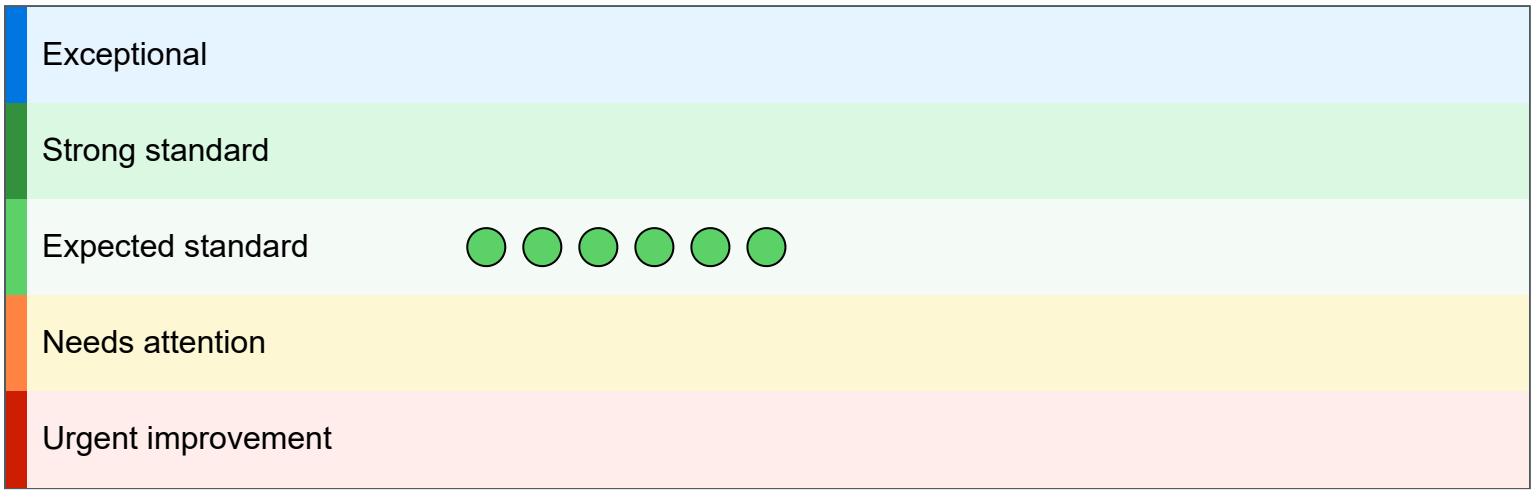
Emmbrook Junior School

Address: Emmbrook Road, Wokingham, Berkshire, RG41 1JR

Unique reference number (URN): 149723

Inspection report: 30 June 2026



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 are generally prepared well for the next stage of their education. They attain above national figures in many subjects because they develop secure knowledge and skills across the curriculum. Reading is a particular strength, and many pupils become confident and fluent readers. In mathematics, many pupils reach the higher standards expected for their age. Across the wider curriculum, pupils gain the knowledge and skills they need to access new learning successfully. They recall prior learning with confidence and use subject-specific vocabulary accurately. This supports them to make meaningful connections between different subjects.

Most pupils, including pupils with special educational needs and/or disabilities, make suitable progress from their starting points. Leaders are strengthening handwriting so that pupils apply skills consistently across their learning and are fully prepared for future learning. Although most pupils achieve well, some do not build securely on prior learning because staff do not always identify and address misconceptions quickly enough.

Attendance and behaviour

Expected standard

Leaders have established a culture that promotes the importance of attending school every day. Most pupils attend school regularly and attendance is positive overall. Leaders identify concerns quickly and work closely with families to understand barriers to attendance. They provide support that reflects pupils' individual circumstances. This helps many pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to attend more regularly. Persistent absence is low overall and has reduced for key groups. Leaders' work is helping more pupils benefit fully from school life and learning. However, a small group of disadvantaged pupils continue to attend less regularly than their peers, and this difference remains an important focus of leaders' work.

Pupils behave well and contribute to the calm, welcoming atmosphere across the school. They are polite, respectful and proud to be part of the school community. Positive relationships between pupils and staff help pupils to feel safe and secure. In lessons, pupils usually settle quickly, engage well with learning and respond positively to teachers' expectations. Breaktimes are harmonious and inclusive, with pupils showing kindness and consideration towards one another. Leaders ensure that pupils who need additional support receive appropriate help to participate successfully in school life.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of the curriculum and teaching. They have established a broad and well-sequenced curriculum that identifies the important knowledge and skills that pupils need to learn over time. Leaders have introduced a consistent approach to teaching across the school. They place a strong emphasis on securing the foundational skills that pupils need for future learning. Reading is a clear priority and pupils who need additional support receive effective help to develop fluency and access learning successfully across the curriculum. Leaders are also strengthening pupils' number fluency

so that they can apply mathematical knowledge with increasing confidence. Leaders ensure that pupils with special educational needs and/or disabilities (SEND), including those in the communication base, can learn alongside their peers and access the full curriculum.

Teachers demonstrate secure subject knowledge and typically deliver the curriculum as leaders intend. Teachers explain new learning clearly, use modelling effectively and help pupils build on what they already know. Additional adults provide effective support for pupils who need extra help. Pupils enjoy their learning and contribute confidently to discussions. Teachers generally use assessment well to check understanding and address misconceptions. However, opportunities to identify gaps in pupils' knowledge precisely are occasionally missed. As a result, some pupils move on to new learning before they have fully secured important knowledge and concepts.

Inclusion

Expected standard

Leaders have established an inclusive culture where pupils feel valued and supported. Staff know pupils well and understand their individual needs. They adapt learning effectively to help pupils access the curriculum successfully. Pupils with special educational needs and/or disabilities (SEND) benefit from effective support in lessons and from additional provision that helps to reduce barriers to learning and wellbeing. The communication base is a particular strength. It enables pupils who are deaf to receive specialist support while remaining fully included in school life.

Leaders provide effective pastoral support for pupils who may need additional help with their wellbeing. Consistent routines and approaches help pupils recognise and manage their emotions successfully. Staff work closely with external specialists to ensure that pupils receive appropriate support when needed. Well-planned transition arrangements help vulnerable pupils settle confidently into new classes and stages of education. Parents are engaged positively and signposted to support when needed.

Leaders take appropriate action to support disadvantaged pupils and reduce barriers to learning. They have identified the key challenges that these pupils face and have developed targeted support in response. For example, their work to improve attendance is helping disadvantaged pupils attend school more regularly. As a result, these pupils are better placed to benefit from the opportunities that the school provides.

Leadership and governance

Expected standard

Leaders have a clear and accurate understanding of the school's strengths and areas for development. They identify appropriate priorities and take effective action to improve provision. Leaders have strengthened early reading and developed the wider curriculum, improving pupils' experiences and the quality of education they receive. They align professional development closely with these priorities, enabling staff to develop their expertise and contribute to a stable and collaborative culture. Staff feel valued, supported and able to improve their practice. Leaders also take appropriate action to support staff workload and wellbeing.

Leaders engage effectively with parents and carers and maintain positive relationships with the wider school community. Parents and carers recognise leaders' commitment to meeting

pupils' needs and are positive about this aspect of the school's work. Leaders work closely with families to provide practical support when needed. For example, the school's community shed offers access to items such as school uniform and other essential resources.

Trustees support the school's improvement effectively. They share leaders' ambition for pupils and are committed to the school's inclusive values. Trustees understand what the school does well and where it needs to improve. They regularly review the school's work and check that leaders' actions are making a positive difference. Through the trust's circle model for collecting stakeholder feedback, trustees hear directly from pupils, parents, staff and other members of the school community. This helps them understand different views and make informed decisions about future development. While leaders have improved important aspects of the school's work, some developments are not yet fully embedded across the school.

Personal development and wellbeing

Expected standard

Leaders have established a clear vision for pupils' personal development and wellbeing. Through the curriculum, pupils learn how to stay safe, healthy and respectful of others. They develop an age-appropriate understanding of healthy relationships and learn about concepts such as trust, honesty and consent. Pupils know how to seek help if they have concerns and understand how to keep themselves safe, including online. Leaders regularly review and adapt this aspect of the curriculum to ensure that it remains relevant to pupils' lives.

The school's values are woven through daily school life and help pupils develop positive attitudes towards themselves and others. Pupils recognise the importance of treating people with kindness, fairness and respect. They speak positively about the school's inclusive culture and describe noticeable improvements in the way pupils respect and support one another. As a result, pupils feel that they belong and are valued as part of the school community.

Pupils benefit from a wide range of opportunities beyond the classroom. They take on leadership responsibilities, including through the school council, planet heroes and other pupil leadership roles. Through these opportunities, pupils learn how their actions can make a difference to their school and the wider world. Visits, visitors and community activities broaden pupils' experiences and help them develop confidence, responsibility and teamwork. Leaders work effectively to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities can participate fully in these opportunities.

Pupils learn about different faiths and cultures, and fundamental British values. They have a secure understanding of the range of ways that people can be different. Alongside this understanding, they develop the attitudes that they need to understand and appreciate difference. Pupils know that everyone is unique. They wholeheartedly believe that being different would not be a barrier to being accepted at Emmbrook Junior School.

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

Pupils are proud to belong to this welcoming and inclusive school. The school's values of respect, resilience and responsibility shape daily life and are reflected in the positive relationships between pupils and staff. Pupils greet adults warmly, show consideration for one another and value being part of a school where everyone is included. Pupils, including those with special educational needs and/or disabilities, benefit from thoughtful support that helps them participate fully in school life. Those who access the communication base are integrated fully into all aspects of school life. Pupils feel safe and know that adults will listen and help if they have worries. Bullying is rare and pupils trust staff to deal with concerns quickly and effectively.

Most pupils attend regularly and enjoy coming to school. They approach their learning positively and speak confidently about the experiences and opportunities available to them. Pupils develop secure knowledge and skills across a broad range of subjects and talk with confidence about what they have learned. Reading is an important part of school life and helps pupils become enthusiastic and capable readers. Most pupils, including disadvantaged pupils, achieve well from their starting points and are prepared suitably for the next stage of their education. Effective support helps pupils access learning successfully and overcome barriers to achievement.

Pupils behave well and contribute to the calm and purposeful atmosphere around the school. They settle quickly to learning, follow routines sensibly and respond positively to adults' expectations. At social times, pupils play together happily and enjoy positive friendships across year groups. Pupils also take on leadership responsibilities through roles such as the school council and planet heroes. These opportunities help them develop confidence, contribute to school life and learn more about the world around them.

Next steps

- Leaders should ensure that teachers effectively check pupils' understanding across the curriculum and address misconceptions so that all pupils secure key knowledge before moving on to new learning.
- Leaders should continue to take effective action to ensure that pupils develop secure foundational knowledge and skills, particularly in handwriting, so that they are fully prepared for the next stage of their education.

About this inspection

This school is part of The Circle 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), Ginny Rhodes, and overseen by a board of trustees, chaired by Andrew Beckett.

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 and other school leaders during the inspection. Inspectors spoke with representatives from the trust board, other leaders within the trust and the CEO.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Nicola York

Lead inspector:
Lorraine Greco, His Majesty's Inspector

Team inspectors:
Chris Berry, Ofsted Inspector
Shazia Akram, Ofsted 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 30 June 2026

School and pupil context

Total pupils

258
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

256
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: 300

Pupils eligible for free school meals (FSM)

10.85%
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

6.98%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.02%
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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (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		61%	
2024/25 (final)	71%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	88%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23		73%	

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		72%	
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	82%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23		73%	

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%	
2024/25 (final)	29%	47%	Below
2023/24 (final)	29%	46%	Below
2022/23		44%	

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		62%	
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	29%	59%	Below
2023/24 (final)	71%	58%	Above
2022/23		58%	

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		60%	
2024/25 (final)	86%	61%	Above
2023/24 (final)	43%	59%	Below
2022/23		59%	

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		68%	
2024/25 (final)	29%	69%	-41 pp
2023/24 (final)	29%	67%	-39 pp
2022/23		66%	

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		80%	
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	71%	80%	-8 pp
2022/23		78%	

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		78%	
2024/25 (final)	29%	78%	-50 pp
2023/24 (final)	71%	78%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	43%	79%	-37 pp
2022/23		79%	

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)	4.3%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	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)	7.5%	13.0%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	4.9%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright