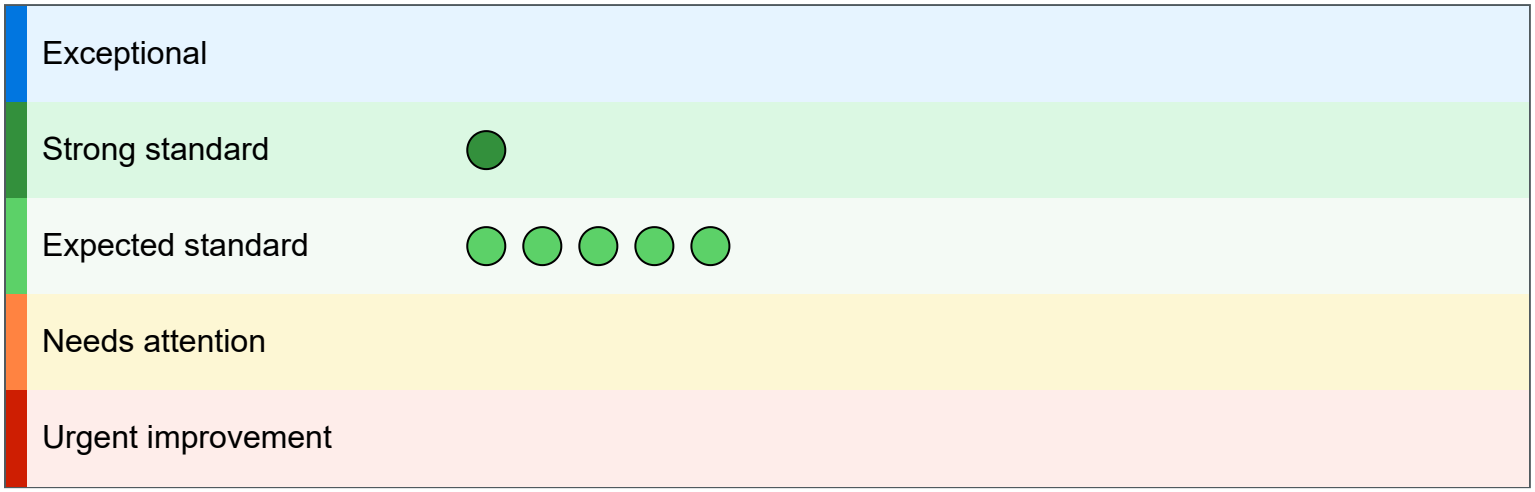
Oak Tree School

Address: Woodward Close, Winnersh, Wokingham, Berkshire, RG41 5LP

Unique reference number (URN): 149839

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.

Strong standard

Attendance and behaviour

Strong standard

Leaders have high expectations for pupils' attendance. They understand the factors that influence this. Most pupils improve their attendance markedly during their time at the school. Leaders work quickly with pupils and families to ensure they understand the school's expectations. 'Soft starts' to the school's morning routine help pupils to settle into school calmly and receive effective pastoral support. Pupils enjoy coming to school and, for many, attendance rates are high.

The school's atmosphere is calm. Clear, familiar routines are key to this success. Pupils feel safe. They trust staff to support them with any concerns. Most settle quickly, grow in confidence and develop their independence and self-esteem. Leaders and staff maintain high expectations but adjust approaches skilfully for individuals using their well-considered behaviour support plans. Relationships between staff and pupils are very positive. Pupils take pride in their learning and show respect for their peers. Staff respond quickly to any incidents of bullying or unkindness. Pupils understand and meet the school's high expectations. They behave well and contribute positively to a safe, inclusive and purposeful learning environment.

Expected standard

Achievement

Expected standard

Pupils typically achieve well from their diverse starting points. Their achievement extends beyond academic studies, for example through the development of communication, independence and self-awareness. A high proportion of pupils join the school with significant gaps in their learning. Well-devised support systems ensure that these pupils join in with their lessons, engage well in learning and interact appropriately with their peers. This is reflected in the improving quality and depth of their work, including for disadvantaged pupils.

Pupils progress well towards securing basic knowledge and skills, for example reading, writing and mathematics. Older pupils use these skills appropriately in differing contexts and subjects. Leaders ensure that pupils are well prepared for the next stage of their education, personally and academically.

Curriculum and teaching

Expected standard

Leaders have created an ambitious curriculum that is well designed and coherent. It is built around pupils' highly varied starting points. Leaders are aspirational in their expectations for what pupils can achieve. The curriculum spans from developing pupils' response to sensory stimulation, their self-regulation and communication skills, to preparing for formal accreditations and qualifications. Staff draw on their detailed knowledge of pupils' needs and interests to make appropriate adaptations to learning. This approach works in tandem with therapeutic support to help pupils engage with education successfully.

The promotion of communication and independence is a consistent focus throughout the school's provision. Staff typically support pupils' learning well and provide them with suitable opportunities to practise important skills. They prioritise pupils' ability to read accurately and fluently. The school's systematic phonics programme is implemented well, with the approach adapted to meet each pupil's needs.

Typically, the curriculum is delivered well by knowledgeable staff. Sometimes, activities are not as helpful as they could be in supporting pupils to learn what the school intends. Leaders' improvement priorities focus appropriately on securing consistently high-quality teaching across the school. Targeted training strengthens the knowledge of non-subject specialist teachers.

Inclusion

Expected standard

Leaders place inclusion at the centre of the school's work. All pupils have education, health and care plans, and many arrive after disrupted experiences in education. Staff assess pupils' prior learning on entry and use this information to provide appropriate support and tailored educational pathways. Strategies to support pupils with a range of vulnerabilities are well coordinated and centred on individual needs.

Staff know pupils very well. They use effective approaches that support pupils to access learning. Bespoke training, alongside positive relationships with external specialists, ensures that staff have a secure understanding of how best to support pupils. Therapeutic support, including for speech and language, is provided to those who need it. Leaders monitor the impact of these initiatives regularly to ensure that they remain effective.

Leaders have established effective systems to ensure that pupils receive the support they need at the right time. They work closely with pupils, families and external professionals to review and adapt provision. Leaders ensure that support is responsive and focused on reducing difficulties. Alternative provision is used only when necessary. It is carefully monitored to ensure it meets pupils' needs and leaders' high expectations for their achievement and entitlement to a broad education. Additional funding is implemented effectively to enhance learning experiences and remove barriers to learning and wellbeing. Consequently, pupils are typically well prepared for their next stages.

Leadership and governance

Expected standard

Leaders have established a school culture that promotes high expectations and broadens pupils' aspirations. Leaders and trustees ensure that decisions about school improvement are firmly centred on pupils' needs and best interests. This includes the introduction of vocational opportunities for pupils moving into key stage 4.

Leaders understand the school's strengths and priorities. They have identified relevant improvement areas and are refining and adapting the curriculum to meet the needs of a diverse cohort of pupils. These strategic changes demonstrate that leaders are successfully prioritising actions to improve pupils' outcomes.

Staff describe a supportive culture characterised by strong teamwork. Staff feel valued and supported in their roles. Ongoing professional learning develops the knowledge and

expertise of staff. They receive training that both aligns with their career development and the school's improvement priorities. Leaders take careful account of staff workload and wellbeing when implementing change.

Leaders generally maintain positive engagement with parents and carers. They work hard to involve families by building partnerships with them. However, this is not yet consistently recognised by parents themselves and remains a priority.

Trustees and the school's advisory board ensure that they and the school fulfil their statutory duties. They challenge leaders effectively across a range of areas, enabling them to maintain an accurate understanding of the school's strengths and priorities for improvement. Leaders are well placed to sustain this work and bring about further improvement as the school continues to grow.

Personal development and wellbeing

Expected standard

Pupils' personal development is prioritised through a therapeutic approach. Pupils benefit from the support of a dedicated pastoral team. Regular check-ins help them feel safe, valued and well supported. Individualised support helps pupils to understand, communicate and regulate their emotions. Pastoral support contributes positively to pupils' wellbeing. Leaders ensure that staff are well trained to meet pupils' pastoral needs. Pupils know how to access support when they need it.

The school's personal development programme is well designed. Themes are revisited regularly. These include relationships and sex education. Pupils know how to stay safe online. They develop an appropriate understanding of a balanced diet and healthy lifestyles. This learning prepares pupils well for their future lives.

Leaders and staff adapt the personal, social, health and economic curriculum to ensure that pupils who face additional barriers receive the support they need. For example, the school provides older pupils with the opportunity to visit local shops, practise the use of public transport and navigate the local community. This approach develops pupils' confidence and independence.

Leaders provide pupils with appropriate opportunities to develop their skills and interests. The school offers a range of clubs and trips aimed at broadening pupils' experiences. These activities draw on pupils' own interests. For example, some pupils teach each other to play chess while others learn how to play the ukulele. These opportunities enhance pupils' experiences. Leaders ensure that participation is open to all pupils. They draw on their detailed understanding of individual needs to promote equitable access. Leaders use additional funding carefully so that all can participate. Roles, such as school councillors and eco-warriors, provide pupils with opportunities to strengthen their social skills while fostering responsibility and collaboration.

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

Pupils benefit from a nurturing and inclusive environment where their individual needs are understood and supported effectively. All pupils have special educational needs and/or disabilities. Positive relationships between staff and pupils develop a sense of safety, belonging and trust. This helps pupils to develop communication skills, independence and readiness to learn.

Thoughtful adjustments, personalised programmes and integrated therapeutic support help to reduce barriers to learning. Careful adaptations to meet a diverse range of needs enable pupils to make meaningful progress from their individual starting points. Staff maintain high expectations and work to ensure that pupils can engage successfully in learning. However, on some occasions, chosen activities are not aligned to the intended curriculum. As a result, pupils do not consistently develop or secure the knowledge, skills and understanding that leaders and staff intend.

Pupils attend regularly with many improving on previously low attendance. Pupils engage positively with school life. They understand routines, behave appropriately and develop increasing confidence and self-regulation over time. Pupils feel safe and appreciate the support they receive from staff. Where difficulties arise, staff respond effectively to help pupils regulate. Bullying is rare. Staff deal with any incidents quickly.

The school's programme of enrichment supports pupils' personal development well. For example, pupils are encouraged to contribute to school life and have opportunities to represent their peers through leadership roles such as school councillor, house captain and eco-warrior. Opportunities to interact with the community, educational visits and residential trips help pupils develop confidence, teamwork and life skills. The school typically prepares pupils well for their next stage of education. Appropriate careers education helps pupils gain an understanding of future pathways and employment opportunities.

Next steps

- Leaders should ensure that teachers design activities that closely match the intended learning in all lessons across all pathways, enabling pupils to achieve as well as they can.
- Leaders should continue to develop strong partnerships with parents and carers in support of the school's work.

About this inspection

This school is part of the Maiden Erlegh Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathon Peck, and overseen by a board of trustees, chaired by Nick Jones.

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.

Information about this inspection:

Inspectors spoke with the headteacher, senior leaders and some staff. The lead inspector also spoke with the chief executive officer, the chair of trustees, the chair of the school advisory board, senior staff from the trust and the director of education during the inspection.

The inspectors confirmed the following information about the school:

The school caters for pupils with a variety of special educational needs and/or disabilities. This includes specific learning difficulties, autism, physical disabilities and profound and multiple learning difficulties.

The school currently makes use of 4 alternative provisions, including 3 that are unregistered.

Headteacher: Abigail Davis

Lead inspector:
Martin Dyer, His Majesty's Inspector

Team inspector:
Simon Graydon, 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 30 June 2026

School and pupil context

Total pupils

96

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.

School capacity

150

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.

Pupils eligible for free school meals (FSM)

36.46%

What does this mean?

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

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

100.00%

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.

Pupils with special educational needs (SEN) support

0.00%

What does this mean?

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

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).

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
2024/25 (3 term)	8.9%
2023/24 (3 term)	6.8%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	24.0%
2023/24 (3 term)	22.6%

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.

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