

Beechwood Primary School

Address: Ambleside Close, Woodley, Reading, Berkshire, RG5 4JJ

Unique reference number (URN): 147023

Inspection report: 23 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.

Expected standard

Achievement

Expected standard 

Pupils generally make good progress through the curriculum. This includes those with special educational needs and/or disabilities. Most pupils, including those who are disadvantaged, are appropriately prepared for the next stage of education. Children in the early years achieve well. By the end of Reception Year, they are well prepared for learning in key stage 1. Outcomes in the phonics screening check are in line with national averages.

Published data at the end of key stage 2 does not fairly or fully reflect the achievement of pupils. This is because a higher proportion than typically seen join the school at different times of the year. Leaders and staff support these pupils, including those arriving from other countries, to address gaps in their learning quickly. The proportion of pupils who meet the expected standard in reading, writing and mathematics at the end of Year 6 has improved and is now closer to national averages. On the whole, pupils secure the knowledge and skills they need to aid future learning. However, weaknesses in handwriting, sentence construction and spelling prevent some older pupils writing as fluently and accurately as they could.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance at school. Attendance is considered to be everyone's responsibility. Leaders monitor attendance trends closely and know pupils' personal circumstances well. This supports leaders to understand and address circumstances that lead to pupils' absence. Leaders work alongside parents, carers and other agencies to support pupils to attend school regularly. As a result, attendance is broadly average and improving, and persistent absence is declining. However, attendance remains variable for a small proportion of pupils. This includes disadvantaged pupils and some pupils with special educational needs and/or disabilities.

Behaviour across the school is calm and well managed. Pupils are taught to treat others with care and kindness. Pupils behave well. Their attitudes to learning are positive. Children in the early years share resources well and cooperate positively, while older pupils act as positive role models. Incidents of bullying and discriminatory behaviour are rare. The school promotes positive behaviour systematically through assemblies and reward systems. For example, pupils earn house points for a range of reasons, including demonstrating effort, kindness and independence.

Curriculum and teaching

Expected standard 

Leaders have carefully designed a challenging and aspirational curriculum. The curriculum is broad and ambitious. It supports pupils to build on their prior knowledge from the early years to the end of Year 6. The school's dedication to strengthening children's foundations for future learning in the early years has had a considerable impact. Children develop a secure knowledge of how to read. This removes barriers to accessing the wider curriculum. As pupils move through the school, they continue to develop their knowledge in reading,

writing and mathematics. However, there are times when teaching does not address gaps in older pupils' writing skills sufficiently.

Where appropriate, staff amend and adapt their teaching to support pupils who require additional help to access the curriculum. This includes for those experiencing disadvantage and those with special educational needs and/or disabilities.

Curriculums for subjects are well designed and sequenced. Leaders have a secure overview of the quality of teaching. They use this to inform school improvement and guide professional development for staff. Generally, teachers check pupils' understanding to assess what pupils know and remember. However, variability in the effectiveness of these checks means that gaps in pupils' knowledge are not consistently identified or addressed.

Early years

Expected standard 

Early years leaders have created an engaging and well-resourced environment. Children benefit from a thoughtfully constructed curriculum that equips them with the foundations to support their future learning. Staff carefully consider children's starting points. They plan activities based on children's prior learning and adapt these effectively to meet a range of needs. Children display positive attitudes to education, demonstrating curiosity while learning, exploring and playing across the curriculum.

Learning to read is prioritised. Staff follow the chosen phonics programme and make considered checks to find out what children know and can do. Children use the sounds they are taught to decode unfamiliar words. Their early writing is developed through well-planned opportunities. High-quality interactions generally encourage children to be inquisitive. Children develop a broad vocabulary. Staff promote high expectations. Routines are clear, transitions are calm, and the environment is safe.

Staff build positive, supportive relationships with parents and carers, creating a partnership where families feel confident to share any concerns. This helps ensure that parents are well placed to support their children's learning at home. A well-planned transition process supports children effectively into key stage 1, so that by the end of Reception Year, they are prepared for the next stage of their education.

Inclusion

Expected standard 

Leaders act swiftly to identify pupils' needs and act promptly to address them. Leaders ensure that support strategies are tailored to meet the needs of individual pupils. Carefully planned strategies are delivered effectively by staff to support pupils with a range of vulnerabilities.

The school's approach to supporting disadvantaged pupils or those with special educational needs and/or disabilities (SEND) is effective. It generally allows pupils to make reasonable progress from their starting points. Pupils with SEND benefit from approaches such as adapted seating and visual supports, when necessary. They access learning in classrooms alongside their peers.

Leaders monitor the participation of disadvantaged and vulnerable pupils in wider opportunities, such as leadership roles and extra-curricular clubs. This supports leaders to provide specific support for individual pupils to promote their involvement in the wider school offer. As a result, leaders' actions improve pupils' experiences and outcomes.

Additional funding, such as pupil premium grants, is used effectively. Staff provide bespoke support for pupils who speak English as an additional language and disadvantaged pupils. This helps pupils to succeed. Alternative provision is provided for a small number of pupils. The use of this provision is appropriate.

Leadership and governance

Expected standard 

Leaders are committed and ambitious. They prioritise supporting pupils to achieve. Leaders know their pupil cohort and community context well. They have a well-informed understanding of the school's strengths and areas for development. Leaders identify clear actions to address areas for further improvement, for example in curriculum and teaching.

Governors understand their roles and responsibilities and demonstrate commitment to the school. They provide appropriate support and challenge. Their care, knowledge and support reflect the school's ethos. Trustees maintain effective oversight and ensure that statutory responsibilities are met. The trust further supports the school well across a range of areas, including managing change and delivering a collaborative programme of professional development. This has helped create a school culture where pupils experience a broad and enriching education.

Thoughtful professional development strengthens staff knowledge and expertise. Training is purposeful and supports improvements in teaching and learning. Staff benefit from professional networks and training across the trust. Leaders analyse the impact of their work closely. They prioritise staff workload and wellbeing. Staff feel valued and supported.

Parents and carers are very positive about their experiences of the school. Leaders ensure that parents are partners in their children's education. This includes parents of pupils who may need additional support or adjustments from the school, such as those new to the country or who speak English as an additional language.

Personal development and wellbeing

Expected standard 

Leaders have devised a coherent and relevant programme for pupils' personal development. This includes carefully planned assemblies and the effective teaching of personal, social and health education. Leaders mould the personal development offer effectively, preparing pupils for life in a changing society. For example, pupils learn about changing climate and the importance of staying safe in extreme warm weather. Pupils also develop a secure understanding of how to stay safe online and develop positive attitudes to healthy living and eating.

The curriculum promotes pupils' understanding and respect for various faiths, cultures and religions. Pupils are tolerant and value fairness. Leaders provide pupils with a range of responsibilities. Many take on elected and appointed roles such as head boy, head girl, prefects and house captains. These roles provide pupils with opportunities to contribute to

the school community. The curriculum is carefully enriched with visits that generally build and extend pupils' learning. For example, pupils visit museums and the 'living rainforest' and attend a number of emergency services events. Pupils enjoy earning 'Beechwood Stars' and take pride in competing within their houses for rewards that include non-uniform days and celebration parties.

Leaders promote fundamental British values well, so these are typically understood by pupils. Pupils demonstrate understanding through mutual respect and caring attitudes. The school meets its statutory requirements for relationships, sex and health education.

The school provides a range of opportunities for pupils to develop their talents and interests. Pupils enjoy attending tennis, science, drama and choir clubs. Leaders track participation robustly and ensure that pupils who are disadvantaged or have vulnerabilities are encouraged to attend. Adaptations are provided where needed so that all pupils can participate.

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

Pupils are greeted warmly each day as they enter this happy, nurturing and inclusive school. Pupils understand and speak passionately about the school's values of 'Explore, Discover and Achieve'. They enjoy celebrating these together and embody them throughout the school day. Pupils are proud to attend this welcoming school.

Pupils, including children in the early years, settle quickly into morning routines. They behave well in lessons and around the school, following clear routines. Pupils welcome the calm, caring environment and feel safe. They value the school's pastoral systems, such as 'classroom nests' and 'sensory areas'. Incidents of bullying are rare and managed quickly by leaders.

Staff know pupils as individuals. They understand their interests and aspirations. Barriers to pupils' learning and wellbeing are effectively reduced. This is especially the case for pupils who are new to the country and pupils with special educational needs and/or disabilities. Pupils take pride in their achievements. They are particularly pleased when staff celebrate their hard work through 'Beechwood Stars' awards and celebration assemblies. Across the curriculum, most pupils achieve well. They are typically well prepared for the next stage of education.

Pupils are motivated learners. They value the different approaches staff use to make lessons engaging. In the early years, children benefit from a range of purposeful activities that develop essential knowledge and skills and prepare them well for the next stage of education. Across the school, teaching is generally effective.

Pupils contribute positively to their school community. For example, classroom ambassadors welcome visitors, sharing their learning and explaining current topics. Pupils benefit from a range of visits and experiences. They take part in clubs, sports competitions and focused assemblies. These experiences enhance pupils' enjoyment of school life. Due to warm

relationships between staff and pupils, and effective engagement with parents and carers, pupils' attendance has improved. Most pupils attend school regularly.

Next steps

- Leaders should ensure that older pupils secure the foundations in writing skills, including handwriting, sentence construction and spelling, so that they write with accuracy and fluency.
 - Leaders should strengthen their work to improve attendance so that even more pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, attend school regularly.
 - Leaders should ensure that staff address errors and misconceptions promptly so that gaps in learning close quickly and all pupils achieve as well as they can.
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About this inspection

This school is part of the LDBS Frays Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Cole, and overseen by a board of trustees, chaired by Angie Brett.

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 co-headteachers and other members of the senior leadership team during the inspection. The lead inspector also spoke with the CEO of the trust, trustees and members of the local governing body.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 registered alternative provisions.

The school has undergone a significant change since the last inspection. There are new co-headteachers, who were promoted to post in April 2026.

Co-headteachers: Rachel Minter and Sarah Reece

Lead inspector:

Martin Dyer, His Majesty's Inspector

Team inspectors:

David Harris, Ofsted Inspector

Jonathan Hills, 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 23 June 2026

School and pupil context

Total pupils

295

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: 272

School capacity

420

Above 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)

29.15%

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

4.75%

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

14.92%

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	49%	61%	Below
2024/25 (final)	53%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	49%	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	70%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	62%	74%	Below
2022/23 (final)	72%	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	60%	72%	Below
2024/25 (final)	57%	72%	Below
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	54%	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	63%	73%	Below
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	60%	73%	Below
2022/23 (final)	61%	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	24%	46%	Below
2024/25 (final)	25%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	23%	46%	Below
2022/23 (final)	22%	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	50%	62%	Below
2024/25 (final)	58%	63%	Close to average
2023/24 (final)	46%	62%	Below
2022/23 (final)	44%	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	29%	59%	Below
2024/25 (final)	25%	59%	Below
2023/24 (final)	38%	58%	Below
2022/23 (final)	22%	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	38%	60%	Below
2024/25 (final)	42%	61%	Below
2023/24 (final)	38%	59%	Below
2022/23 (final)	33%	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	24%	68%	-44 pp
2024/25 (final)	25%	69%	-44 pp
2023/24 (final)	23%	67%	-44 pp
2022/23 (final)	22%	66%	-44 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	50%	80%	-30 pp
2024/25 (final)	58%	81%	-22 pp
2023/24 (final)	46%	80%	-34 pp
2022/23 (final)	44%	78%	-34 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	29%	78%	-48 pp
2024/25 (final)	25%	78%	-53 pp
2023/24 (final)	38%	78%	-39 pp
2022/23 (final)	22%	77%	-55 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	38%	80%	-41 pp
2024/25 (final)	42%	81%	-39 pp
2023/24 (final)	38%	79%	-41 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	33%	79%	-46 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)	6.4%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.6%	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)	18.8%	13.0%	Above
2023/24 (3 term)	19.3%	14.6%	Above
2022/23 (3 term)	20.2%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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