leaders check this systematically and use their evaluations to inform their ongoing work. As a result, pupils with special educational needs and/or disabilities and those known to social care progress well through the curriculum from their individual starting points.

Additional funding is used appropriately to enhance access to the curriculum for disadvantaged pupils. This enables many of these pupils to achieve well. Leaders check that this money is having a positive impact on pupils' education and wellbeing.

Leadership and governance

Expected standard 

Leaders know the school really well and are highly reflective, modelling continuous improvement. This helps leaders prioritise the right actions at the right time, and these actions are always in the best interests of pupils. There is particularly careful consideration

for pupils who have barriers to their learning or wellbeing. Leaders ensure that these pupils receive the support that they need to succeed.

Leaders and governors work purposefully to raise aspirations for pupils. Together with staff, they work effectively to ensure that pupils have every opportunity to achieve well. The governing body fulfil their statutory duties and know the school's context well. They challenge leaders effectively to ensure that pupils' educational experience is usually of a high quality.

Leaders prioritise the workload and wellbeing of staff. This helps staff feel valued, and there is a real team spirit. Leaders have created a supportive culture where staff feel empowered to share their views, thoughts and ideas. Staff benefit from a carefully structured professional learning programme that is informed by research. This training is tailored to the school's strategic improvement priorities. Leaders work effectively with the wider school community to further broaden pupils' experiences during their time at the school.

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

Pupils develop the knowledge that they need to understand what is being taught. Typically, they achieve well. This is especially true in the 2 resource provisions, where pupils flourish. Overall, pupils leave school well prepared for the next stage of their education.

Pupils benefit from a kind and nurturing atmosphere. Staff know pupils well and provide a culture of mutual respect and care. Staff form trusting relationships with pupils. Therefore, pupils are confident that staff will help them deal quickly with any concerns they may have. They feel really safe and well cared for. Pupils have a deep sense of belonging. This helps playtimes to be joyous occasions where pupils of all ages play together. This includes pupils from the 2 on-site resource provisions. Incidents of bullying or discrimination are uncommon. Parents and carers praise the efforts staff make to support children to thrive.

Pupils enjoy a wide range of visits that are matched carefully to their learning. For example, pupils visited a learning centre where they deepened their understanding around famous artists' work and animal habitats. Pupils develop a sense of responsibility through the opportunities that leaders provide. They are proud to be equity group ambassadors, which develops their knowledge of what difference truly means. Pupils' horizons are broadened through taking part in a range of clubs and activities, such as musical and theatre groups. Leaders ensure that these opportunities are open to all pupils.

Next steps

- Leaders should further develop staff expertise in checking and deepening pupils' understanding in lessons so that they identify and quickly address pupils' misconceptions and gaps in knowledge.

- Leaders should continue to develop their approach to improve the quality of pupils' writing, especially pupils' letter formation and spelling.
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About this inspection

The chair of the board of governors in this school is Stuart Divers.

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

Following our renewed 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 the headteacher and staff. They also spoke with the school's improvement partner from the local authority. The lead inspector met with 3 members of the governing board, including the chair.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The executive headteacher took up their post in September 2024.

Executive headteacher: Paul Shakespeare

Lead inspector:

Neil Pilsworth, His Majesty's Inspector

Team inspector:

Donna Fox, 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 17 March 2026

School and pupil context

Total pupils

110

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

113

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)

21.82%

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

19.09%

Well above 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

13.64%

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

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.1%	5.9%	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
2024/25 (2 term)	3.8%	13.3%	Below
2023/24 (3 term)	6.2%	14.6%	Below
2022/23 (3 term)	9.2%	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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