

Oliver Tomkins Church of England Junior School

Address: Beaumaris Road, Toothill, Oliver Tomkins Schools, Swindon, Swindon, Wiltshire, SN5 8LW

Unique reference number (URN): 126440

Inspection report: 6 January 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

Attendance and behaviour

Expected standard 

Leaders have prioritised improving attendance. They have implemented clear systems to establish oversight and analysis of attendance data. This helps identify any trends or patterns, which inform bespoke support for identified pupils. Leaders work closely with families to understand any barriers to attendance that they may face and to support them in overcoming them. These strategies are helping to improve attendance for identified pupils. As a result, the school's attendance figures are in line with national averages.

Leaders have high expectations for behaviour. Routines are well understood and consistently applied. Staff act as role models for positive behaviour. They help pupils to learn the school's expectations of 'be ready, be respectful, be safe'. Pupils behave well in lessons and around the school. The school is an orderly and positive environment. The calm start to the day supports pupils to settle quickly into class and their learning. Pupils demonstrate positive attitudes to their learning and are respectful of one another. The school takes account of and caters for the needs of individual pupils within its approach to promoting positive behaviour. As a result, there has been a reduction in bullying and behavioural incidents. Most pupils are confident that bullying is dealt with quickly and effectively.

Inclusion

Expected standard 

Inclusion is at the heart of the school. Leaders and staff are alert to pupils' needs and any barriers that they face. Staff receive training to help them identify pupils' needs, including disadvantaged pupils and pupils with special educational needs and/or disabilities. This helps staff design appropriate support.

Leaders monitor how well pupils progress through the curriculum. They review the effectiveness of the support pupils receive. This information typically informs practice and provision. For example, where needed, staff benefit from additional training and support. Leaders also have a clear strategy for supporting disadvantaged pupils. However, this information and guidance is not always applied consistently in classrooms. When this happens, provision does not match pupils' individual needs closely enough. As a result, some pupils, including disadvantaged pupils, do not progress as securely as they could.

The school works closely with parents and carers and with external agencies to help ensure that pupils make best use of the support available. The school provides bespoke, in-school provision for pupils with specific needs. Here, the curriculum and support are tailored to the individual needs of identified pupils to ensure that their learning and wellbeing are well supported.

Personal development and wellbeing

Expected standard 

The personal, social and health education programme has been designed carefully to take account of the school's specific context and the needs of pupils, including disadvantaged pupils. It has been crafted to help equip pupils with the knowledge they need for later life, for

example, through activities specifically designed to support and promote pupils' ambitions and aspirations.

Pupils learn to celebrate difference. They recognise that some of the things that make people different are protected by law. Pupils learn about different cultures and religions. This helps them to be respectful of others' beliefs, faiths and values. Pupils learn to take account of the ideas and opinions of others, for example, by taking part in debates and discussing moral and ethical issues, such as why there is not peace everywhere in the world. These opportunities help pupils to develop tolerance and respect for others.

Pupils learn about fundamental British values. For example, they understand about democracy through opportunities to vote in school. The school's 'vision in action' group gives pupils a say in how to improve the school.

A range of roles, such as librarians and playground leaders, help build pupils' character and teach them about responsibility. Pupils learn to be responsible citizens in the community. For example, they take part in activities such as 'mini police' and litter picking. Through fundraising for charities, pupils learn how their actions can make a difference. The comprehensive programme for relationships education helps pupils to understand how to keep themselves safe, for example, by learning about online and off-line risks. Pupils learn about healthy relationships. The programme is adapted to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities can participate fully.

Pupils enjoy attending a range of trips, including a Year 6 residential trip. These experiences help pupils engage with creative, artistic and cultural opportunities.

Needs attention

Achievement

Needs attention 

Many pupils do not achieve well and have gaps in their understanding. This is a result of previous weaknesses in the curriculum and teaching. Some improvements are in their early stages, particularly in the wider curriculum. They have not had an impact on pupils' progress. As a result, despite the school's well-established approach to inclusion, some pupils do not have a secure understanding of the curriculum. This hinders their ability to learn and achieve well. This is reflected in the school's outcomes in the key stage 2 national curriculum tests, which are lower than national averages. Consequently, some pupils are not well prepared for their next steps.

Leaders are ambitious for pupils. There is a clear focus on ensuring that pupils develop the knowledge they need in reading, writing and mathematics to lay the foundations for later learning. For example, work to develop pupils' handwriting is evident in their books. Similarly, the focus on developing pupils' mathematical understanding of number facts, including times tables, is having a positive impact on what pupils know and can do.

Leaders' work to improve the curriculum has not had a demonstrable impact across all subjects and year groups. In subjects where improvement work is recent, differences in how the curriculum is taught remain. For example, some activities are not designed well enough to support pupils' learning. This prevents pupils from building their knowledge securely over time.

Some adaptations to learning do not support pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, well enough. As a result, some pupils do not develop a secure understanding.

There is variability in the teaching of reading. At times, some pupils are not supported to learn to read as quickly as they could. While some older pupils have gaps in their knowledge, the full impact of recent catch-up work is still developing. Support is in place to help these pupils catch up, but it has not led to rapid improvement for all.

Leaders have put an ambitious and well-sequenced curriculum in place. In some subjects, such as writing and mathematics, improvements are more embedded. In these subjects, lessons are generally taught effectively. Teachers typically have the subject knowledge they need to deliver the curriculum successfully. The curriculum is designed to develop pupils' language and vocabulary across different subjects. This helps pupils articulate their thinking and learning.

Leadership and governance

Needs attention 

Leaders know that further action is needed to improve the school. However, many of the actions they have taken are very recent and have not led to improvement across all subjects and year groups. Further work is needed to secure sustained improvement.

Governors' oversight of the school has been limited. Monitoring systems are in place, but they have not been used with enough rigour to support leaders in bringing about the improvements the school needs. In addition, governors' work to build positive relationships with parents has been limited.

Leaders make decisions with pupils' best interests in mind. Governors are clear about their statutory responsibilities. Leaders have prioritised professional learning for staff to improve the curriculum and pupils' achievement. Staff, including subject leaders, value these opportunities. This work is beginning to bring greater consistency in some areas. However, leaders recognise that more needs to be done to secure improvement across the curriculum and for all pupils. In subjects where the curriculum is more embedded and professional learning has been sustained, there are early signs of improvement. Teaching and curriculum leadership in these areas are beginning to strengthen. Staff speak positively about the support they receive from leaders, including support for their workload and wellbeing.

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

The school is a happy and welcoming environment. Pupils enjoy school. They feel safe and well cared for. However, pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, do not achieve as well as they should. Outcomes in the national tests pupils take at the end of key stage 2 are lower than national averages. While the school has been developing its curriculum and teaching, the impact of this work is not embedded across all subjects. As a result, in some subjects, pupils do not have a secure understanding and recall of their learning. This means that they are unable to build on what they have previously learned. While leaders understand the school's strengths and areas for development, actions to bring about improvements have not been quick enough. As a result, pupils are not as well prepared for their next steps as they should be.

Leaders strive to ensure that pupils achieve a sense of belonging in the school. They are successful in doing so. Relationships are warm and supportive. Staff know pupils well. Pupils appreciate the support they receive from staff. They know that if they have a worry, there are staff to talk to who will help them.

Pupils generally behave well and attend regularly. They are polite and well mannered. The recently introduced approach for lunchtimes has been welcomed positively by pupils and staff. Pupils now thoroughly enjoy a range of activities at social times, such as den building. This helps to promote positive behaviour and encourages pupils to collaborate and cooperate with each other.

Pupils learn to be positive members of the school community. For example, they take part in performing arts activities and local sporting competitions. These experiences build confidence and teach pupils how to contribute positively to their community, helping to prepare them for life in modern Britain.

Next steps

- Leaders should ensure that the curriculum is fully developed and that effective teaching is embedded across the school so that learning activities and curriculum implementation support pupils to build their knowledge securely across all subjects.
 - Leaders should ensure that gaps in pupils' learning are addressed and that actions to improve achievement support pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to secure better outcomes and be ready for their next stage of learning.
 - Leaders and governors should strengthen their systems and processes for strategic oversight and assure themselves that the impact of development work is leading to improvement.
 - The school should ensure that the pupil premium strategy is implemented consistently and monitored effectively, including through ongoing, high-quality training and support for staff, so that disadvantaged pupils achieve well.
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About this inspection

The chair of the board of governors is Linda Rankin.

The school is part of a federation called Oliver Tomkins Church of England Schools.

Inspectors carried out a 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive headteacher and other senior leaders, including the special educational needs and/or disabilities coordinator, as part of the inspection. They also spoke with groups of staff and pupils. The lead inspector met with a group of governors, including the chair of governors.

Inspectors spoke with some parents at the start of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments.

Inspectors also considered responses to Ofsted's staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. It is part of the Diocese of Bristol. It received a section 48 inspection for schools of a religious character in December 2024. The next inspection is due within 5 years from this date.

The school does not use any alternative provision.

Executive headteacher: Dr Katie Cook

Lead inspector:

Nicky McMahon, His Majesty's Inspector

Team inspectors:

Teresa Hill, Ofsted Inspector

Chriss Ellison, 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 6 January 2026

School and pupil context

Total pupils

204

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

239

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)

23.04%

Close to 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

2.94%

Close to 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

13.24%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	49%	61%	Below
2024/25 (revised)	50%	62%	Below
2023/24 (final)	40%	61%	Below
2022/23 (final)	55%	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	69%	74%	Close to average
2024/25 (revised)	65%	75%	Below
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	71%	73%	Close to average

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	66%	72%	Below
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	56%	72%	Below
2022/23 (final)	69%	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	65%	73%	Below
2024/25 (revised)	65%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	66%	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	34%	46%	Below
2024/25 (revised)	38%	47%	Close to average
2023/24 (final)	18%	46%	Below
2022/23 (final)	45%	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	60%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	54%	63%	Close to average
2023/24 (final)	47%	62%	Below
2022/23 (final)	75%	60%	Above

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	52%	59%	Close to average
2024/25 (revised)	62%	59%	Close to average
2023/24 (final)	35%	58%	Below
2022/23 (final)	60%	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	50%	60%	Below
2024/25 (revised)	46%	61%	Below
2023/24 (final)	53%	59%	Close to average
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	34%	68%	-34 pp
2024/25 (revised)	38%	69%	-31 pp
2023/24 (final)	18%	67%	-50 pp
2022/23 (final)	45%	66%	-21 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	60%	80%	-20 pp
2024/25 (revised)	54%	81%	-27 pp
2023/24 (final)	47%	80%	-33 pp
2022/23 (final)	75%	78%	-3 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	52%	78%	-26 pp
2024/25 (revised)	62%	78%	-17 pp
2023/24 (final)	35%	78%	-42 pp
2022/23 (final)	60%	77%	-17 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	50%	80%	-30 pp
2024/25 (revised)	46%	81%	-34 pp
2023/24 (final)	53%	79%	-26 pp
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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	5.6%	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 (2 term)	13.8%	13.3%	Close to average
2023/24 (3 term)	15.7%	14.6%	Close to average
2022/23 (3 term)	17.7%	16.2%	Close to average

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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