

# Furze Platt Senior School

**Address:** Furze Platt Road, Maidenhead, Berkshire, SL6 7NQ

**Unique reference number (URN):** 137740

## Inspection report: 10 March 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 ●

### Personal development and wellbeing

Strong standard ●

The school ensures that pupils benefit from a wide and rich set of experiences to enhance their learning and enrich their lives. Pupils are able to participate in a range of clubs and activities before, during and after school so that all pupils have access to enrichment opportunities regardless of their individual circumstances. Leaders have designed the offer to reflect the needs, talents and interests of pupils. Older students frequently facilitate clubs and competitions to develop community cohesion. Leaders deliberately encourage participation, particularly for disadvantaged pupils, to ensure that all pupils have the broadest possible set of experiences while at school. As a result the significant majority of pupils participate in sports, creative, academic or life skill activities, in addition to their formal learning.

Pupils are extremely well supported with their pastoral needs. Leaders have thoughtfully designed a range of welcoming spaces where pupils can access bespoke support at the point of need.

Leaders have carefully considered how pupils will learn about relationships and sex education and health education. They revisit key topics frequently and adapt teaching sensitively where needed. Pupils who need a more tailored approach are effectively catered for so that all pupils, including those with special educational needs and/or disabilities are confident about how to stay safe and healthy. Pupils have a very clear understanding of the risks they should be alert to online and in the wider community. They are very well supported in developing positive physical and mental health.

Pupils have very detailed knowledge around equality, cultural diversity and the significance of fundamental British values. Pupils are open minded and reflective. They recognise the importance of resolving conflict fairly and respectfully. Pupils recognise that discrimination in any form is unacceptable and know this is not tolerated in their school. Pupils receive high quality, ongoing careers information, education, advice and guidance. Pupils are thoroughly prepared for their next steps.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils achieve well across the school. They make important connections in their learning and build knowledge securely over time. Staff effectively support pupils to close any gaps they have in their knowledge or skills. As a result, pupils achieve positive outcomes in national examinations. Pupils with special educational needs and/or disabilities and those who are disadvantaged make positive progress from their starting points. Pupils are well prepared for the next stages of their education, employment or training.

Pupils secure positive foundations in reading, mathematics and speaking and listening. Pupils apply these skills across the curriculum so that they are successful in their wider

learning. While pupils write with confidence and clarity, handwriting skills are not refined as accurately as they could be. Leaders are taking appropriate steps to prioritise handwriting development. Pupils typically take pride in their work and are proud of their achievements.

## **Attendance and behaviour**

**Expected standard** 

Most pupils attend school regularly. However, leaders recognise that some pupils, including some pupils who are disadvantaged or have special educational needs and/or disabilities, are absent too often. Leaders use a range of well considered, detailed and appropriate strategies to reduce the barriers to positive attendance that some pupils have. They accurately identify the support that pupils need and ensure this is put in place swiftly. Leaders have made a positive impact in improving the attendance of pupils they have focused on. Sometimes leaders are not as systematic as they could be when reviewing the impact of their work. Leaders are embedding new methods to improve their oversight of attendance so they can refine interventions more precisely.

Leaders have consistently high and commonly understood expectations of pupils' behaviour. Pupils have positive attitudes towards their studies. Staff are swift to respond if pupils are not aligning with expectations. As a result, learning is purposeful and rarely disrupted by poor behaviour. Pupils behave well and interact kindly with one another during social times. Leaders are highly effective in their management of behaviour. As a result, incidents of negative behaviour have been significantly reduced over time. The school is calm, positive and orderly. Bullying is very rare and never tolerated.

## **Curriculum and teaching**

**Expected standard** 

The curriculum is ambitious and well sequenced. Leaders ensure that pupils experience a broad range of subjects that reflect their interests and needs so they are well prepared for their next steps. Teachers know their subjects well. They explain content in a clear and engaging manner. Learning activities are well considered to support pupils in developing their knowledge securely over time. Pupils participate confidently in discussions and activities, which helps to reinforce their learning. Staff provide regular and meaningful feedback so that pupils know how to improve their work.

Leaders prioritise the importance of high-quality teaching. They accurately identify where teaching is most effective and focus on the right areas when they recognise that consistency could be improved. For example, leaders recognise that teaching is sometimes not as responsive to pupils' needs as it could be. Teachers use purposeful strategies to check pupils' understanding but sometimes they do not adapt their teaching to accurately reflect where pupils' knowledge is more or less secure.

Leaders accurately identify where pupils have not yet secured the necessary foundations in reading, writing and mathematics. They ensure that pupils, particularly those with special educational needs and/or disabilities and those who are disadvantaged, are well supported to close these gaps quickly.

## **Inclusion**

**Expected standard** 

Leaders understand pupils' needs. Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. They are fully committed to ensuring that every pupil has the opportunity to thrive. Leaders have clear methods in place to identify the specific barriers that pupils with SEND may have to their wellbeing, learning or engagement. Leaders put in place well-matched support, which they regularly review and refine. Sometimes, the written overview of support for pupils that teachers use is less precise than it could be. As a result, there is some variability in how accurately staff implement targeted strategies. Leaders are supporting staff to develop the expertise they need to adapt their teaching in response to pupils' changing needs.

Leaders make effective use of additional funding to support disadvantaged pupils. They consider research-informed approaches when establishing the most effective strategies. Leaders continuously review the impact of their work and adapt priorities where needed.

Pupils who are known, or previously known, to children's social care are very well catered for. Leaders work in effective partnership with professionals across a range of local authorities to ensure that pupils' needs are met.

Alternative provision is used appropriately and only when it is in a pupil's best interest.

## **Leadership and governance**

**Expected standard** 

Leaders at all levels understand the school's strengths. They identify the most appropriate priorities to focus on for further improvement. Leaders recognise where there is further work to do in improving attendance and the consistency of teaching.

Leaders ensure that all decision making is made in the very best interests of children. They are consistently committed to providing an inclusive, happy and equitable school experience for all pupils. Leaders regularly seek stakeholders' feedback to inform their approaches. As a result, pupils feel that their opinions matter in shaping the school. Staff feel valued and well supported. They know that leaders consider their workload when making decisions. Parents and carers are very positive about the school and appreciate how effectively leaders communicate with them.

Leaders work in effective partnership with external professionals and specialist services. They consistently advocate for pupils, ensuring that there is no delay in accessing support for those with special educational needs and/or disabilities, and those known to children's social care.

Leaders ensure that they provide staff with regular opportunities to develop their expertise. Staff appreciate how professional development is purposefully linked to the school's strategic priorities. Leaders ensure that they revisit training opportunities where these have not been sufficiently impactful in improving provision. Teachers in the earliest stages of their career are very well supported to ensure they make the most positive start to the profession.

Governors are knowledgeable in their roles and understand the school context well. They hold leaders to account effectively, while also providing well-considered support. Governors

understand and fulfil their statutory responsibilities appropriately.

## Post 16 provision

Expected standard 

Leaders have given careful consideration to the sixth form offer. Students follow a range of pathways that are well matched to their needs and aspirations. Teaching is highly effective. Students with special educational needs and/or disabilities (SEND) and those who are disadvantaged are effectively supported in their learning. Students develop detailed knowledge that ensures they are well prepared for the next stages of their learning, training or employment. Students typically achieve well in national examinations, making positive progress from their starting points. Across the sixth form, students, including those with SEND, successfully progress to ambitious destinations.

Students access thorough and impartial careers advice to support them in deciding on their next steps. Students are committed to their studies. They develop the skills and attitudes that prepare them well for independent living and adulthood. Students serve as positive role models to their younger peers. They embrace the many opportunities they have to take on responsibilities across the school. Students are confident and articulate in leading assemblies and supporting pupils with their studies. They contribute to a positive community ethos by organising 'house' events and volunteering for local events. Students are encouraged to explore their talents and deepen their learning through a range of trips and extra-curricular activities.

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

This is a welcoming and highly inclusive school. Pupils are encouraged to participate in the many opportunities available to them. Pupils in Years 7 to 13 regularly explore their talents and interests through a wide range of clubs, trips, activities and community projects. Most pupils attend school well because they recognise the importance of their education and enjoy school. Staff take appropriate action to support those pupils who attend school less often than they should.

Pupils, including in the sixth form, are particularly well supported in their personal development. They know how to stay safe and are alert to different types of risk. Pupils are confident, respectful and independent. They celebrate diversity and embrace one another's differences. Pupils have a clear sense of right and wrong. Pupils' positive attitudes and knowledge prepare them well for life in modern Britain.

Staff typically know pupils well and understand their needs. They generally reduce any barriers pupils have to their learning and/or wellbeing so that all pupils can participate fully in every aspect of school life. Pupils value the warm relationships they have with staff. Pupils know that they are well cared for and that they are safe in school.

Pupils are ambitious to succeed. They have positive attitudes and enjoy learning. Pupils are taught effectively from a broad and engaging curriculum. Pupils achieve well. This is reflected in their positive outcomes in national examinations. Pupils who are disadvantaged or have special educational needs and/or disabilities make positive progress from their

starting points. Pupils understand the range of pathways available to them for future study or employment. They are well prepared for their next steps.

Pupils clearly understand the importance of rules and boundaries. Pupils behave well, typically meeting the high expectations that staff have for them. Bullying and discrimination are very rare and never tolerated. Pupils appreciate the positive ethos in the school and feel valued.

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## **Next steps**

- Leaders should ensure that they regularly and precisely review the impact of their work around attendance, so that persistent absence rates for all pupil groups are further reduced.
  - Leaders should ensure that teaching consistently and accurately takes account of pupils' starting points and needs, so that all pupils can be successful in their learning.
  - Leaders should ensure that pupils have appropriate opportunities to develop accuracy and fluency in their handwriting.
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## **About this inspection**

This school is a single academy trust. The chair of the board of governors is Katharine Mair.

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 school leadership team, members of staff, groups of pupils and representatives from the board of governors during the inspection.

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 school includes a specially resourced provision for pupils with autism.

The school makes use of 6 alternative provisions, including one that is unregistered.

Headteacher: Dr Andrew Morrison

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### **Lead inspector:**

Tash Hurtado, His Majesty's Inspector

### **Team inspectors:**

Richard Blackmore, Ofsted Inspector

Neil Strowger, Ofsted Inspector

Olivia Page, Ofsted Inspector

Amy Newman Newman, Ofsted Inspector

Darren Aisthorpe, 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 10 March 2026

## **School and pupil context**

### **Total pupils**

**1,547**

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: 1,067

### **School capacity**

**1,450**

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)**

**19.17%**

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: 28.9%

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

**5.30%**

Well above 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**

**15.71%**

Close to 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)	49.0%	45.4%	Close to average
2023/24 (final)	53.2%	45.9%	Close to average
2022/23 (final)	45.8%	45.3%	Close to average

#### 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)	47.5	46.0	Close to average
2023/24 (final)	49.1	45.9	Close to average
2022/23 (final)	48.2	46.3	Close to average

## 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)	0.36	-0.03	Above
2022/23 (final)	0.06	-0.03	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' 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)	21.2%	25.8%	Close to average
2023/24 (final)	28.9%	25.8%	Close to average
2022/23 (final)	18.5%	25.2%	Close to average

### 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)	33.8	34.9	Close to average
2023/24 (final)	38.4	34.6	Close to average
2022/23 (final)	33.1	35.0	Close to average

## 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)	-0.01	-0.57	Above
2022/23 (final)	-0.61	-0.57	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' 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)	21.2%	53.1%	-32.0 pp
2023/24 (final)	28.9%	53.1%	-24.2 pp
2022/23 (final)	18.5%	52.4%	-33.9 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)	33.8	50.4	-16.6

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	38.4	50.0	-11.6
2022/23 (final)	33.1	50.3	-17.2

### 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)	-0.01	0.16	-0.17
2022/23 (final)	-0.61	0.17	-0.78

### 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)	91%	91%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	94%	94%	Average

### 16 to 18 performance

#### A-level average point score

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	34.64	34.99	Close to average
<b>2023/24 (final)</b>	30.11	34.38	Below
<b>2022/23 (final)</b>	33.24	34.16	Close to average

### **A-level value added**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	0.2	0.0	Above
<b>2023/24 (revised)</b>	0.0	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	8.0%	8.1%	Close to average
<b>2023/24 (3 term)</b>	8.1%	8.9%	Close to average
<b>2022/23 (3 term)</b>	8.3%	9.0%	Close to average

### **Persistent absence**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	21.8%	21.9%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	22.1%	25.6%	Close to average
2022/23 (3 term)	26.7%	26.5%	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.

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