

Jennett's Park CofE Primary School

Address: 3 Tawny Owl Square, Bracknell, Berkshire, RG12 8EB

Unique reference number (URN): 144608

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 ●

Attendance and behaviour

Strong standard ●

Pupils love coming to school. Leaders use a range of strategies very successfully to ensure pupils engage with their education. Leaders take a tenacious and detailed approach to managing attendance. Their work has led to clear and sustainable improvements. Pupils' overall attendance is close to national figures, including for those who are disadvantaged or have special educational needs and/or disabilities. Staff promote good habits from the early years. They speak with families regularly so that they understand how absence affects learning. When attendance is low, leaders work effectively with families to remove barriers. Pupils who need help to transition into school are very ably supported to learn alongside their peers. As a result, attendance has risen and persistent absence has reduced.

Pupils' behaviour is excellent and a strength of the school. They show deep respect for one another. Leaders have created a calm and orderly environment where pupils feel safe. Pupils understand what is expected of them. Routines are clear. Staff reinforce them consistently. As a result, pupils move sensibly around the school and focus well in lessons. They understand the school's values and link their behaviour to the school's 'Rainbow Promise'. Staff deal with concerns quickly. They help pupils understand the impact of their actions. Bullying and unkind behaviour are not accepted and are dealt with effectively.

Early years

Strong standard ●

Children in the early years get off to a flying start at Jennett's Park. Genuine partnerships with parents and carers help children settle quickly and feel they belong. Families value the regular communication and the careful support their children receive from the beginning. The curriculum is thoughtfully designed so that children secure the essential knowledge and skills they need now and for the future. Staff reflect carefully on their practice. This helps them refine what children learn and how they learn it.

Children settle quickly because staff build warm relationships and establish clear routines from the start. Learning spaces are well organised and rich in resources. This allows children to explore independently and stay engaged in their learning. Children enjoy purposeful play as well as focused adult-led learning. In Nursery, the curriculum places communication and language at the centre. For example, children's learning is supported by engaging themes and stories that help them to develop a love of books.

In Reception, reading is prioritised. Staff teach phonics with accuracy and use talk to deepen children's understanding. Staff model language clearly and ask questions that extend children's thinking. As a result, children develop positive early reading and writing habits and become confident communicators.

Staff check children's understanding carefully. They identify next steps and provide timely support, including for those who need extra help. Routines build confidence and independence. Staff plan the move into Year 1 with care. This helps ensure children are exceptionally well prepared to move into Year 1.

The school provides a rich and well-planned programme that helps pupils grow as confident, thoughtful and responsible young people. Pupils learn to reflect on their own beliefs and values. They learn to respect the customs and traditions of others. Assemblies, class discussions and special events help pupils understand right and wrong. Pupils are encouraged to think carefully about the choices they make. For example, the 'Ramadan Pause Day' helps pupils to understand more about the faith and traditions of families within their community.

Daily routines, group activities and leadership roles help pupils develop robust social skills. Pupils work together, solve problems and support one another. They take part in democratic activities, such as voting for the school council. This helps them to understand that their voices matter. The school's 'Rainbow Promise' promotes kindness, respect and responsibility. It guides how pupils behave and treat each other.

The curriculum offers many opportunities for pupils to explore interests and develop talents. Trips, music, sport, drama and creative activities are valued parts of school life. Leaders plan these experiences very carefully so that each year builds on the last. Children in the early years learn rapidly to share, take turns and become independent. This prepares them well for the rest of their schooling. The relationships and health education curriculum is taught sensitively. Pupils learn deeply about healthy relationships, consent, body changes and how to stay safe online and offline. They talk confidently about their physical and mental health and know what to do if they need help.

Leaders make sure all pupils can take part in school life. Staff track pupils' wellbeing precisely and respond quickly when help is needed. The highly effective pastoral support provides safe spaces for pupils and families to access help when they need it. Pupils with special educational needs and/or disabilities take part fully because staff make thoughtful and appropriate adjustments. Together, these experiences help pupils develop character and ambition for the future.

Expected standard ●

Achievement

Expected standard ●

Pupils generally achieve well across the school. By the end of key stage 2, pupils typically reach the expected standard in national tests. Most learn to read words quickly and accurately. As pupils move through the school, they build on their early success, particularly in reading and mathematics. However, the key knowledge the school wants pupils to remember in the wider curriculum is not fully secure for all pupils. Leaders recognise this and have begun to take appropriate steps to strengthen pupils' understanding.

Disadvantaged pupils, and others with barriers to learning, usually achieve well. Pupils with special educational needs and/or disabilities make good progress from their starting points. Over time, outcomes for disadvantaged pupils have been variable. While many achieve well in reading, too many struggle with handwriting and spelling. This affects the quality of their

written work. Leaders recognise improvements to writing remain a priority so that every pupil is fully prepared for the next stage of education.

Curriculum and teaching

Expected standard 

The school has developed an ambitious curriculum that builds steadily from the early years through to Year 6. Leaders have identified the essential knowledge pupils need for future learning. They place strong emphasis on reading, writing, mathematics and speaking. In these subjects, teachers spot gaps in pupils' understanding quickly. They provide targeted support so that pupils can keep up and secure important skills. However, in the wider curriculum, teachers' checks on learning are not yet consistent. This means that often activities are not designed to meet pupils' specific needs or next steps in their learning. Consequently, pupils do not learn as much as they could in every subject.

Teachers understand leaders' expectations for how the curriculum should be taught. They have secure subject knowledge and use agreed strategies that help pupils remember important ideas. Teachers involve pupils in lessons effectively. Staff receive helpful training to improve. For example, the use of modelling, questioning and phonics teaching are consistent. Across the school, there is a clear and ongoing focus on improving handwriting and transcription.

Reading is a high priority. Pupils read books that match the sounds they have learned. Daily phonics sessions help those who need extra practise to catch up quickly. Staff use language well to help pupils build vocabulary and speak in full sentences. Pupils with special educational needs and/or disabilities learn alongside their classmates. When required, staff plan a more personalised curriculum so these pupils can make meaningful progress.

Inclusion

Expected standard 

A culture of care sits at the heart of the school's approach to inclusion. Staff know pupils well and understand their individual needs. This starts in the early years, where staff set high expectations. Staff identify pupils' needs and put support in place quickly. They draw on advice from external professionals and use the expertise within the school to plan the right provision.

Pastoral support is part of daily life. It helps pupils with special educational needs and/or disabilities take part fully in learning and school life. Leaders use additional funding to remove barriers that might prevent pupils from engaging in learning. However, the strategy to support disadvantaged pupils is not yet understood by all staff. Leaders and governors do not consistently monitor or evaluate this work closely enough.

Staff care deeply about pupils. Those with additional needs receive tailored help. These adjustments help pupils feel calm and ready to learn. Staff recognise pupils' emotions and teach them how to manage their feelings.

Across the school, systems help staff identify additional and changing needs quickly. Leaders train staff well and give clear guidance. This helps staff remove barriers without lowering expectations. They adapt teaching and support so that pupils can succeed. Staff

check pupils' progress carefully and review the impact of support over time. As a result, vulnerable pupils are generally well supported as they move through the school.

Leadership and governance

Expected standard 

The school's mission, rooted in its religious ethos, guides leaders to develop pupils academically, socially and emotionally. Leaders know their pupils, families and community well. They have high expectations and want the best for every child. Leaders understand the school's strengths and the areas that still need improvement. They use this understanding to set clear priorities and take practical steps that support pupils' learning and wellbeing. Leaders make decisions with pupils in mind, especially those who are disadvantaged, pupils with special educational needs and/or disabilities, and those known to social care. They ensure that these pupils receive the support they need and keep inclusion at the heart of the school's work.

Governance is effective. Governors want every child to feel valued and included. They work with leaders to make sure that the school is a safe and nurturing place. The trust provides support that helps governors ask informed questions and offer the right balance of challenge and support. Governors understand their statutory duties, including those for safeguarding, behaviour and staff wellbeing. Staff appreciate this commitment. They speak positively about the leadership team and are proud to work at the school.

Professional learning is a key feature of the school's work. Staff benefit from training linked closely to school priorities, such as phonics and writing. Support for early career teachers and trainees is well structured. This helps them develop confidence in their teaching.

Parents and carers value the leadership of the school and appreciate the effective communication. Leaders' actions reflect the school's caring ethos and their ambition for every child to thrive.

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

Pupils are happy at this inclusive and welcoming school. They attend well. Pupils form strong and respectful relationships with staff, who care deeply about them and know them extremely well. Disadvantaged pupils and those with special educational needs and/or disabilities are well supported by staff, who skilfully remove any barriers to learning they may face. Staff nurture and respond to pupils' individual needs. This helps pupils to develop a sense of security and belonging.

The school's values and the sense of community makes it feel like family to its pupils. Pupils bring school values such as kindness, joy, honesty and forgiveness to life through their daily interactions with one another. Pupils love learning and are eager to do their best.

Pupils' behaviour is excellent. Across the school pupils are taught to behave, be honest and take responsibility for themselves. A culture of respect is evident. Staff apply the school's high expectations for behaviour consistently. Consequently, pupils are polite and courteous in response.

Pupils benefit considerably from the school's extensive personal development offer. Opportunities to develop their interests and talents are plentiful. These range from sports to cultural to creative pursuits. Pupils take pride in the roles and responsibilities they covet, such as school councillors and prefects. They know through their leadership roles that they can influence change, make a difference, support younger pupils and practise patience serving others. Educational visits, such as to the zoo or museums, boost classroom learning and make for memorable experiences. Intentionally, they also help pupils understand the curriculum better.

Children get off to a flying start in the early years. Staff expertly help children settle quickly and remove any barriers to learning so that every child can succeed. Pupils make steady progress from early years to Year 6. They achieve well in many subjects. Most pupils leave the school ready for the next stage of their education.

Next steps

- Leaders should continue to strengthen their work to support disadvantaged pupils' learning, including ensuring that the pupil premium strategy is implemented consistently and evaluated effectively, so that disadvantaged pupils achieve well across the curriculum.
 - Leaders should ensure that the school's assessment arrangements in the wider curriculum help teachers to check pupils' understanding and adapt teaching appropriately so that gaps in pupils' knowledge are addressed consistently.
 - Leaders should continue to strengthen their work to embed strategies for developing writing and transcription so they can continue to improve pupils' achievement.
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About this inspection

The school is part of Bonitas Multi-Academy Trust, which means that other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Rupert Moreton, and overseen by a board of trustees, chaired by Rachel Phillips. The chair of governors is Stuart Marlow.

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 headteacher, deputy headteachers, special educational needs and/or disabilities coordinator and other staff during the inspection. The lead inspector met with trustees, including the chair of the board, and the governance professional. He also met with governors, including the chair of the governing board. The lead inspector spoke with the school's improvement partner and a representative from the Diocese of Oxford.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. Its last section 48 inspection was in October 2019.

The school's nursery provision is registered to admit children from 3 years old.

The school uses 2 unregistered alternative provisions.

The school manages a breakfast and after-school club.

Headteacher: Elizabeth Savage

Lead inspector:

Gareth Flemington, His Majesty's Inspector

Team inspectors:

Lea Hannam, Ofsted Inspector

Sarah Martin, Ofsted Inspector

Vickie Farrow, 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

428

Above 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

450

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)

12.41%

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

5.37%

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

11.45%

Below 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	67%	61%	Close to average
2024/25 (revised)	69%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	69%	60%	Above

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	83%	74%	Above
2024/25 (revised)	84%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (revised)	82%	74%	Above
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	92%	73%	Above

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	46%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	30%	46%	Below
2022/23 (final)	71%	44%	Above

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	75%	62%	Above
2024/25 (revised)	71%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	100%	60%	Above

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	46%	59%	Below
2024/25 (revised)	43%	59%	Below
2023/24 (final)	30%	58%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	71%	58%	Above

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	67%	60%	Close to average
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	86%	59%	Above

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	46%	68%	-22 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	71%	66%	5 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	75%	80%	-5 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	100%	78%	22 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	46%	78%	-32 pp
2024/25 (revised)	43%	78%	-35 pp
2023/24 (final)	30%	78%	-48 pp
2022/23 (final)	71%	77%	-6 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	67%	80%	-13 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	86%	79%	7 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 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.8%	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)	8.6%	13.3%	Below
2023/24 (3 term)	10.6%	14.6%	Below
2022/23 (3 term)	10.1%	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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