

Mortimer St Mary's C.E. Junior School

Address: The Street, Mortimer, Reading, Berkshire, RG7 3PB

Unique reference number (URN): 109977

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils achieve well, particularly in reading and mathematics. They consistently secure positive outcomes in national tests. Pupils with special educational needs and/or disabilities generally make positive progress from their starting points. Pupils who have gaps in their reading or mathematical skills catch up quickly. Sometimes, pupils who need additional support to develop their handwriting catch up less swiftly in this aspect of their achievement. Leaders are taking appropriate steps to improve this.

Pupils communicate effectively. They are confident to explain their thinking and can successfully recall their recent learning. They accurately apply this to new knowledge that is introduced across the wider curriculum. Typically, pupils have the knowledge and skills they need to be well prepared for the next stage of their education. However, on occasion, pupils do not explore the knowledge they have developed over a longer period of time in sufficient depth. As a result, some pupils do not achieve as highly as they could.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They build positive relationships with families and communicate effectively with pupils about the importance of attending well. As a result, pupils attend school regularly and enthusiastically. Leaders understand the barriers that prevent a small proportion of pupils from attending as often as they should. They take highly effective action to support these pupils so that their attendance improves.

Pupils typically behave well. They follow the routines that staff expect of them. The school is calm and orderly. Pupils show broadly positive attitudes to their learning. They are focused and involved in lessons. They interact harmoniously and collaboratively during their playtimes. Leaders are adept at supporting pupils who struggle to make positive choices. Staff build warm and trusting relationships with pupils so poor behaviour happens rarely. Pupils feel safe and are confident that any incidents of unacceptable behaviour or discrimination are dealt with effectively.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious and well-sequenced curriculum. Pupils explore a broad range of subjects through a project-based approach. Pupils make important links across subjects as they build their knowledge. Leaders ensure that reading, writing and mathematics are prioritised so that pupils can access the wider curriculum successfully.

Typically, teachers know their subjects well. They bring learning to life through effective teaching choices and practical experiences that pupils enjoy. Most pupils learn effectively and enthusiastically. They eagerly discuss their learning and demonstrate their understanding. Occasionally, some pupils are not supported to develop their knowledge as deeply as they could because teachers do not use their checks on pupils' understanding accurately to design suitable tasks in lessons. Leaders have a clear understanding of where the curriculum is delivered less securely. They are taking appropriate action to address this.

Staff understand the range of barriers to learning that some pupils have. They adapt their teaching choices appropriately so that pupils with special educational needs and/or disabilities can access their learning well. Pupils who need more help with their reading or mathematics skills are supported well so that they catch up quickly. At times, the support that pupils receive to develop their writing skills is less precisely matched to their specific needs.

Inclusion

Expected standard 

The school is inclusive and ambitious for all pupils. Leaders swiftly identify any barriers to achievement or wellbeing that pupils may have. Pupils with special educational needs and/or disabilities (SEND) receive timely and helpful support. Pupils with social and emotional needs are well supported. Pupils, including those who are disadvantaged, generally engage positively in their education.

Leaders check the impact of support strategies for pupils with SEND, those who are disadvantaged and those who are known to social care. They adjust interventions and support swiftly when needed. Leaders work effectively with relevant external professionals to ensure that pupils requiring specialist support receive this without delay. Leaders work in partnership with external agencies to ensure that staff have the necessary expertise to understand and meet pupils' needs well. They provide extra support for staff and further training when required to ensure that pupils are included in lessons and in the wider life of the school.

Leaders tailor learning and support for disadvantaged pupils effectively. They ensure that pupils' individual circumstances are thoroughly understood so that additional funding is used appropriately. These pupils benefit from a range of experiences.

The school uses alternative provision appropriately and only where it is in a pupil's best interests.

Leadership and governance

Expected standard 

Leaders know the school well. They understand the school's strengths and the areas to prioritise for further development. They are committed to acting in the best interests of pupils and respond effectively to changes in the school's context. Leaders at all levels take appropriate steps to embed school improvements, remaining ambitious for all pupils to learn and achieve well.

Leaders ensure that staff receive high-quality training and have the necessary expertise to carry out their roles well. Staff share the school's vision and work cohesively with leaders. They appreciate the support leaders provide for their professional development. Leaders are considerate of staff wellbeing and workload. They ensure that staff have the time and support they need to do their jobs. Staff are proud and happy to work in the school.

Governors are knowledgeable in their roles and fulfil their statutory duties well. They ensure the school keeps pupils safe and enable them to achieve and thrive. Governors hold leaders to account effectively for school improvement priorities while being supportive of the school community.

Leaders recognise the importance of establishing positive relationships within and beyond the school. They work in effective partnership with parents and carers, external professionals and the wider community. Leaders are reflective and use these partnerships well to support continued school improvement and to enhance pupils' wider enrichment experiences.

Personal development and wellbeing

Expected standard 

Pupils are well supported in their personal development. They understand how to keep themselves safe online and in the local community. They receive suitable relationships, sex and health education. For example, pupils learn what makes a positive and healthy friendship or relationship and develop an age-appropriate understanding of how to protect themselves from risk. Pupils recognise healthy food choices and appreciate the importance of sleep and exercise in maintaining positive wellbeing.

Pupils show positive values and demonstrate mutual respect and equal treatment for all. They understand the difference between right and wrong. They reflect on their views to help them form ethical perspectives on different issues. They support each other to resolve differences of opinion with maturity, avoiding conflict. They enjoy learning about different cultures and traditions beyond their own. While pupils recognise all types of prejudicial behaviour are unacceptable, their knowledge of different types of discrimination is developing.

The school provides many opportunities for pupils to develop their leadership skills in readiness for their next steps. The election process for these roles supports pupils' understanding of democracy. 'Pupil leaders' are proud to be role models and to help staff and their peers. They understand the importance of making the world a more positive place. For example, 'eco-leaders' support their peers in understanding why they need to preserve and protect the environment.

Pupils benefit from a range of trips that enhance their classroom learning and broaden their experiences. The school's extra-curricular clubs and activities reflect the range of pupils' interests and talents well. Leaders ensure that the needs of disadvantaged pupils are prioritised when considering their enrichment offer, and they make sure that all pupils can benefit equally from the school's rich set of experiences.

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

Pupils are happy and well cared for in this welcoming school. They understand and model the school values of 'respect, resilience and aspiration'. They consistently demonstrate respectful attitudes to each other and towards staff. Pupils know that it is important to treat others with fairness and equity.

Pupils generally achieve well and engage positively in lessons. They are inquisitive, enjoy learning and become confident and articulate. They achieve positive outcomes in national tests and are well prepared for the next stage of their education. Pupils with special

educational needs and/or disabilities and those who are disadvantaged receive effective support and achieve well from their starting points.

Staff know pupils well. There are positive relationships between staff and pupils. Pupils value the help that staff provide to remove any barriers to their learning, engagement or development. Their attendance is high. Pupils attend regularly because they enjoy school and feel safe. They behave well and rise to the school's high expectations. Bullying is rare and not tolerated.

Pupils have many opportunities to engage meaningfully in wider school experiences. They appreciate participating in well-considered trips that help bring learning to life. For example, pupils' recent visit to a museum enhanced their understanding of ancient Roman history. Disadvantaged pupils in particular benefit from the range of activities that enhance their development. Pupils particularly enjoy the school's maths club, where they enjoy extending their learning in mathematics in an exciting way.

Pupils relish the variety of leadership roles available to them in school. They understand how these opportunities prepare them well for secondary school and later life. Pupils of all ages welcome the chance to be role models, giving back to the school and wider community. 'Helping heroes' recognise the importance of intervening early in peer disputes so that pupils learn to be kind and forgiving.

Next steps

- Leaders should ensure that teachers use assessment accurately to design learning that consistently builds on prior learning so that all pupils can develop deep and detailed knowledge across the curriculum and achieve more highly.
- Leaders should continue to improve the teaching of writing so that gaps in pupils' knowledge are consistently addressed and pupils write with accuracy and fluency.

About this inspection

The chair of the board of governors in this school is Carol Macdonald.

The school is part of a federation called The Mortimer Federation of St. John's and St. Mary's.

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, a representative from the local authority and a representative from the diocese.

This school is registered as having a Church of England religious character. The school was last inspected under section 48 of the Education Act 2005 in March 2025.

The school makes use of one unregistered alternative provision.

Headteacher: Clare Beswick

Lead inspector:

Tash Hurtado, His Majesty's Inspector

Team inspectors:

Clare Morgan, Ofsted Inspector

William James, 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 3 February 2026

School and pupil context

Total pupils

237

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

240

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)

8.44%

Well 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

5.49%

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

18.99%

Above 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	70%	61%	Above
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	73%	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	84%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	84%	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	79%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	84%	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	78%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	79%	73%	Close to average

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	32%	46%	Below
2024/25 (revised)	43%	47%	Close to average
2023/24 (final)	17%	46%	Below
2022/23 (final)	33%	44%	Close to average

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	53%	62%	Below
2024/25 (revised)	71%	63%	Close to average
2023/24 (final)	17%	62%	Below
2022/23 (final)	67%	60%	Close to average

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	37%	59%	Below
2024/25 (revised)	43%	59%	Below
2023/24 (final)	17%	58%	Below
2022/23 (final)	50%	58%	Close to average

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	53%	60%	Close to average
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	50%	59%	Close to average

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	32%	68%	-36 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	17%	67%	-51 pp
2022/23 (final)	33%	66%	-33 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	53%	80%	-27 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	17%	80%	-63 pp
2022/23 (final)	67%	78%	-12 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	37%	78%	-41 pp
2024/25 (revised)	43%	78%	-35 pp
2023/24 (final)	17%	78%	-61 pp
2022/23 (final)	50%	77%	-27 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	53%	80%	-27 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	33%	79%	-46 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 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)	3.9%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.7%	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)	7.0%	13.3%	Below
2023/24 (3 term)	6.9%	14.6%	Below
2022/23 (3 term)	10.3%	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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