

Cookham Rise Primary School

Address: High Road, Cookham Rise, Maidenhead, Berkshire, SL6 9JF

Unique reference number (URN): 109856

Inspection report: 23 June 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 ●

Pupils attend school regularly. Leaders maintain a clear focus on promoting high attendance for all pupils and monitor attendance patterns closely. They use their detailed understanding of pupils' needs to identify and support those whose attendance is less regular. Leaders work positively with pupils and families to overcome barriers to attendance and ensure that pupils feel welcomed and supported. As a result, attendance is high and continues to improve, including for disadvantaged pupils. Targeted support has reduced persistent absence for pupils who previously experienced difficulties attending regularly.

Pupils' behaviour across the school is very positive. Leaders have established high expectations and a consistent approach to behaviour. Staff model respectful and considerate behaviour. They build positive relationships with pupils and provide targeted support for pupils who need additional help. Pupils demonstrate highly positive attitudes to learning and contribute well in lessons. Classrooms and shared areas are calm, orderly environments where pupils show kindness, care and respect for others. Pupils report that bullying is rare and dealt with effectively when it occurs. Social times are a highly positive feature of the school, where pupils develop independence, cooperation and positive relationships across year groups.

Inclusion

Strong standard ●

This is a highly inclusive school. Leaders have established a culture in which pupils are valued, supported and enabled to learn successfully alongside their peers. Leaders carefully plan and provide effective support for pupils with special educational needs and/or disabilities (SEND). Leaders then assess this provision and make changes to it if necessary. They work closely with parents and carers, routinely seeking their views when planning and reviewing support. Pupils' views also inform decision-making, helping staff understand the strategies that promote positive learning and wellbeing.

Leaders prioritise high-quality teaching and provide effective training for staff. They use strategies such as adapted resources, visual prompts and targeted support to reduce barriers to learning and enable pupils to access the curriculum successfully. Consequently, pupils with SEND, including those with higher levels of need, make progress from their starting points.

Leaders provide effective support for vulnerable pupils. Plans identify needs clearly and guide appropriate provision. Leaders work constructively with external agencies, including the virtual school and specialist services, to secure additional advice and support when required. Transition arrangements are carefully planned and help the most vulnerable pupils move confidently between stages of education.

The pupil premium strategy focuses on removing barriers to learning and widening opportunities. Positive relationships with pupils and families foster a secure sense of belonging. As a result, disadvantaged pupils participate fully in school life and access the support they need to achieve well.

Leaders place pupils' personal development at the centre of the school's work. They have designed a carefully considered programme that reflects the needs of the school community. Leaders enrich the curriculum with learning about water and road safety alongside relationships and sex education and health education. As a result, pupils develop the knowledge they need to stay safe, build healthy relationships and make informed choices. They speak confidently about online and offline safety, understand equality and inclusion, and demonstrate a secure understanding of fundamental British values. Pupils reflect thoughtfully on their own beliefs and experiences while respecting the views of others. Leaders review and adapt the curriculum regularly so that learning remains relevant. Pupils retain important knowledge and explain clearly how learning about physical and mental health helps them manage challenges and make positive decisions.

A wide range of opportunities extends learning beyond the classroom. Visits, clubs and wider experiences enrich the curriculum and broaden pupils' understanding of the world around them. Pupils explain how these first-hand experiences deepen their learning, develop new interests and help them remember important knowledge. Leaders track participation carefully to ensure that all pupils benefit from these opportunities. Consequently, disadvantaged pupils and pupils with special educational needs and/or disabilities participate fully in school life. Pupils value opportunities to contribute through leadership roles, including school council representatives and play leaders. Pupil voice is an important part of this school.

Pastoral provision is a notable feature. Staff know pupils well and build positive relationships with pupils and their families. Pupils know that adults listen to them and provide support when needed. During social times, pupils make purposeful use of the extensive opportunities available. Pupils develop independence and learn how to work successfully with others. These experiences help pupils grow in confidence and foster a sense of belonging. As a result, pupils feel safe, valued and included. They leave the school as confident, responsible young people who are well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils achieve well as they move through the school. Outcomes in reading and mathematics are above national averages, and most pupils develop secure knowledge and skills from their starting points. Phonics is taught effectively, enabling most pupils to become fluent and confident readers. Pupils apply their reading skills successfully across the curriculum and are well prepared for the next stage of their education.

Across the wider curriculum, pupils build knowledge over time and recall previous learning effectively. They use key subject vocabulary confidently and apply their learning successfully in different subjects. Most pupils, including pupils with special educational needs and/or disabilities, make appropriate progress and achieve well from their starting points.

Outcomes in writing are broadly in line with national averages. Leaders have rightly prioritised improvements to pupils' writing, including handwriting and presentation. This work is beginning to strengthen pupils' accuracy and the quality of their written work. Most disadvantaged pupils achieve well. However, some do not achieve as well as they could over time, particularly in writing. Leaders have identified this and are taking appropriate action to address gaps in learning and improve outcomes.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum. It is sequenced carefully so that pupils build knowledge and skills over time. Important knowledge is revisited regularly. This helps pupils remember what they have learned and build on prior learning.

Leaders have a secure understanding of the curriculum and ensure that agreed approaches are implemented consistently. Reading is prioritised. Phonics is taught systematically and accurately. Most pupils develop the knowledge they need to become fluent readers and apply their phonic knowledge successfully.

Pupils typically develop secure foundational knowledge and skills in reading, writing and mathematics. The focus on number fluency is evident across the school and pupils are confident in this area. Leaders have introduced a new handwriting curriculum to strengthen pupils' foundational skills. This work is beginning to improve pupils' handwriting. However, teachers do not yet address handwriting and letter formation consistently.

Teachers demonstrate secure subject knowledge and teach the curriculum effectively. They explain new learning clearly and help pupils make links to prior learning. Teachers typically use questioning and discussion to check understanding and engage pupils in lessons. As a result, most pupils contribute confidently and apply their learning across different subjects. Staff know pupils well and make appropriate adaptations so that pupils can access learning successfully.

Teachers check pupils' understanding. However, they do not always identify and address misconceptions quickly enough. Assessment is not used consistently to deepen understanding and move learning forward. As a result, some pupils do not build knowledge and skills as securely as they could.

Early years

Expected standard 

Leaders have created a welcoming early years environment where children are happy, settled and ready to learn. Children benefit from warm, nurturing relationships with adults who know them well. Leaders understand children's starting points and use this information to identify needs and provide support. As a result, most children engage positively with learning and develop the knowledge and skills they need for the next stage of their education. Most children are well prepared for the expectations of Year 1.

Leaders ensure that children access a broad range of learning experiences across all areas of the curriculum. Adults deliver learning effectively. Children develop important early knowledge and skills in areas such as phonics and mathematics. Staff provide appropriate

assistance for children who need additional help, enabling them to participate successfully alongside their peers.

Children enjoy exploring the learning environment and typically engage well with the activities available. They behave well, follow established routines and interact positively with adults and other children. Staff support children's learning through caring and positive interactions. However, opportunities within continuous provision do not always build precisely on identified gaps in learning. At times, adults do not make the most of opportunities to extend children's thinking or deepen their understanding through skilful questioning. As a result, some opportunities to maximise learning during child-initiated activities are missed.

Leadership and governance

Expected standard 

Leaders are passionate about the school and its vision for every pupil to shine. They have a clear and generally accurate understanding of the school's strengths and areas for development. Leaders have identified appropriate priorities and taken action to improve teaching and provision across the school. These actions are improving practice in areas such as early reading as well as strengthening the wider curriculum and attendance. However, the impact on outcomes is not yet consistently evident for disadvantaged pupils, particularly in writing.

Leaders place professional learning at the heart of school improvement and align staff development closely to identified priorities. Staff value this support and recognise the positive difference it is making to their practice. Leaders also take effective action to support staff workload and wellbeing, contributing to positive morale and a stable, collaborative culture. Staff feel highly valued and many choose to remain at the school for a long time.

Leaders engage effectively with the wider school community. Parents are highly positive about the school and recognise leaders' commitment to meeting pupils' needs and ensuring that every pupil is known, valued and supported to succeed. Almost all parents would recommend the school and appreciate the sense of community that leaders have fostered.

Governors share leaders' commitment to the school's vision and inclusive ethos. They know the school well and gather information through visits, training and regular discussions with leaders. Governors fulfil their statutory duties and provide support and challenge to school leaders. They are increasingly developing their understanding of quality assurance information and the impact of leaders' actions.

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

Pupils are proud to be part of this inclusive and welcoming school community. They describe the school as a place where everyone is valued and where kindness is evident in everyday interactions. Pupils feel safe and know that adults will listen to and help them if they have any worries. They understand how to keep themselves safe, including online. Pupils say that bullying is rare and are confident that staff deal with any concerns quickly and effectively. As a result, they feel secure and develop positive relationships with both adults and their peers.

Pupils attend school regularly and are happy to be there. They behave well in lessons and around the school, showing respect for others and positive attitudes to learning. Classrooms are calm and purposeful, enabling pupils to focus on their work. Social times are harmonious and engaging and pupils participate enthusiastically in a wide range of activities, including imaginative play, construction and creative activities. These opportunities help pupils to play cooperatively, develop friendships and enjoy being active.

Pupils, including children in the early years, enjoy learning and engage enthusiastically with the wide range of experiences the school provides. Many speak confidently about what they have learned and how their knowledge has developed over time. Pupils contribute readily in lessons and approach learning with confidence. Most pupils achieve well and are well prepared for the next stage of their education. Leaders work effectively to identify and reduce barriers to learning, enabling disadvantaged pupils and pupils with special educational needs and/or disabilities to participate fully in school life. However, disadvantaged pupils do not always achieve as well as other pupils over time, particularly where gaps in knowledge are not addressed quickly enough.

Pupils benefit from a rich range of experiences beyond the classroom. They take part in clubs, visits, performances and leadership opportunities with enthusiasm and pride. These experiences help pupils build confidence, develop their interests and strengthen the sense of community that characterises the school.

Next steps

- Leaders need to further develop staff's expertise to address gaps and misconceptions so that pupils, including disadvantaged pupils, achieve highly.
 - Leaders should ensure that teaching supports pupils to build consistently on their early letter-formation skills to help them secure fluent, accurate and legible handwriting.
 - Leaders should ensure that in early years, continuous provision is consistently well organised and that adults use high-quality interactions to extend learning, particularly for disadvantaged children, so that all children achieve the intended curriculum outcomes.
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About this inspection

The chair of the board of governors in this school is Mrs Gaynor Sprules.

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.

Inspection activities:

Inspectors spoke with governors, including the chair of governors, the headteacher, senior leaders and staff during the inspection. Inspectors also spoke to a representative of the local authority and spoke with pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions, including one that is unregistered.

Headteacher: Helen Daniels

Lead inspector:

Lorraine Greco, His Majesty's Inspector

Team inspectors:

Helen Rai, Ofsted Inspector

Richard Evans, 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 23 June 2026

School and pupil context

Total pupils

208

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

210

Below 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)

13.46%

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

1.44%

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: 3.5%

Pupils with special educational needs (SEN) support

7.21%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	65%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	62%	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	85%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	83%	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)	72%	72%	Close to average
2022/23 (final)	73%	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	84%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	83%	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	31%	46%	Below
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	69%	62%	Above
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	31%	59%	Below
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	69%	60%	Above
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	31%	68%	-37 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	69%	80%	-10 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
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	31%	78%	-47 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	69%	80%	-10 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)	3.0%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	4.0%	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)	2.2%	13.0%	Below
2023/24 (3 term)	6.0%	14.6%	Below
2022/23 (3 term)	7.1%	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.

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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