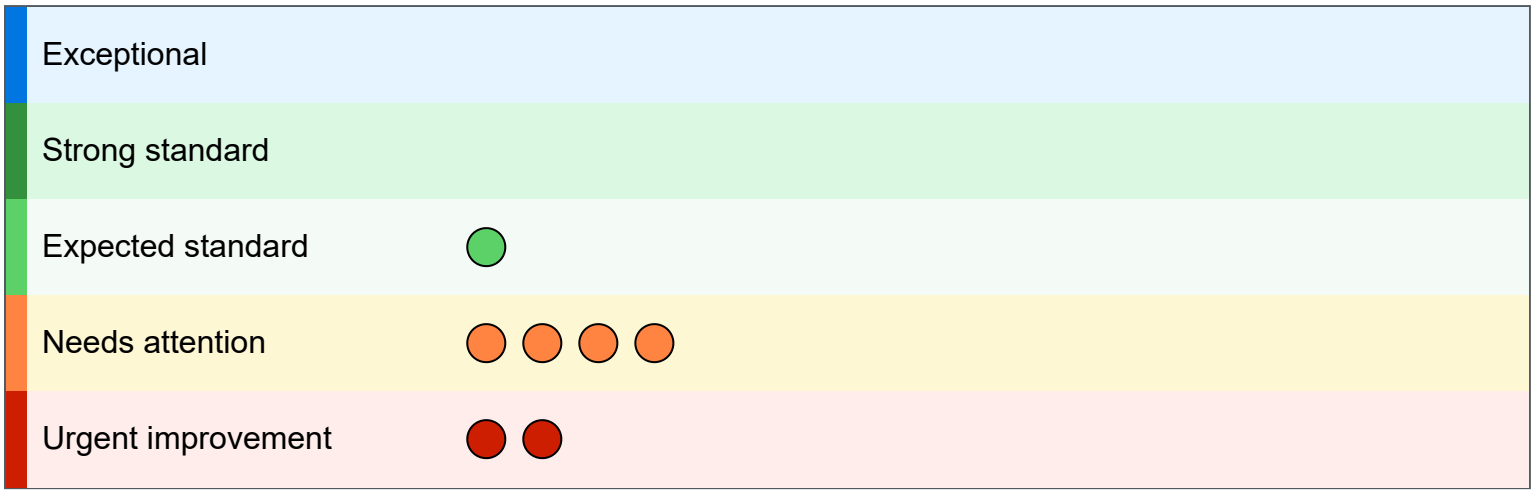
Whitegrove Primary School

Address: Westmorland Drive, Warfield, Bracknell, Berkshire, RG42 3QS

Unique reference number (URN): 131145

Inspection report: 14 July 2026



Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding that adequately protects children from harm.

Until very recently, safeguarding concerns about pupils have not been appropriately managed. There has been considerable inconsistency in how openly and/or regularly concerns are reported. As a result, leaders have not had a full picture of the extent or frequency of concerns relating to some pupils. In some cases, leaders have not acted as swiftly or thoroughly as they should when they have been made aware of safeguarding concerns. In some cases, pupils have not been protected from harm sufficiently well.

There have been recent changes in leadership. The new headteacher has acted swiftly to address weaknesses in the school's safeguarding culture. Recently, staff have become much more confident to report any concerns they have about pupils. Leaders are now responding far more effectively to concerns that are raised.

Leaders recognise that there is further work to do in continuing to embed an open culture and to ensure that no actions have been missed when protecting children from harm.

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.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Expected standard

Early years **Expected standard**

Leaders ensure that children make a positive start in the early years. The curriculum has been designed to help children learn and develop well. Leaders closely monitor the provision, swiftly addressing any areas where teaching or learning is less effective. Leaders ensure that staff develop the necessary expertise to help children achieve well and thrive.

Leaders have a clear understanding of children's needs before they join the setting. This allows staff to prepare well for any additional support that children may require when they join the school. Typically, staff are effective in reducing any barriers that children may have to their learning and/or wellbeing.

Children start to develop their reading, writing and mathematics skills as soon as they start in Reception. Children build confidence in their reading, writing and mathematical knowledge through daily activities that reinforce their learning. As a result, children achieve well and are prepared for their next steps as they move into Year 1.

Children demonstrate positive learning habits. They understand how to behave well. Children listen to staff and follow instructions appropriately. They cooperate with one another and play harmoniously. Children benefit from a broad range of experiences that support their independence and understanding of the wider world. For example, 'fresh air Friday' is a popular activity that enables children to explore the local environment.

Needs attention

Achievement

Needs attention

Pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, often make less progress than they should from their starting points.

Pupils' achievement across the curriculum is variable. While pupils generally achieve well in national tests, they sometimes lack depth and breadth in their knowledge. For example, some pupils do not write with sufficient accuracy and fluency. Pupils are often confident in their mathematical fluency but lack the reasoning skills that would help to deepen their learning and independence. Sometimes, pupils make repeated errors in their work. Where this happens, misconceptions continue over time. Pupils build positively on their phonics learning from the early years. Generally, pupils develop confidence and fluency in their reading as they move through the school.

Pupils develop appropriate knowledge and skills across the curriculum overall. Children in the early years reach a good level of development by the end of Reception. However, due to deficiencies in inclusion and teaching, some older pupils, including those with SEND, are not as ready for their next stage of education as they could be.

Attendance and behaviour

Needs attention

Pupils attend school regularly. Attendance rates are positive over time. Leaders have clear oversight of where pupils' attendance is lower than it needs to be. They take swift and appropriate action to address this. Leaders understand the barriers that some pupils face in attending school. Typically, they take appropriate steps to reduce these barriers. Leaders work in effective partnership with wider professionals, where needed, to tackle poor attendance.

Pupils' behaviour varies. Over time, there has been a significant increase in the occurrence of poor behaviour. Leaders do not have a clear oversight of behaviour trends. As a result, they have not been successful in identifying and addressing the causes of poor behaviour. Leaders do not have an accurate understanding of the barriers that some pupils with special educational needs and/or disabilities (SEND) face. As a result, pupils with SEND are not well supported to manage and improve their behaviour.

Leaders have recently taken steps to re-establish behavioural expectations. This is beginning to have a positive impact. There is more work to do to ensure staff reinforce expectations consistently across the school. Pupils now align to rules and routines more readily, resulting in fewer disruptions to their learning and play. However, not all pupils experience the same positive standards of behaviour across the school. Bullying and discrimination are not tolerated.

Curriculum and teaching

Needs attention

Teaching is inconsistent across the school. Often, staff do not have an accurate picture of where pupils are up to in their learning. Teachers do not use consistently effective strategies to check pupils' understanding. Staff do not routinely identify and address pupils' misconceptions or knowledge gaps. As a result, some pupils do not improve or develop their learning as well as they could. For example, writing inaccuracies often persist over time. There is variability in the support provided to pupils with special educational needs and/or disabilities (SEND). Sometimes, learning is not sufficiently adapted to meet pupils' needs. When this happens, pupils with SEND are unable to access the intended learning as well as their peers.

Leaders have developed a well-sequenced curriculum that allows pupils to develop knowledge over time. While the curriculum is well embedded in some subject areas, this is not consistently the case. For example, the writing curriculum has only recently been improved and is not currently having the intended impact across the school.

Teachers typically demonstrate secure subject knowledge. Sometimes, though, their explanations are not as accurate as they need to be to support future learning. For example, in mathematics, pupils can follow the methods they are taught, but they are less confident when asked to use their knowledge to solve new or more challenging problems.

Personal development and wellbeing

Needs attention

Some pupils do not know as much as they should about important aspects of personal development. As a result, some pupils are less well prepared than they could be for life beyond school and in modern Britain. While pupils understand the importance of treating people fairly and with respect, their understanding lacks depth. Some pupils are less respectful than they should be of people's differences and backgrounds. At times, pupils express views and opinions that reinforce stereotypes. Leaders have recently improved the personal development curriculum to strengthen pupils' learning in these areas. However, these changes are not yet having a clear impact.

Typically, pupils' learning about relationships, sex and health education is more secure. Pupils' understanding of online risks develops in an age-appropriate way. From the early

years onwards, pupils learn about healthy eating and good hygiene. They develop an understanding of how to stay safe on roads, near water and when riding bicycles. Pupils understand what it means to be a good friend. Older pupils receive effective guidance to help them prepare for the physical and emotional changes that come with adolescence. Sometimes, staff make helpful adaptations that support pupils with special educational needs and/or disabilities to learn effectively, but this is not consistently the case.

Typically, staff develop positive relationships with pupils and support their wellbeing effectively. Sometimes, pupils' needs are not anticipated and supported as well as they could be. For example, during breaktimes and lunchtimes, adults are less alert and proactive in responding to the needs of pupils they know less well.

Pupils appreciate the range of activities available during breaktimes and lunchtimes. They enjoy the clubs, trips and wider opportunities offered to them. Leaders are beginning to consider how to monitor and refine these opportunities so that all groups of pupils benefit from them more fully.

Urgent improvement

Inclusion

Urgent improvement

Beyond the early years, leaders do not have sufficiently effective systems in place for meeting pupils' special educational needs and/or disabilities (SEND). Often, pupils' needs are not identified accurately or in a timely manner. When this happens, pupils with SEND miss out on the support that they are entitled to. Leaders do not fulfil some of their statutory responsibilities as well as they should. For example, they have been too slow to submit paperwork to the local authority when reviewing pupils' education, health and care plans. This, again, means pupils do not get the right support at the right time.

Staff do not provide sufficiently effective support to pupils with SEND. Staff are often unclear about the specific barriers to learning and/or wellbeing that some pupils face. As a result, the reasonable adjustments or adaptations that some pupils need are not put in place. In particular, pupils who struggle to regulate their emotions are often not supported in a timely manner. This affects pupils' behaviour and, in turn, their learning and wellbeing. It also means some pupils are not as prepared as they should be for their next steps in education.

Leaders have identified appropriate support for disadvantaged pupils. However, the impact of their pupil premium strategy is not appropriately reviewed. As a result, disadvantaged pupils do not have their barriers to learning and/or wellbeing reduced as effectively as they could.

Leaders work well with external partners to support the needs of pupils known, or previously known, to social care.

Leadership and governance **Urgent improvement**

Over time, leaders have not had an accurate understanding of the priorities in the school that need to improve. There has been a culture in which some leaders and staff have not felt able to take the actions needed to carry out their roles effectively. As a result, many aspects of provision have rapidly declined. Most importantly, leaders have not been fulfilling their safeguarding responsibilities well enough.

Leaders do not have a clear and systematic oversight of inclusion. As a result, pupils' needs have not been sufficiently well met over time. This has affected pupils' behaviour and learning more widely. Leaders have not worked in a focused or coherent way to address these challenges. Staff, in turn, have spent time responding to poor behaviour that could have been avoided.

Governors do not check and challenge leaders' assurances sufficiently well. They do not fulfil their statutory responsibilities as robustly as they need to. This is particularly evident in relation to safeguarding.

Recently, leaders have taken rapid action to address weaknesses in the school. However, it is far too soon to see the full and necessary impact of this work.

Staff recognise that recent improvements made by leaders support their wellbeing. Staff are increasingly confident that they are being listened to and provided with the expertise needed in their roles. In particular, staff are clear about how to fulfil their safeguarding responsibilities. Staff appreciate that workload is carefully considered by leaders.

Leaders work in effective partnership with the local authority. They recognise that the additional expertise provided by wider professionals is necessary as they seek to rapidly address school improvement priorities. Parents hold mixed views about the school. While many parents are positive about their children's experiences, some raise concerns about aspects of leadership, support for pupils with additional needs and the school's response to incidents.

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

Pupils do not consistently receive the support they need to be safe and to thrive at school. While many pupils say that they now feel safe and know who to speak to if they are worried, weaknesses in safeguarding arrangements over time mean that pupils' concerns have not been identified, understood and addressed by leaders as effectively as they should be. Pupils know about the different ways to keep themselves safe online and in the community. If bullying occurs, it is generally dealt with appropriately.

Children typically make a positive start to their education in the early years. However, pupils' experiences become much more variable as they move through the school. Pupils with special educational needs and/or disabilities (SEND) are not sufficiently well supported beyond the early years. This is because staff do not understand or address the barriers that they face to their learning and wellbeing in a timely way. As a result, too many pupils, including disadvantaged pupils and those with SEND, do not make the progress that they

should from their starting points. Although pupils broadly achieve well in national tests, pupils do not achieve consistently well across the school.

Pupils' attendance is broadly in line with national averages. Many pupils have positive attitudes to learning and enjoy the opportunities available to them. However, pupils' behaviour is too inconsistent. At times, pupils' learning is negatively impacted by low-level disruption. In addition, social times can become overly boisterous, with pupils not living up to leaders' expectations. Pupils with SEND do not receive effective support to help them regulate their behaviour and emotions. As a result, some pupils' experience of school is not as positive as it should be.

Pupils understand the importance of treating others with respect and equality. However, they do not always demonstrate these values in their interactions with others. Recently, pupils' conduct and manners have improved due to steps leaders have taken to raise expectations. This means relationships between pupils and staff are generally positive, although expectations are not applied consistently across the school.

Next steps

- Leaders must ensure that they embed an open culture of safeguarding across the school and that all safeguarding concerns are consistently recorded and acted on in a timely and thorough manner.
- Governors should strengthen their oversight of the school by developing the expertise needed to provide robust challenge to leaders and fulfil their statutory responsibilities effectively.
- Leaders must ensure that they fulfil their statutory duties in relation to education, health and care plans so that pupils with special educational needs and/or disabilities (SEND) receive the support they need at the right time.
- Leaders should ensure that they swiftly and accurately identify the specific barriers to learning and/or wellbeing faced by pupils with SEND and those who are disadvantaged. Leaders should ensure that the support they put in place is precisely matched to pupils' needs so that barriers are effectively reduced.
- Leaders should ensure that they have an accurate and informed understanding of the impact of their work so that they can identify declining trends in pupils' behaviour or achievement and take timely action.
- Leaders should ensure that teaching is consistently effective across the school, including ensuring that assessment accurately identifies and addresses pupils' gaps in knowledge and misconceptions so that pupils achieve as well as they can over time.

About this inspection

The chair of the board of governors is Dr Katy Bridgwood.

The inspection started on 14 July 2026. Inspectors returned on 30 September 2026 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.

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 school leadership team, members of staff, groups of pupils, representatives from the governing body and representatives from the local authority.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspections we carry out.

The inspectors confirmed the following information about the school:

There has been a change in headteacher since the inspection started. At the start of the inspection, the headteacher was Alexandra Butler. The current headteacher has been in post since September 2026. The current headteacher was in post when the inspection was completed.

The school currently uses no alternative provision.

Headteacher: Hayley Harrison

Lead inspector:
Tash Hurtado, His Majesty's Inspector

Team inspectors:
Vanessa Mason, His Majesty's Inspector
Joanne Garlick, Ofsted Inspector
Paul Shaughnessy, Ofsted Inspector
Catherine Old, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

417
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

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)

2.88%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

4.08%
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

11.75%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	61%	Above
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	85%	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	85%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	90%	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	87%	72%	Above
2024/25 (final)	85%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	93%	71%	Above

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	83%	73%	Above
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	80%	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	67%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

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

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.7%	5.2%	Below
2023/24 (3 term)	3.4%	5.5%	Below
2022/23 (3 term)	3.5%	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 (3 term)	5.7%	13.0%	Below
2023/24 (3 term)	4.7%	14.6%	Below
2022/23 (3 term)	3.6%	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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