

St Andrew's Church of England Primary School, Cromhall

Address: Church Lane, Cromhall, Wotton-under-Edge, Gloucestershire, GL12 8AL

Unique reference number (URN): 109181

Inspection report: 16 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 ●

Inclusion

Strong standard ●

Leaders have robust systems in place to identify pupils' barriers to learning and attendance. This extends beyond pupils with special educational needs and/or disabilities (SEND). Leaders and staff know every child well, including those who are financially disadvantaged and those known to social care. These pupils are well supported and this support is skilfully adjusted, when needed. This includes commissioning alternative provision when it is in the best interests of the pupil. The school uses additional funding appropriately, primarily to help drive necessary improvements in the quality of teaching but also to ensure financially disadvantaged pupils are able to access clubs and trips. Pupils with education, health and care plans receive appropriate additional help, which makes a tangible difference to their learning and wellbeing. Leaders work tenaciously within the local area partnership in order to access additional specialist services and advice when needed. Parents of pupils with SEND value the carefully considered interventions and open communication with the school. As a result of the strong systems and processes in place, vulnerable pupils thrive at this highly inclusive school, often making excellent progress from their starting points.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders have high expectations of attendance and punctuality. Their work to ensure pupils attend well has been highly effective. Through close analysis and supportive work with families, overall attendance is high and vulnerable groups attend very well compared to others locally and nationally. Pupils who may have struggled to attend school previously, or who have had disruptions to their education, often settle well here and begin to thrive. Very few pupils are persistently absent. When this is the case, the school puts in place additional support effectively.

Pupils typically have positive attitudes towards school. They value the warm and trusting relationships they have with staff. They say that bullying is very rare, and when they have disagreements, staff help them to resolve their differences. They understand the school rules, which are underpinned by the school's Christian values. Staff rarely have to use significant sanctions. Pupils respect one another and each other's differences. They play harmoniously together at playtimes, benefiting from clear and high expectations and routines.

Early years

Expected standard ●

Children in Reception learn with purpose and joy. The learning environment is carefully planned to enable children to use their imaginations and apply their formal learning in ways that engage and excite them. Children get off to a great start with phonics, building their knowledge of sounds and words alongside their transcription and spelling skills. They develop a deep understanding of number. Staff take every opportunity to embed this

knowledge when playing games and reading stories. Children are exposed to a wide range of fiction and non-fiction texts. They get to know many of these in detail, enthusiastically retelling the stories and using new vocabulary. Children's physical and emotional development is also planned for. For example, children are encouraged to describe how they are feeling at the start of the day and talk about learning and their feelings during snack time. Staff have a detailed understanding of what children's strengths and areas for development are, adapting the curriculum to fill any gaps. As a result, children typically achieve well in the early years, increasingly so as the provision has improved over time. Staff are skilful at identifying any barriers to learning children may face, working effectively with families to ensure children feel happy and settled.

Leadership and governance

Expected standard 

Leaders, including governors and the local authority, have an accurate understanding of the school's strengths and areas for development. Since the previous inspection, they have had considerable impact in a number of areas, most notably on provision for pupils' personal development, the early years, inclusion and attendance. They have put in place a broad and ambitious curriculum and acknowledge that swift and robust action now needs to be taken to ensure that it is taught consistently well. The professional learning programme for staff is beginning to help with this, including support for subject leaders to accurately monitor the impact of their areas.

Leaders have built positive relationships with parents, other schools and the local community. Governors support and challenge with passion and commitment and understand their roles. They fulfil their statutory responsibilities and are wholly committed to making decisions in the best interests of pupils.

Since the previous inspection, the local authority has worked closely with the school to raise standards in teaching and achievement. It has provided appropriate support and challenge. This has enabled leaders in enhancing the effectiveness of teaching and driving further improvement. This has run alongside some notable challenges related to variations in pupil numbers. This has understandably caused some uncertainty among staff, although typically they feel well supported with their workload and wellbeing.

Personal development and wellbeing

Expected standard 

Pupils' positive relationships with staff mean they feel happy and well cared for. Pastoral support is a strength of the school. There is an abundance of opportunities for pupils to develop their talents and interests. This has been a priority since the previous inspection and an aspect of the school which parents particularly value. Pupils take part in a range of sporting activities and events in the local area, and the school also hosts its own events, such as a girls' tag rugby competition. Leaders ensure that rates of participation are high, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders have also prioritised music provision, including whole-class tuition in clarinet and ukulele. A high proportion of pupils also have individual music tuition. Staff and governors are committed to putting on other clubs and activities throughout the year, such as art, chess and a successful book club for older pupils. The after-school singing club is a

highlight for many, bringing pupils from all ages together. Pupils also produce artwork which is exhibited at a community event each year. Links within the community are strong.

Pupils learn from an appropriate personal, social, health and economic (PSHE) education curriculum. They learn about how to keep themselves safe when out and about, as well as online, and how to build healthy friendships. Pupils learn about world religions alongside Christianity. Assemblies help to reinforce important learning from the PSHE and religious studies curriculums, developing pupils' understanding of discrimination and fundamental British values. Pupils learn about current affairs and have time to think about important issues. Most pupils retain what they have learned, but where teaching is weaker, pupils' knowledge sometimes lacks depth. Typically, the curriculum prepares pupils well for life beyond school.

Needs attention

Achievement

Needs attention 

Leaders have taken some appropriate action to ensure pupils achieve more highly. However, outcomes in national tests remain variable. While financially disadvantaged pupils and pupils with special educational needs and/or disabilities make good progress from their starting points, typically pupils' outcomes are below national averages by the end of key stage 2. Too many pupils do not achieve the expected standard in reading, writing and mathematics. This means they are not fully prepared for secondary school. While the curriculum has been strengthened, variability in the quality of teaching is not yet ensuring that gaps in some pupils' knowledge are closing quickly enough. Pupils sometimes struggle to recall what they have been taught in wider curriculum subjects such as history and geography. Children in Reception typically achieve well and talk with confidence about their learning.

Curriculum and teaching

Needs attention 

Leaders have taken decisive action to improve the curriculum since the previous inspection. It is now broad, ambitious and carefully planned in 2-year cycles to ensure it meets the needs of mixed-age classes. Some clarity has been provided for staff in terms of pedagogy, but the delivery of the curriculum remains variable. While staff have developed subject expertise and skills to help them support pupils with special educational needs and/or disabilities, teaching approaches are not consistently effective. When teaching is effective, teachers provide clear explanations and model learning to pupils so they know how to complete independent work. They check for understanding and provide work that enables pupils to build knowledge and skills sequentially. However, this is not consistently the case. Sometimes, the work pupils complete lacks purpose and clarity and teachers do not check what pupils know. This means some complete work quickly and others flounder.

Leaders have taken some appropriate action to strengthen the reading, writing and mathematics curriculums. The teaching of phonics is effective, but work to improve pupils' reading fluency and writing accuracy and stamina is less effective. While leaders have

sharpened their focus on the teaching of vocabulary, this is also not yet being taught consistently well. In the early years, teaching is more effective.

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

Pupils are happy, safe and valued members of this caring school community. They enjoy positive relationships with staff, who know them well and provide support when it is needed. Pupils feel confident that trusted adults will listen to their concerns and help them. They say that bullying is rare and are confident that any issues are dealt with quickly and effectively.

Pupils benefit from a welcoming and inclusive environment where everyone is encouraged to succeed. Those who may face additional barriers to learning, including pupils with special educational needs and/or disabilities and disadvantaged pupils, are well supported. Staff understand pupils' individual needs and work closely with families to help them overcome challenges and make progress from their starting points.

Pupils typically behave well and demonstrate respect towards one another and to adults. The school's calm routines and high expectations help pupils feel secure and ready to learn. Pupils attend very well. They enjoy coming to school, and families recognise the importance of regular attendance.

Pupils have access to a broad range of opportunities beyond the classroom. Participation in clubs, trips, music and sport is a notable strength. Many pupils take part in activities such as rugby, chess, art and first aid. Leaders ensure that all pupils can participate, regardless of their circumstances. These opportunities help pupils develop confidence, teamwork skills and a strong sense of belonging.

Children in the early years get off to a positive start. They learn and play in a stimulating environment where staff develop their language, knowledge and confidence effectively.

While pupils enjoy learning, and some achieve well from their starting points, the quality of learning experiences varies between classes. As a result, some pupils do not achieve as highly as they could. Nevertheless, pupils feel proud of their school, enjoy being part of its community and are well prepared to contribute positively to their community and life beyond school.

Next steps

- Leaders should ensure that learning activities are precisely matched to pupils' needs and intended outcomes, so that lesson time is consistently purposeful.
- Leaders should ensure that staff systematically check pupils' understanding, so misconceptions are quickly addressed, gaps in learning are closed and teachers understand precisely what pupils know and can do.

- Leaders should ensure that the quality of teaching is robustly monitored so they can take swift action, when needed.
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About this inspection

The chair of the board of governors in this school is Anthony Parker.

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 the headteacher, the special educational needs and disabilities coordinator and staff during the inspection. The lead inspector met with members of the local governing board and representatives from the local authority and the Diocese of Gloucester.

The inspectors confirmed the following information about the school:

This school is registered as having a religious character. It is in the Diocese of Gloucester. The school's last section 48 inspection took place in June 2019.

The school makes use of one unregistered alternative provision.

Headteacher: Graham Pike

Lead inspector:

Victoria Griffin, His Majesty's Inspector

Team inspector:

Julie Fox, 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 16 June 2026

School and pupil context

Total pupils

69

Well 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: 272

School capacity

70

Well 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)

17.39%

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

4.35%

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

8.70%

Below average

What does this mean?

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

National average: 15%

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)

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	30%	61%	Below
2024/25 (final)	29%	62%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	43%	61%	Below
2022/23 (final)	0%	60%	Below

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	63%	74%	Below
2024/25 (final)	43%	75%	Below
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	50%	73%	Below

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	41%	72%	Below
2024/25 (final)	43%	72%	Below
2023/24 (final)	57%	72%	Below
2022/23 (final)	0%	71%	Below

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	41%	73%	Below
2024/25 (final)	43%	74%	Below
2023/24 (final)	50%	73%	Below
2022/23 (final)	17%	73%	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 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	0%	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	33%	62%	Below
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
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	0%	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	0%	60%	Below
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	0%	68%	-68 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	33%	80%	-46 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	0%	78%	-78 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	0%	80%	-80 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)	5.5%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	6.3%	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 (3 term)	10.2%	13.0%	Close to average
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	21.7%	16.2%	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.

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