

Theale Green School

Address: Church Street, Reading, RG7 5DA

Unique reference number (URN): 145945

Inspection report: 21 April 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

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of how well the curriculum and teaching are working. They take action quickly to make improvements where needed. Leaders regularly check what is working well and what needs to change. They use information from lesson visits, assessments and pupils' work to decide next steps. The curriculum is ambitious, broad and balanced. This ambition is met well in many areas. However, leaders recognise that, at times, the impact is weaker where teaching does not challenge pupils enough or extend their thinking. Teachers are well supported to build their subject knowledge and usually deliver the curriculum effectively. In most classrooms, teachers use effective approaches to help pupils understand their learning.

The curriculum is mostly well planned so that pupils build on what they have already learned. Leaders use data to identify pupils who have gaps in reading, writing and mathematics. Targeted support, such as literacy programmes, phonics, reading mentors, mathematics support and nurture provision, has a positive impact. As a result, pupils develop strong foundations in reading and writing. Leaders and staff know pupils well. They use data to identify barriers to learning. Staff make reasonable adjustments for pupils with special educational needs and/or disabilities. Adaptations to teaching and the curriculum successfully help pupils to succeed.

Inclusion

Expected standard 

Leaders have a clear and accurate understanding of pupils' individual needs, including those who are disadvantaged. Staff across the school know pupils well and use this knowledge effectively to create a nurturing learning environment. As a result, pupils engage positively with learning. They speak about their experiences with confidence. Leaders maintain high expectations. They focus intently on reducing barriers to pupils' learning and wellbeing. Carefully targeted support, such as reading and mathematics interventions, nurture provision and one-to-one mentoring, means that pupils receive appropriate help at the right time. These approaches help pupils to develop resilience.

Teachers adapt teaching and support responsively. They design learning tasks that are typically well matched to pupils' needs. This enables pupils to build on their learning and make progress from their individual starting points. Leaders monitor pupils' progress closely through regular checks. They make sensible adaptations where needed. The specially resourced provision for pupils with special educational needs and/or disabilities (SEND) ensures that these pupils receive effective support.

Leaders work effectively with families and external agencies to secure appropriate support. Staff receive regular training in safeguarding and in meeting the needs of pupils with SEND. Leaders demonstrate a strong commitment to partnership working to improve pupils' experiences and outcomes. The use of alternative provision positively impacts pupils' education. The school also uses additional funding, such as pupil premium funding, to support pupils effectively.

Leadership and governance

Expected standard 

Leaders accurately understand what the school does well and what it needs to do to improve further. They have correctly identified pupils' achievement and attendance as key priorities. Leaders' actions are carefully planned and reviewed regularly with support from the trust and external partners. This helps leaders to check what is working, make changes when needed and keep a strong focus on what is best for pupils. The school develops positive partnerships with staff, parents, carers and other professionals.

Governance is a strength. Roles and responsibilities are clear and there is effective working between the trust board, senior leaders and the local governing committee. This ensures leaders are held to account while being well supported. Governors meet regularly and closely review information about pupils' progress. They understand safeguarding, behaviour, attendance and inclusion well, as well as the challenges the school faces. Governors are fully invested in the school and ask challenging questions to assure themselves that pupils receive high-quality education.

Leaders keep a careful check on the quality of the school's work in all areas. They are particularly alert to pupils' progress and the impact of the support they provide for disadvantaged pupils. They also place importance on staff wellbeing and workload. Staff are fully invested in how leaders are improving the school. Staffing decisions are made carefully to improve pupils' experiences, including nurture support and improved subject leadership. Staff receive high-quality training and support. This leads to positive morale, calmer behaviour and more focused learning.

Personal development and wellbeing

Expected standard 

Pupils' personal development is evident across the school. This strengthens as pupils progress through the year groups. Pupils demonstrate increasing maturity, reflect thoughtfully on their experiences and show respect for different views and beliefs. Relationships between pupils are positive. Social interactions during unstructured times are calm and considerate, reflecting pupils' well-developed social skills and a secure understanding of right and wrong.

The school provides a coherent and appropriately structured programme for personal development and wellbeing. This is delivered across the curriculum and through a wide range of enrichment opportunities. The relationships and sex education and health education curriculum is well planned and taught consistently by committed staff. As a result, pupils speak confidently about learning related to equalities, healthy relationships, and physical and mental health. They recall key concepts securely and discuss online and offline risks sensibly, applying this understanding effectively. Pupils develop an appropriate awareness of characteristics that are protected in law and life in modern Britain. However, some pupils are less confident when explaining aspects of fundamental British values such as democracy and tolerance.

Pupils benefit from opportunities to develop character, responsibility and leadership. Students in the sixth form, in particular, access a broad range of enrichment activities and leadership roles, including supporting younger pupils. Leaders understand pupils' pastoral needs and provide support that meets their individual needs, including for those who are

disadvantaged, have special educational needs and/or disabilities or are known to children's social care.

Pupils value the impartial guidance they receive through careers education. They speak positively about work experience and careers events. Meaningful encounters with employers, training providers and post-16 institutions help pupils to develop independence and consider future pathways with confidence. Pupils are suitably prepared for education, employment or training.

Post 16 provision

Expected standard 

Leaders have a clear and well-informed understanding of the quality and suitability of the 16 to 19 study programmes. The curriculum is ambitious and well matched to students' needs and the context of the school. Leaders closely monitor teaching and learning and accurately identify strengths and areas for improvement. As a result, outcomes have improved over time. Students' achievement in 2025 is closer to the national average following a few years where it had been lower.

Students make increasingly secure progress from their starting points. Leaders and staff know students well and provide effective guidance to help them make informed choices about courses and future pathways. Teaching is typically effective and encourages independence and deeper understanding. Careers education is well organised and valued by students. Students are well prepared for education, employment or training.

Students benefit from a wide range of enrichment and leadership opportunities, including supporting younger pupils with reading and mathematics. These activities support personal development and confidence. Students who face barriers to learning, including disadvantaged students and those with special educational needs and/or disabilities, receive effective support, enabling them to engage well and make positive progress across the sixth form.

Needs attention

Achievement

Needs attention 

Pupils' attainment at key stage 4 has been below national averages for the last 3 years, including for disadvantaged pupils. However, published results are affected by many pupils joining the school at different times, often with gaps in learning or disrupted education.

Across the school, pupils usually progress well through the curriculum from their starting points. The school ensures that pupils learn the foundational knowledge and skills they need to be successful. Many remember previous learning and use it well, especially in English and mathematics. However, in some lessons, pupils' recall of key subject words and ideas is inconsistent, which limits deeper understanding. The quality of pupils' work and presentation varies across subjects. Feedback from teachers helps pupils understand what they need to

improve. Overall, pupils are increasingly well prepared for their next steps. Recent improvements show that leaders are taking effective action to raise achievement.

Attendance and behaviour

Needs attention 

Attendance remains a key priority for leaders. Overall attendance has been below the national average for the past 3 years and continues to be so this year. Attendance for pupils eligible for the pupil premium is particularly low, while attendance for pupils with special educational needs and/or disabilities (SEND) has remained more stable. The number of pupils that join the school during the academic year is high, and these pupils' attendance is often low. This has an impact on the school's attendance. Leaders closely monitor attendance patterns and identify pupils who need additional support. The school uses a range of positive approaches to improve attendance. This includes effective pastoral care, careful monitoring, rewards for improved attendance and targeted support for pupils. Staff work well with pupils, parents and carers to reduce barriers to attendance. Despite these actions, the attendance of disadvantaged pupils remains too low.

Pupils' behaviour is generally calm, orderly and respectful. In lessons, pupils are usually settled, show positive attitudes and engage well because routines are clear and relationships with staff are warm. Behaviour at social times is mostly positive and well supervised. Bullying is rare and is dealt with well when it occurs, although some pupils feel that concerns could sometimes be followed up more quickly. Staff apply behaviour policies consistently and provide appropriate support, including for pupils with SEND. As a result, pupils feel safe and supported in school.

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

Pupils are proud to be part of this small and friendly school. Pupils are known, supported and cared for, and many enjoy coming to school. Staff help pupils develop both academically and personally, reflecting the school's aim to 'transform lives through learning'. Pupils feel safe at school. Staff deal with poor behaviour quickly and pupils trust adults to take concerns seriously, including bullying.

Some pupils do not attend school as regularly as they should. Attendance has been below national averages for several years, including for pupils who need extra support. This means some pupils miss important learning and do not benefit fully from all that the school has to offer. Pupils' results in national tests and examinations have also been below national levels over time, including for disadvantaged pupils and those with special educational needs and/or disabilities. That said, outcomes in some subjects are above the national averages and in others are beginning to improve and edge closer to national averages.

Despite these challenges, pupils' experiences of school are mostly positive. Behaviour is usually calm and respectful. Pupils enjoy lessons and value the strong relationships they have with teachers and other adults. These relationships help pupils to feel confident, motivated and supported. Many pupils make progress from their starting points and feel prepared for the next stage of their education, supported by clear teaching, helpful guidance about future choices and extra help where needed.

Staff focus on reducing barriers to learning and wellbeing, especially for pupils who need extra support. Pupils who attend the nurture provision speak highly of the calm, safe space and individual attention they receive. Pupils feel included in school life. They enjoy activities beyond lessons that help them build confidence, resilience and life skills.

Next steps

- Leaders should ensure that teaching supports and challenges pupils' learning so that pupils, including those who are disadvantaged, achieve more highly.
 - Leaders should ensure that pupils develop detailed and secure knowledge across the personal, social, health and economic education and citizenship curriculum.
 - Leaders should continue their work to increase the attendance of pupils, particularly disadvantaged pupils, so that they benefit fully from the education the school provides.
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About this inspection

This school is part of Activate Learning Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Joanne Harper, and overseen by a board of trustees, chaired by Nick Evans.

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, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector also spoke with representatives of the board of trustees, the chair of the local governing committee and other people responsible for governance.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The headteacher has taken up her post since the last inspection.

There has been a change to the chair of the board of trustees since the last inspection.

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

The school includes specially resourced provision for pupils who have autism.

Lead inspector:

Shaun Jarvis, Ofsted Inspector

Team inspectors:

Liz Bowes, Ofsted Inspector

Nicholas Simmonds, Ofsted Inspector

Mike Serridge, Ofsted Inspector

Nina Adamson, 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 21 April 2026

School and pupil context

Total pupils

807

Below 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: 1,067

School capacity

1,389

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: 1,153

Pupils eligible for free school meals (FSM)

25.56%

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: 28.9%

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

3.47%

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: 3.09%

Pupils with special educational needs (SEN) support

19.08%

Above average

What does this mean?

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

National average: 13.4%

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	30.6%	45.4%	Below
2023/24 (final)	31.9%	45.9%	Below
2022/23 (final)	29.5%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	38.5	46.0	Below
2023/24 (final)	40.5	45.9	Below
2022/23 (final)	38.2	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.31	-0.03	Below
2022/23 (final)	-0.70	-0.03	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	6.7%	25.8%	Below
2023/24 (final)	4.5%	25.8%	Below
2022/23 (final)	5.3%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	24.0	34.9	Below
2023/24 (final)	28.0	34.6	Below
2022/23 (final)	25.0	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.71	-0.57	Close to average
2022/23 (final)	-0.94	-0.57	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	6.7%	53.1%	-46.5 pp
2023/24 (final)	4.5%	53.1%	-48.6 pp
2022/23 (final)	5.3%	52.4%	-47.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	24.0	50.4	-26.4

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	28.0	50.0	-22.0
2022/23 (final)	25.0	50.3	-25.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.71	0.16	-0.87
2022/23 (final)	-0.94	0.17	-1.10

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	91%	94%	Not available

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	32.10	34.99	Close to average
2023/24 (final)	28.44	34.38	Below
2022/23 (final)	26.05	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.2	0.0	Close to average
2023/24 (revised)	-0.1	0.0	Close to average

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)	9.9%	8.1%	Above
2023/24 (3 term)	10.2%	8.9%	Close to average
2022/23 (3 term)	10.9%	9.0%	Above

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)	26.4%	21.9%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	30.4%	25.6%	Above
2022/23 (3 term)	32.9%	26.5%	Above

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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