

# King's Academy Easthampstead Park

**Address:** Ringmead, Bracknell, Berkshire, RG12 8FS

**Unique reference number (URN):** 149365

## Inspection report: 24 February 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, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, typically achieve well. They secure outcomes in national examinations that are close to national averages. Leaders are alert to where achievement has previously been less positive in some areas of the curriculum. They have taken effective action to address this so that pupils' achievement is more consistent across subjects.

Pupils develop confident reading skills and mathematical knowledge. Typically, they write with accuracy. However, leaders recognise further work is needed to improve pupils' achievement in writing, for example by ensuring that pupils have opportunities to extend and refine their writing.

Leaders identify where pupils, particularly those who are disadvantaged or those with SEND, have gaps in their knowledge. Targeted support ensures that pupils catch up and are well prepared for their next steps. Mostly, pupils progress to appropriate destinations where they successfully continue their education or training.

### Attendance and behaviour

Expected standard 

Most pupils attend school regularly. Leaders have high expectations and are ambitious to further improve attendance rates, particularly for pupils with the greatest barriers to positive school engagement. Leaders diligently track pupils' attendance and check the impact of the support they put in place to reduce frequent absences. Leaders refine their strategies appropriately and ensure support is tailored to the specific needs of individual pupils. As a result, high levels of absence, particularly among disadvantaged pupils, are starting to reduce.

Leaders have created a culture where positive behaviour is expected. Typically, pupils meet leaders' expectations. They show positive attitudes to their learning. Lessons are calm and purposeful. Pupils understand the importance of rules and routines, which they mostly follow. At social times, pupils interact positively with their peers. Leaders have clear oversight of behaviour trends. They use the information they collect to pre-empt and address poor behaviour effectively, including bullying and discrimination. Leaders have a solid understanding of the additional barriers that some pupils face in managing their behaviour. They provide effective support and intervention where needed. As a result, there has been a significant reduction in poor behaviours over time. Bullying is uncommon and is addressed robustly. Suspensions are used minimally.

### Curriculum and teaching

Expected standard 

Leaders have developed a well-sequenced and ambitious curriculum. They have established clear expectations that support a consistent learning experience for pupils. Teachers have secure subject knowledge. They explain and model learning clearly. Teachers make regular checks on pupils' understanding. Sometimes these are not used as well as they could be to identify where pupils are in their learning. As a result, adaptations

for pupils with special educational needs and/or disabilities may not be as effective as possible. Pupils who are ready to deepen their learning are sometimes delayed in doing so. Leaders are very aware of where teaching could be further improved and are taking effective action to ensure this remains a high priority.

Leaders have ensured that staff and pupils understand the importance of secure foundations in reading, mathematics and communication. Reading has a high priority and forms an important part of daily routines. Pupils are encouraged to widen their vocabulary and articulate their ideas. Pupils who have gaps in their knowledge and skills receive effective support to catch up quickly. This helps pupils to develop the knowledge they need for their next steps and access the wider curriculum. In writing, leaders' work is at an earlier stage. There is some inconsistency in the extent to which misconceptions and inaccuracies in writing are addressed.

## **Inclusion**

**Expected standard** 

Leaders have effective systems for identifying any barriers that pupils have to their learning and/or wellbeing. This work commences before pupils join the school and continues as pupils' needs change over time. Leaders put provision in place that is generally effective in ensuring that pupils access the help they need. Leaders check the impact of this support so that it can be refined where necessary. As a result, overall, the needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are well met.

Leaders are adept at providing valuable support to pupils who are known, or have been known, to children's social care and pupils with other additional needs. Leaders collaborate effectively with specialist services, families and professionals. This ensures pupils access the bespoke support that allows them to thrive.

Staff receive appropriate training to help them understand the barriers and challenges that some pupils face. Typically, this enables staff to provide effective support to pupils with SEND and those who are disadvantaged.

Leaders focus on the right priorities in their use of additional funding, for example for disadvantaged pupils. Leaders regularly review and adapt their approaches to ensure they are having an impact. Alternative provision is used appropriately and only where it is in a pupil's best interests.

## **Leadership and governance**

**Expected standard** 

The school has undergone a number of changes in its leadership structure since the previous inspection. Leaders have swiftly and accurately identified where areas of the school's work could be sharpened. They have made astute decisions to address these in order to raise pupils' aspirations and improve learning experiences. At all levels, leaders have a precise understanding of the school's strengths. They continue to accurately identify and address priorities for further improvement.

Leaders are highly considerate of staff wellbeing. They ensure that workload is considered in all their decision-making. Leaders provide well-considered opportunities for staff to develop their expertise and to collaborate with other professionals. This helps staff to

understand their responsibilities and to feel valued. Teachers at the earliest stages of their career receive appropriate training and support. Leaders ensure that all staff work together with a common sense of purpose. Decisions are consistently taken in the very best interests of pupils, particularly the most disadvantaged.

Leaders understand the importance of effective partnership working. They develop positive and impactful relationships with wider professionals. This ensures that specialist support for pupils is accessed without delay.

Trustees and those responsible for governance understand and fulfil their roles well. They are knowledgeable about the school and take proactive steps to support meaningful community cohesion. Governors hold leaders to account appropriately. They ensure that leaders have the support and resources needed to achieve their ambitious goals.

## **Personal development and wellbeing**

**Expected standard** 

Pupils' personal development and wellbeing are effectively supported. Pupils learn how to keep themselves safe, both online and offline. They are alert to risk, including the signs of an unhealthy relationship. Pupils understand the importance of positive physical and mental health. They appreciate the high-quality pastoral support that is readily available to them.

Leaders encourage pupils to reflect on and model the school values of honesty, faith and courage. This is evident in pupils' respectful attitudes and confidence. These values, along with fundamental British values such as the rule of law and tolerance, underpin pupils' learning. Pupils understand the importance of equality and justice. They learn about different faiths and cultures. Pupils accept one another's differences and know that everyone should feel included. They recognise that discrimination is never acceptable and that it is not tolerated in their school.

Pupils have access to a wide set of experiences and activities to enrich their learning. Leaders ensure that all pupils, including those who are disadvantaged, are able to participate fully in these. Pupils appreciate the range of clubs on offer that appeal to all interests. Alongside sports activities and academic support, pupils enjoy clubs for film, chess, games and British Sign Language. Many of the wider opportunities help bring learning to life and develop important life skills. For example, pupils learn to 'cook on a budget' so that they develop their financial literacy alongside culinary skills.

Pupils are well prepared for their next steps. Careers education begins early so that pupils are thinking about their future pathways as they move through the school. Pupils receive independent advice that is tailored to meet their individual circumstances. Pupils with special educational needs and/or disabilities and those who have other additional needs are supported to access well-matched destinations.

## **Post 16 provision**

**Expected standard** 

Leaders have given careful consideration to the sixth-form offer. They understand their local context and have ensured the curriculum reflects this, alongside students' needs and ambitions. Leaders are responsive to changes in the student cohort. They refine and supplement study programmes where needed.

Teachers in the sixth form have secure subject knowledge. They understand students' needs well and make effective teaching choices that allow students to deepen their learning over time. Students recognise the high aspirations that staff have for them. They welcome the personalised support that teachers provide to help them be successful. Students, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve well in the sixth form.

Students receive helpful and timely careers guidance that supports them in making appropriate future choices. The school has recently introduced work experience opportunities to support students in learning about the workplace. Students benefit well from the wider learning opportunities they have to develop their life skills. In particular, they appreciate learning about finance, current affairs and independent living. Students have an age-appropriate awareness of how to stay safe. They are well prepared for the next stage of their education, employment or training.

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

Pupils are happy at this welcoming school. Staff know pupils well and understand their individual needs. Pupils value the positive relationships they have with staff. They are confident that they will be readily supported with any concerns or worries. As a result, pupils feel safe in school. Pupils understand how to keep themselves safe in the wider community and online. In lessons and around the school, pupils behave well. They are respectful and considerate of others. Pupils know the importance of rules and values. They embrace one another's differences and understand why equality matters. Staff deal effectively with any occurrences of discrimination or bullying. As a result, these types of behaviour are uncommon.

Leaders have high aspirations and expectations for pupils. Mostly, pupils are keen to meet these. They have positive attitudes to their education and attend regularly. Pupils welcome the consistent learning routines that help them to develop independence. Pupils' achievement in national examinations is broadly in line with average figures. Leaders understand the barriers that some pupils have to their learning and/or wellbeing. Staff provide effective support to remove these barriers. As a result, pupils with special educational needs and/or disabilities and those who are disadvantaged typically make progress from their starting points. Pupils are well supported in securing the knowledge and skills they need to progress to the next stage of their education or employment. Sixth-form students are particularly appreciative of how carefully learning opportunities are tailored to meet their needs and aspirations.

There is a broad range of enrichment opportunities to widen pupils' experiences. International visits, such as a trip to Peru, help pupils to learn more about other countries and cultures. Pupils appreciate the many clubs available that encourage them to explore their talents and interests. Overall, pupils are well prepared for life in modern Britain.

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## Next steps

- Leaders should continue to embed their approach to teaching to improve consistency across the school, for example in teachers' use of checks on pupils' understanding to adapt learning to meet the range of needs, leading to even higher levels of achievement in all subjects.
  - Leaders should ensure that teachers identify and address gaps in pupils' writing knowledge consistently well and that opportunities for developing pupils' writing across the curriculum are prioritised.
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## About this inspection

This school is part of King's Group Academies trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Cross. The trust is overseen by a board of trustees, chaired by Ben Williams. There is a head of school, Matthew Hall, who is responsible for the day-to-day running of the school.

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 the school leadership team, members of staff, groups of pupils, representatives from the board of trustees, representatives from the local governing body and trust leaders during the inspection.

The inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of 7 alternative provisions, including 6 that are unregistered.

Executive headteacher: David Littlemore

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**Lead inspector:**

Tash Hurtado, His Majesty's Inspector

**Team inspectors:**

Christopher Doherty, Ofsted Inspector

Elizabeth Jeanes, Ofsted Inspector

Nathan Thomas, Ofsted Inspector

Linda Culling, His Majesty's Inspector

Kathryn Moles, 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 24 February 2026

**School and pupil context****Total pupils**

**1,031**

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: 1,067

**School capacity**

**1,250**

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: 1,153

### **Pupils eligible for free school meals (FSM)**

**26.96%**

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: 28.9%

### **Pupils with an education, health and care (EHC) plan**

**4.46%**

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: 3.09%

### **Pupils with special educational needs (SEN) support**

**16.00%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

### **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**

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 33.3%       | 45.4%            | Below                          |
| 2023/24 (final)   | 44.4%       | 45.9%            | Close to average               |
| 2022/23           |             | 45.3%            |                                |

**Attainment 8**

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 42.2        | 46.0             | Close to average               |
| 2023/24 (final)   | 44.9        | 45.9             | Close to average               |
| 2022/23           |             | 46.3             |                                |

**Progress 8**

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -0.13       | -0.03            | Close to average               |
| 2022/23         |             | -0.03            |                                |

## 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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 12.8%       | 25.8%            | Below                          |
| 2023/24 (final)   | 36.4%       | 25.8%            | Above                          |
| 2022/23           |             | 25.2%            |                                |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 33.6        | 34.9             | Close to average               |
| 2023/24 (final)   | 38.0        | 34.6             | Close to average               |
| 2022/23           |             | 35.0             |                                |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -0.52       | -0.57            | Close to average               |
| 2022/23         |             | -0.57            |                                |

## 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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year              | This school | National non-disadvantaged score | School disadvantage gap |
|-------------------|-------------|----------------------------------|-------------------------|
| 2024/25 (revised) | 12.8%       | 53.1%                            | -40.3 pp                |
| 2023/24 (final)   | 36.4%       | 53.1%                            | -16.8 pp                |
| 2022/23           |             | 52.4%                            |                         |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year              | This school | National non-disadvantaged score | School disadvantage gap |
|-------------------|-------------|----------------------------------|-------------------------|
| 2024/25 (revised) | 33.6        | 50.4                             | -16.8                   |
| 2023/24 (final)   | 38.0        | 50.0                             | -12.1                   |
| 2022/23           |             | 50.3                             |                         |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | -0.52       | 0.16                             | -0.69                   |
| 2022/23         |             | 0.17                             |                         |

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year                   | This school | National average | Compared with national average |
|------------------------|-------------|------------------|--------------------------------|
| 2022 leavers (revised) | 94%         | 93%              | Average                        |

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 32.23       | 34.99            | Close to average               |
| 2023/24 (final)   | 29.16       | 34.38            | Below                          |

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 0.3         | 0.0              | Above                          |
| 2023/24 (revised) | 0.1         | 0.0              | Close to average               |

## 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) | 8.7%        | 8.1%             | Close to average               |
| 2023/24 (3 term) | 8.3%        | 8.9%             | Close to average               |
| 2022/23 (3 term) | 9.4%        | 9.0%             | 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) | 24.3%       | 21.9%            | Close to average               |
| 2023/24 (3 term) | 25.3%       | 25.6%            | Close to average               |
| 2022/23 (3 term) | 30.8%       | 26.5%            | 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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