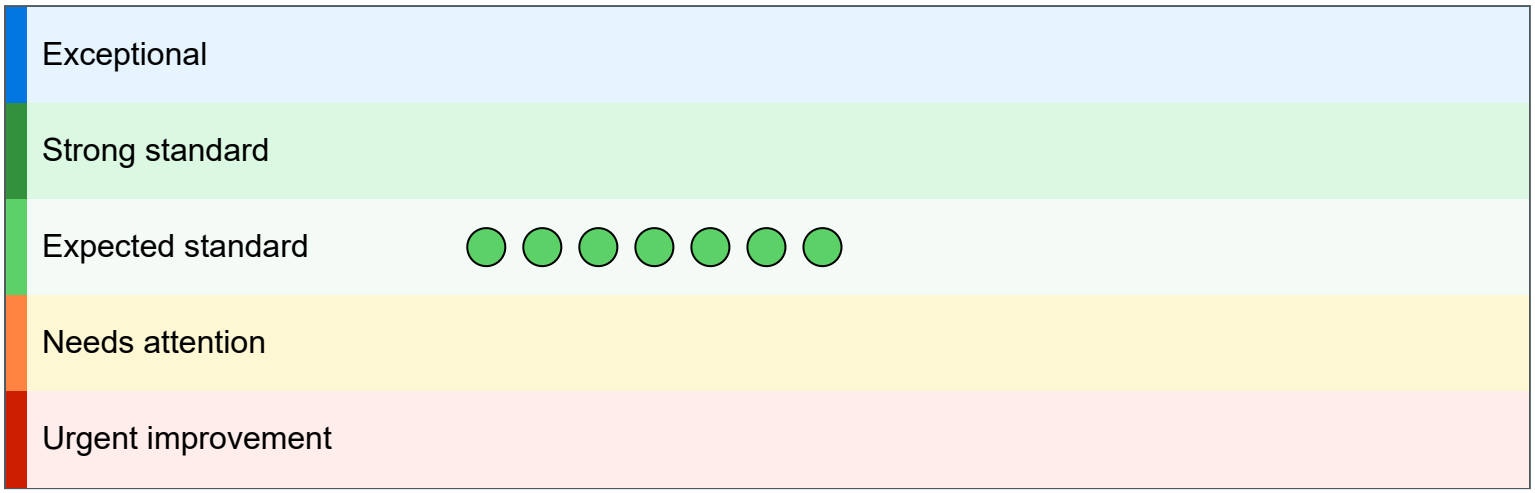
Booker Park Community School

Address: Stoke Leys Close, Aylesbury, Buckinghamshire, HP21 9ET

Unique reference number (URN): 110588

Inspection report: 29 September 2026



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

Achievement

Expected standard

Pupils typically achieve well from their varied starting points. Many join the school following prolonged periods out of education and with substantial gaps in their learning. Carefully targeted support enables pupils to reconnect successfully with school and engage more regularly in learning. As a result, pupils contribute with developing confidence in lessons. This is reflected in the growing quality and depth of their communicative responses. From often low starting points, pupils, including those who are disadvantaged, make secure progress. They take pride in their learning and produce work of increasing quality as they move through the school. Their achievements extend beyond academic outcomes. Pupils develop greater independence, stronger communication skills and an increasingly secure understanding of how to regulate themselves and remain safe. Leaders progressively equip pupils with the academic and personal skills they need for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders foster a caring environment where pupils feel safe and keen to attend. Staff know pupils and their families well, enabling them to identify and address barriers to attendance. Staff check attendance closely. They provide timely pastoral support and use familiar routines to help pupils settle successfully each morning. This gives pupils a positive start to the day and encourages them to enjoy coming to school. For most pupils, attendance improves over time. They attend more regularly than they did in their previous settings. This allows pupils to benefit more consistently from their education.

Relationships are a key strength of the school. Staff provide responsive support because they understand and anticipate pupils' needs. This helps pupils feel safe, settled and comfortable. Leaders create a positive and purposeful environment for learning. They understand pupils' individual needs and communication strategies. Pupils value being part of the school community and enjoy their lessons and social times. They feel confident that adults take their concerns seriously and address them promptly. Bullying is rare. When incidents occur, staff respond promptly and effectively.

Curriculum and teaching

Expected standard

Leaders prioritise curriculum development. They plan the curriculum coherently around pupils' varied starting points. Staff set ambitious expectations for what pupils can achieve. They help pupils develop the knowledge, communication skills, independence and confidence they need for their next steps in learning and life.

Staff know pupils well and generally adapt their teaching effectively. They use individual targets linked to education, health and care plan outcomes to set clear next steps. The use of personalised support, communication resources and visual timetables helps pupils feel secure and ready to learn. Structured phonics teaching develops pupils' early reading skills. Leaders continue to refine curriculum pathways to better reflect the increasing complexity of pupils' needs.

Teachers have secure subject knowledge and apply the school's agreed teaching approaches to deliver the curriculum. They choose purposeful activities that meet pupils' needs. Leaders provide a well-designed programme of professional learning that supports staff to meet pupils' individual needs and promote their participation in learning. Assessment generally helps staff understand what pupils know and can do, although it is not always used precisely enough to identify pupils' developing knowledge and inform future learning. Typically, staff interactions support pupils' learning and engagement. However, staff do not consistently maximise these interactions to extend pupils' learning across all areas of the provision.

Early years

Expected standard

Leaders have devised an ambitious curriculum for early years. They consider children's prior learning, educational gaps and interests. Children settle quickly, arrive happily and respond well to the warm welcome from trusted staff. Effective transition processes help new starters to adapt quickly and develop positive relationships. Staff set clear routines and expectations from the start. This helps children feel safe and secure. Early years staff select resources carefully to support learning. They use the outdoor area with purpose, although the provision is still developing.

Early years staff weave early language and communication development throughout the curriculum. Their conversations and interactions typically help to move children's learning on. At times, however, these lack consistency and some children lose focus.

At the end of Reception, early years staff work closely with Year 1 colleagues to support children's transition into key stage 1. The curriculum typically prepares children well for the next stage of their education. Staff maintain open, honest relationships with parents and carers. This helps families to support their children's learning at home. Parents feel confident discussing any concerns with staff.

Inclusion

Expected standard

Leaders have devised a culture where pupils' needs are understood. Staff establish clear baseline starting points for each pupil and use this information to shape personalised learning and support. Staff work closely with previous settings, external professionals and education, health and care plans to identify barriers to learning and wellbeing. Secure knowledge of pupils, including those who are disadvantaged and those known to social care, supports leaders to provide appropriate support that meets pupils' bespoke needs.

Leaders implement and review the pupil premium strategy effectively. They monitor provision closely and adapt support as pupils' needs change. This supports disadvantaged pupils to access a broad range of opportunities that enhance their learning, widen their experiences and strengthen their sense of belonging. However, leaders do not yet evaluate the impact of this work precisely enough to show which actions make the greatest difference to pupils' participation, learning and outcomes.

Leaders are ambitious for all pupils. They prioritise developing pupils' independence, essential life skills and active participation in the community. This typically helps pupils prepare well for the next stage of education. Leaders work effectively with external

professionals and families to provide coordinated support. This work strengthens pupils' achievement and wellbeing.

Leadership and governance

Expected standard

Leaders and governors understand the school's strengths and priorities well. They continue to manage change carefully, working closely with staff, parents and carers to ensure that improvements respond effectively to pupils' increasingly complex needs. Partnerships with the local authority, specialist networks and external professionals support continued improvement. Leaders' decisions prioritise pupils' best interests.

Staff value the supportive working environment and the attention leaders give to their workload and wellbeing. Leaders provide a well-considered induction programme to help staff settle into their roles. They provide relevant professional development that builds staff expertise and supports career development. This training reflects the school's priorities. However, leaders continue to develop staff knowledge and skills so that staff can meet pupils' needs with greater precision and consistency. Most staff feel valued and speak positively about the working culture leaders have established.

Governors understand the school and pupils' changing needs well. Through regular visits, monitoring activities and discussions with leaders, they maintain a clear oversight of the school's work. Governors fulfil their responsibilities effectively, providing appropriate support and challenge while keeping a focus on pupils' welfare, achievement and personal development.

Leaders show themselves to be receptive and open to challenge. They draw on support from the local authority to support their school improvement priorities. Through the federation, leaders encourage staff to build links with other schools and take part in specialist networks. Staff value these opportunities to collaborate and develop their expertise.

Personal development and wellbeing

Expected standard

Leaders ensure that staff take collective responsibility for pupils' wellbeing. They support this through a well-considered approach to pupils' personal development. Staff review and refine the curriculum so that it reflects pupils' complex needs and prepares them for life beyond school. Through carefully considered experiences, pupils develop confidence, resilience and a growing understanding of themselves. They learn about personal boundaries and consent in ways that reflect their age and level of understanding. Discussions about healthy lifestyles, safety and wellbeing support pupils to make positive choices and remain safe.

Pupils develop a stage-appropriate understanding of rules, respect and democracy. Positions, such as elected school councillors, help pupils see how their opinions can influence decisions and improve their school. Trips to farms, zoos, parks and supermarkets enable pupils to practise important life skills, including the use of public transport. Visiting groups, performances and activities such as music, dance and art further broaden pupils' experiences.

Leaders place communication, social development and wellbeing at the heart of daily life. They ensure that pupils have regular opportunities to develop positive relationships with adults and their peers. Pupils listen, take turns and show consideration for others. They feel safe, settled and well supported. Some pupils can explain the strategies they use to manage their emotions and wellbeing. Leaders continue to develop inclusive ways for all pupils to express their views, whatever their communication needs.

Leaders prioritise pupils' personal development and wellbeing through their therapeutic approach. They train staff to identify and respond effectively to pupils' individual needs. The family support worker and therapists provide regular check-ins and tailored support. Pupils know who to approach when they have concerns and confidently seek help when they need it.

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

Pupils attend an inclusive and nurturing school where staff know their individual and often complex needs well. Positive relationships and familiar routines help pupils settle quickly and feel secure. Pupils feel safe and behave well. They trust adults and are confident that concerns, including bullying, will be dealt with appropriately. Pupils are supported to attend regularly and to overcome any barriers that make this difficult. Those who need additional help benefit from flexible timetables that enable them to remain engaged in their education.

Pupils benefit from learning that is carefully adapted to their diverse starting points and needs. They benefit from coordinated support for their communication, physical and sensory development from teaching staff, therapists and specialists. Communication is at the heart of pupils' experience, helping them to express their needs, choices and feelings in ways that are individualised to them. Staff generally teach the curriculum well. For example, they help pupils progress from early engagement with books to increasingly secure phonics knowledge. Pupils usually make progress from their starting points and towards their individualised outcomes. Assessment typically helps staff understand what pupils know and can do.

Pupils develop independence in ways that are meaningful to them. They learn everyday skills, such as dressing, communication and personal safety, as part of their daily learning. Pupils practise and extend these skills through visits to shops, parks and activity centres, as well as by using public transport. Opportunities such as the school council, assembly monitor roles and other pupil-specific leadership positions enable pupils to contribute to school life and take on increasing responsibility. Educational trips and the developing range of after-school clubs broaden their experiences further.

Next steps

- Leaders should ensure that staff consistently maximise opportunities for pupils' learning through high-quality, purposeful interactions.

- Leaders should continue to refine assessment processes so that pupils' knowledge and understanding are accurately identified and used to inform future learning.
- Leaders should refine their evaluation of the pupil premium strategy so that they can precisely identify which actions have the greatest impact on pupils' participation, learning and outcomes.

About this inspection

The school is part of a federation called The Vale Federation, with a nearby special school. The federation schools share a principal and board of governors. The chair of the board of governors is David Pearce. The head of school is Marianne Murphy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 29 to 30 September 2026.

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 HMI.

Inspectors met with school leaders including the principal of the federation, the head of school and assistant headteachers. Inspectors spoke with staff, pupils and parents.

The inspectors confirmed the following information about the school:

The school is a community special school that provides for pupils with special educational needs and/or disabilities including specific learning difficulties, visual impairment, speech, language and communication needs, autism, physical disability, moderate learning difficulties, severe learning difficulties, and profound and multiple learning disabilities.

The school does not make use of any alternative provision.

Since the previous inspection, there have been changes to the leadership structure.

Principal: Bradley Taylor

Lead inspector:
Martin Dyer, His Majesty's Inspector

Team inspectors:
Fiona Henderson, Ofsted Inspector
Sonia White, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

241

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.

School capacity

235

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.

Pupils eligible for free school meals (FSM)

36.93%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

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

99.17%

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.

Pupils with special educational needs (SEN) support

0.83%

What does this mean?

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

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.

Type of specialist provision (if applicable)

SpLD - Specific learning difficulty, MLD - Moderate learning difficulty, SLD - Severe learning difficulty, PMLD - Profound and multiple learning difficulty, SEMH - Social, emotional and mental health, SLCN - Speech, language and communication, HI - Hearing impairment, VI - Vision impairment, MSI - Multi-sensory impairment, PD - Physical disability, ASD - Autistic spectrum disorder, OTH - Other difficulty/disability

What does this mean?

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

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
2025/26 (1 term)	10.0%
2024/25 (3 term)	11.7%

Year	This school
2023/24 (3 term)	10.1%

Persistent absence

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

Year	This school
2025/26 (1 term)	31.3%
2024/25 (3 term)	32.6%
2023/24 (3 term)	29.4%

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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