

College Town Primary School

Address: Branksome Hill Road, College Town, Sandhurst, Berkshire, GU47 0QF

Unique reference number (URN): 109828

Inspection report: 9 September 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 ●

Leaders and staff place great value on attendance. They are relentless in their drive to ensure that all pupils will benefit from all the school has to offer. No pupil misses out. As a result, pupils and their families prioritise education and make every effort to be at school on time every day. All groups of pupils have high levels of attendance. Very few pupils are persistently absent from school. Leaders analyse attendance information very closely. They support parents and carers consistently well to overcome any barriers.

Behaviour across the school is excellent. Staff's consistent approach to teaching pupils how to behave and understand expectations has a clear impact on the calmness of the school. Pupils show great dedication to their learning. They listen to adults and their classmates in lessons intently. Pupils behave respectfully towards one another.

Behaviour is equally impressive during playtimes. Pupils learn how to manage their own conflict and find mutual solutions. Pupils show great maturity in taking responsibility for making positive behaviour choices. Relationships between staff and pupils are respectful and warm. Bullying and the use of derogatory language are incredibly rare. Leaders take this seriously if it were to happen.

Early years

Strong standard ●

Children make an excellent start to their early education. Leaders create a nurturing and supportive environment. At the time of the inspection, many children had just started their educational journey, in both the Reception and Nursery Years. Children settle quickly. They build effective relationships and approach learning activities with enthusiasm and curiosity. Many parents praised the well-considered transition programme. This helps their children develop confidence and a strong sense of belonging from the onset. Staff build secure and trusting relationships with parents and carers. This ensures that families are well informed and can support their child's learning and wellbeing effectively.

There is a highly ambitious early years curriculum in place. This provides children with an impressive foundation of knowledge and skills. Staff broaden children's vocabulary and strengthen their communication and language development consistently well.

Staff are quick to recognise when a child may require additional support. They have a detailed understanding of individual strengths and needs. Teachers in the early years adapt teaching effectively and provide precise, targeted help. As a result, children make excellent progress through the early years curriculum. They are very much ready for the challenges of the key stage 1 curriculum.

Expected standard

Achievement

Expected standard 

Typically, pupils learn well across the curriculum. They make secure progress from their starting points. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils. When pupils join the school, staff are quick to check any gaps in learning. As a result of staff's clear oversight, these gaps are swiftly closed. There is a little variability in the quality of teaching in the school, and this affects how well some pupils learn.

Reading is at the heart of the school's work. Pupils learn to read very well. Pupils in key stage 1 and early years develop foundational skills confidently. They apply their phonics knowledge to their writing securely. Pupils' attainment in the Year 1 phonics check is significantly above national standards overtime. Over the past 3 years, by the end of key stage 2, pupils achieve significantly higher than the national average in reading statutory assessments. Pupils are very much ready for the next step of their education.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum and teaching. They know where teaching is highly effective and where further development and coaching will make teaching even better.

Leaders have designed a well-sequenced curriculum, in place from the Nursery Year to Year 6. Teachers know what to teach and in what order. They demonstrate secure subject knowledge. The teaching of phonics is a strength. Pupils learn to read quickly and confidently. Leaders prioritise language development. Pupils use ambitious and technical vocabulary well to discuss their learning and show their understanding.

On the whole, teachers plan lessons that help pupils learn and practise the intended learning. They explain new content with precision. Generally, teachers check how well pupils understand new learning and remember important content over time. However, there is some variability in teaching in the school. Leaders have suitable plans in place to improve teaching further.

In most classes, teachers adapt the curriculum for pupils with special educational needs and/or disabilities well. However, this is not consistent across all classes. At times, adaptations are not precise enough to make a difference. Sometimes, these learning tasks do not fully meet pupils' needs.

Inclusion

Expected standard 

This is a very inclusive and caring school where pupils feel welcomed and are happy. Leaders are highly ambitious for all pupils. They aim for the right support to be put in place as soon as possible. Leaders know their pupils well. A particular strength of the setting is the care and support available for service pupils and families, and for pupils new to English. Staff are quick to identify pupils' additional needs when they join the school. Leaders use

additional funding carefully so that it reduces barriers for disadvantaged pupils well. It has a positive impact on disadvantaged pupils' outcomes and life experiences.

Typically, teachers understand pupils' barriers to learning and wellbeing. They make changes to provision that enable pupils with special educational needs and/or disabilities (SEND) to learn well alongside their classmates. However, there is some variability in how well some staff apply precise adaptations to the curriculum and lessons. As a result, a small proportion of pupils with SEND do not achieve quite as securely as they could.

Support for pupils who are known, or previously known, to social care is of high quality. Leaders work closely with the virtual school and other agencies, including social workers, positively. This, alongside leaders' detailed knowledge of pupils, makes a big difference to pupils' learning and wellbeing.

Leadership and governance

Expected standard 

Leaders have high aspirations for all pupils. They act in the best interests of pupils with absolute determination. On the whole, those pupils who need extra care and support receive it. Leaders make great use of additional funding. They have a precise understanding of the school's unique context. Leaders and governors understand the strategic improvement priorities deeply. They have prioritised the right areas for school improvement to make the school even more effective. For example, they have correctly identified where teaching and learning are most successful. They know where there are some inconsistencies in the implementation of the curriculum to address. Leaders ensure that staff have access to high-quality professional learning. This makes a difference to pupils' learning and wellbeing. Leaders check the impact of their work well.

The governing body holds the school to account successfully. Its members are knowledgeable about the school and ask the right questions of leaders. Governors fulfil their statutory duties well. Leaders are considerate of staff's workload and wellbeing. Staff feel that leaders listen to them. Staff are appreciative of the well-considered professional development opportunities. As a result, staff are supportive of the school. There is an incredibly open and trusting culture at the school that gives staff and parents high levels of confidence in school leadership at all levels. Leaders work well with their local community and external agencies to support pupils and their families. This includes the close and productive links with Sandhurst Military Academy.

Personal development and wellbeing

Expected standard 

The personal development programme is well considered and varied. Generally, leaders adapt provision and remove barriers well. This ensures that all pupils, including those with special educational needs and/or disabilities, can access all that is on offer. The school's pastoral support offer is of high quality and meets pupils' needs well. Staff know pupils very well. Pupils know that staff listen to them and will help them with any worries.

On the whole, the personal development programme equips pupils to learn about the world around them. They encounter new experiences and develop as citizens. A wide programme of trips and clubs contribute effectively to pupils' wider development. Leaders provide opportunities for pupils to discover new talents and interests well. For example, pupils enjoy

sporting tournaments against other schools, learning to play the trumpet and performing in the school choir. Pupils learn about fundamental British values and protected characteristics at an age-appropriate level. However, their understanding of the big ideas behind these is, at times, quite shallow. Leaders have already made deliberate steps to deepen pupils' understanding.

Pupils value the many pupil leadership opportunities on offer. They learn to serve their community and learn how to be responsible. For example, pupil eco-warriors look after the school site through recycling and litter picking. School council members have successfully been working on reducing food waste in the canteen. Pupils show a genuine commitment to protecting the environment and helping others.

Leaders have recently reviewed the school's personal, social and health education curriculum, which includes relationships and sex education. The new curriculum meets updated statutory requirements. It takes the school's context into consideration well. Pupils develop the knowledge and skills they need to stay safe in many different situations. This includes with regard to knife crime, around fire and on the roads. Pupils recognise risks online.

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

Pupils achieve well at this caring school. Pupils build positive relationships with staff. They feel safe, happy and fully included in school life. This includes a significant proportion of pupils from service families, who are welcomed warmly and settle quickly. Pupils are proud of their school. They attend school regularly, at levels above the national average. If any pupils show possible signs of lower attendance, leaders work highly effectively with parents and carers. By the end of key stage 2, pupils achieve well across the curriculum. They develop their knowledge and understanding securely.

Pupils' behaviour is impeccable, in classrooms, around the school and on the playground. Bullying is rare and leaders take it seriously. Pupils look after each other, showing great empathy and respect to their friends. Older pupils are role models for younger pupils. They engage positively with their learning and participate actively in lessons.

Pupils have many opportunities to develop their talents and interests. They love the range of clubs on offer, such as choir, chess and judo. Sports, games and physical development are a clear feature of the school's provision. Pupils learn how to cooperate, compete and play games in positive and considerate ways.

Pupils enjoy learning about their classmates and building their understanding of others. They appreciate different backgrounds, experiences and perspectives. The school celebrates an annual 'camo day', when pupils learn about the Armed Forces. They develop a secure understanding of service, courage and teamwork.

In the early years, children develop their early reading, writing and mathematics knowledge swiftly and accurately. They are very much ready for their next stage of education. Pupils

with special educational needs and/or disabilities have their needs identified quickly. On the whole, leaders support these pupils' needs effectively so that they succeed well.

Next steps

- Leaders should ensure that highly effective teaching is embedded across all subjects and classes.
 - Leaders should ensure that adaptations for pupils with barriers to their learning and wellbeing are matched precisely to pupils' needs and implemented consistently so that pupils can be even more successful in their learning.
 - Leaders should strengthen pupils' personal development knowledge by ensuring that pupils develop a secure and detailed understanding of fundamental British values and protected characteristics, and how these, along with the school values, relate to character development and their life beyond school.
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About this inspection

This inspection took place on 9 and 10 September 2026.

The chair of the board of governors in this school is Jennie Hulse.

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, other senior leaders, staff, parents and pupils. The lead inspector also met with the governing body, including the chair. They also met with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Trudi Sammons

Lead inspector:

Lea Hannam, His Majesty's Inspector

Team inspectors:

Mineza Maher, Ofsted Inspector

Stephen Jackson, Ofsted Inspector

Carl McCarthy, 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 9 September 2026

School and pupil context

Total pupils

479

Well 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: 268

School capacity

630

Well 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)

8.81%

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: 26.5%

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

1.88%

Below 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: 4.1%

Pupils with special educational needs (SEN) support

17.75%

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

Close to 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	63%	61%	Close to average
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

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	81%	74%	Above
2024/25 (final)	84%	75%	Above
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	85%	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 (final)	73%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	78%	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	78%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	83%	73%	Above
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	52%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	57%	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	81%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	89%	62%	Above
2022/23 (final)	71%	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	71%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	57%	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	76%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	78%	59%	Above
2022/23 (final)	71%	59%	Close to average

‘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	52%	68%	-15 pp
2024/25 (final)	S	69%	S
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	57%	66%	-9 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	81%	80%	1 pp
2024/25 (final)	S	81%	S
2023/24 (final)	89%	80%	9 pp
2022/23 (final)	71%	78%	-7 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	71%	78%	-6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	57%	77%	-20 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	76%	80%	-4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	78%	79%	-2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	79%	-8 pp

‘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)	4.0%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.3%	5.9%	Close to average

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)	6.6%	13.0%	Below
2023/24 (3 term)	10.5%	14.6%	Below
2022/23 (3 term)	10.8%	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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