



St David's Church of England Primary School

Address: East Street, GL56 0LQ

Unique reference number (URN): 139170

Inspection report: 11 November 2025

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 

The school instils a culture of belonging. Pupils want to come to school and learn. The mantra of 'if a child is not here, then our school is not complete' guides the school's approach. Leaders are tenacious in addressing any attendance shortfalls among pupils. They proactively engage with parents to identify and overcome any barriers to pupils' attendance. As a result, attendance levels have risen sharply and are now above the national average.

Leaders foster a calm and positive learning environment. Pupils display positive attitudes and uphold the 'be safe, be ready and be respectful' rules, starting in the early years. At social times, pupils play together happily. They hold doors open for others, greet visitors warmly and use good manners. Pupils understand that any form of discrimination, including bullying, is not acceptable. The school has effective systems to deal with any negative behaviour by pupils. Leaders ensure that staff reinforce the high expectations they have for pupils' behaviour. Staff put in place strategies, such as emotion boards, to help pupils to speak about and manage their feelings and behaviour. If pupils struggle, leaders make sure that staff tailor their approach accordingly.

Curriculum and teaching

Expected standard 

Pupils learn a broad range of subjects. Since the previous inspection, leaders have strengthened the order in which staff teach curriculum content so that teachers can help pupils to build knowledge gradually over time. Typically, staff use effective strategies to implement the curriculum. For example, they present information in small steps, ask challenging questions and check what pupils know and understand before moving on to new content.

Leaders accurately understand the curriculum and the school's teaching priorities. They use this information to inform ongoing improvements and staff training. In particular, the school has focused on supporting teachers to identify and fill gaps in pupils' knowledge. As a result, staff are confident at adapting learning to meet the differing needs of pupils, including those with special educational needs and/or disabilities.

Pupils quickly secure their knowledge of letter–sound correspondences. If they fall behind in their learning, pupils get the support they need to catch up. Equally, pupils have regular opportunities to count, recall number facts and learn new and ambitious vocabulary, including in the early years. However, sometimes teaching does not help pupils enough with errors in their writing skills, such as handwriting. This hinders some pupils' achievement and the presentational quality of their work.

Early years

Expected standard 

Children get off to a positive start to their schooling. Staff tailor the curriculum to target any gaps in children's development. For example, staff teach children to use tweezers and

dough to strengthen their fine motor skills in preparation for writing.

Through phonics, children quickly secure the knowledge and skills they need to read. Staff use stories, songs and rhymes to develop children's speech and vocabulary. Children confidently use ambitious words, such as 'stratosphere', when describing their learning about space. On the whole, staff interactions extend children's speaking and listening skills well.

Children show many effective characteristics of learning. For instance, they readily take turns and listen to each other's suggestions. In creative tasks, children share resources, such as scissors and paint. Children quickly learn to follow the school's routines and become independent and resilient learners.

Leaders and staff work closely with parents and carers, as well as local pre-schools, to build an understanding of children's needs before they start school. Staff provide well-considered support to help children to keep up in their learning, including speech and language activities. By the time that they leave the early years, most children are ready for Year 1.

Inclusion

Expected standard 

The school identifies pupils with special educational needs and/or disabilities quickly. Through close working with parents, carers and external specialists, leaders understand the specific barriers that pupils may face and secure helpful advice.

Staff benefit from training on how to support pupils to learn key knowledge well. Training has developed staff's skills in adjusting their teaching to make learning accessible and challenging for pupils. This gives staff the confidence to adapt teaching to meet pupils' specific needs. For example, teachers use technology in lessons to support pupils who find writing harder, so they can learn the same curriculum as their peers.

Leaders keep a close eye on the progress pupils make through the curriculum. They assess the effectiveness of any additional support in place. Leaders take swift action to intervene if something is not having the intended impact on pupils' learning.

Staff provide effective pastoral support for pupils with social and emotional needs. Pupils value the school's nurture club, which helps to build their confidence and self-esteem.

The school uses its pupil premium funding effectively. It ensures that disadvantaged pupils enjoy the same experiences as others. However, leaders recognise that some disadvantaged pupils do not achieve as highly as they could in some areas. This remains an ongoing priority for the school.

Leadership and governance

Expected standard 

Leaders put pupils' best interests at the heart of their decisions. In recent years, they have prioritised early reading, securing fluency in mathematics and improving the order of the content of subject curriculums. The school's actions have made a positive difference to pupils' learning in these areas. Leaders recognise that more needs to be done regarding

handwriting and the overall quality of pupils' work. They are rightly addressing this as a priority.

Leaders, including trustees and local governors, have secure oversight of the school's work and priorities. For instance, the reviews made by the trust and the feedback that it provides mean that leaders' practice continues to evolve and improve. Trustees hold leaders to account, such as for improving attendance and the quality of teaching. Trustees maintain a sharp focus on how the pupil premium funding is spent to help disadvantaged pupils achieve their full potential.

Staff are overwhelmingly positive about working at the school, particularly regarding how leaders consider their workload and wellbeing. They fully embrace trust-wide training and work with local partnerships to further strengthen and refine their expertise.

Parents appreciate the care and education their children receive. Many commented on how the school goes 'above and beyond' to make sure that their children are happy and thrive.

Personal development and well-being

Expected standard 

Pupils benefit from an effective and comprehensive personal development programme. The school encourages pupils to reflect on their beliefs and to develop character traits such as perseverance. Consequently, pupils learn not to give up when learning becomes challenging.

Pupils understand how to maintain their physical and mental wellbeing. They recognise the importance of sleep, exercise and expressing how they feel. Pupils learn about healthy and unhealthy relationships through the school's relationships and sex education and health education curriculum. They understand what makes a good friend and how to stay safe while using the internet.

Pupils appreciate the diversity of modern Britain. They are clear about their rights both as citizens and as pupils of St David's. For example, they practise democracy by voting for their school parliament representatives and understand why laws are important. As a result, pupils develop a secure understanding of fundamental British values. They use this knowledge to speak out against discrimination.

The school is passionate about providing a rich set of experiences for all pupils, including those from disadvantaged backgrounds. This is called the 'pupil promise', a set of meaningful experiences to develop the 'whole child'. For example, during their time at the school, pupils will have the opportunity to go on a residential trip, visit a beach and attend a live performance. Additionally, the school matches activities to the social needs of the community, such as helping families come together to share their experiences and support one another.

Pupils learn to play the violin and create masterpieces to showcase at a school art gallery. Activities, such as rounders and tennis, develop pupils' sporting interests. The school ensures that invitations to clubs are open to all. Leaders track participation rates to ensure that no one misses out.

Needs attention ●

Achievement

Needs attention ●

The school strives to provide the very best for pupils. This is why it has introduced a systematic programme to teach handwriting skills, such as letter formation. However, some of the improvements are very recent. They have not yet had the desired impact on pupils' learning. Currently, the overall quality of pupils' handwriting and presentation is too variable. This hampers writing fluency, particularly for disadvantaged pupils, and affects the quality of pupils' written work.

In spite of this, most pupils achieve outcomes that are in line with national expectations by the end of Year 6, including in the Year 1 phonics screening check and the Year 4 multiplication tables check. In recent years, the school has secured improvements to pupils' learning of subject curriculums. Pupils delight in sharing what they know and remember, such as about features of the digestive system, the water cycle and the First World War.

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

St David's is a school that welcomes and accepts everyone. Staff greet pupils each day with a warm smile. They show genuine care and compassion towards pupils by taking the time to understand their needs and interests. This creates a sense of safety and belonging. It also gives pupils the confidence to share any worries they have with staff.

Pupils embody the school's core values. For example, they understand the importance of resilience during cross-country running. They respect different values and beliefs. As soon as children start in the early years, they quickly learn how to socialise and follow routines. Across the school, pupils attend often. They maintain their focus in lessons so that learning continues uninterrupted. Pupils show genuine care and kindness towards one another, making bullying and unkind behaviour rare.

Pupils appreciate the additional opportunities that the school provides, such as sports leadership and house captain roles. Older pupils act as positive role models. They enjoy the responsibility of leading others by organising games at lunchtime for younger children.

The school offers a wide range of clubs and activities, including chess and sewing. Leaders track participation to ensure that all pupils have the opportunity to attend. For pupils who prefer a calmer lunchtime, the 'harbour' room provides a quiet space to socialise and manage their wellbeing.

From the excitement of designing rockets to understanding how forces work, pupils enjoy learning new information. Overall, pupils achieve in line with national expectations by the end of Year 6, so they are ready for their next steps. However, sometimes teaching does not help pupils to become fluent writers.

Next steps

- Leaders should ensure that their new approach to teaching handwriting is implemented consistently well so that pupils' writing fluency and the quality of their work improve.
 - Leaders should continue to ensure that disadvantaged pupils receive the support they need to achieve as highly as possible across the curriculum.
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About this inspection

This school is part of the Diocese of Gloucester Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rachel Howie, and overseen by a board of trustees, chaired by Craig Huxley-Jones.

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, the deputy headteacher, other senior leaders and school staff during the inspection. The lead inspector met with a trustee, the chair of the local governing body and the deputy CEO.

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 Gloucester. It received a section 48 inspection for schools of a religious character in November 2023.

The school makes use of one unregistered alternative provision.

Headteacher: Jennifer Walker

Lead inspector:

Dale Burr, His Majesty's Inspector

Team inspectors:

Jason Edge, His Majesty's Inspector

Lakmini Harkus, His Majesty's 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 11 November 2025

School and pupil context

Total pupils

248

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

315

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)

20.97%

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

4.44%

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

16.94%

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

Close to 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 maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25	68%	62%	Close to average
2023/24	56%	61%	Close to average
2022/23	54%	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	74%	74%	Close to average
2024/25	76%	75%	Close to average
2023/24	69%	74%	Close to average
2022/23	76%	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	75%	72%	Close to average
2024/25	78%	72%	Close to average
2023/24	75%	72%	Close to average
2022/23	73%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25	86%	74%	Above
2023/24	69%	73%	Close to average
2022/23	62%	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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	19%	46%	Below
2024/25	33%	47%	Below
2023/24	22%	46%	Below
2022/23	8%	44%	Below

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	58%	62%	Close to average
2024/25	56%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	56%	62%	Close to average
2022/23	62%	60%	Close to average

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	42%	59%	Below
2024/25	33%	59%	Below
2023/24	56%	58%	Close to average
2022/23	38%	58%	Below

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	60%	Below
2024/25	56%	61%	Close to average
2023/24	44%	59%	Below
2022/23	23%	59%	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 reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	19%	68%	-48 pp
2024/25	33%	69%	-36 pp
2023/24	22%	67%	-45 pp
2022/23	8%	66%	-59 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	58%	80%	-22 pp
2024/25	56%	81%	-25 pp
2023/24	56%	80%	-24 pp
2022/23	62%	78%	-17 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	42%	78%	-36 pp
2024/25	33%	78%	-45 pp
2023/24	56%	78%	-22 pp
2022/23	38%	77%	-39 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	80%	-41 pp
2024/25	56%	81%	-25 pp
2023/24	44%	79%	-35 pp
2022/23	23%	79%	-56 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 (1 term)	4.0%	5.1%	Below
2023/24	5.3%	5.5%	Close to average
2022/23	5.5%	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 (1 term)	7.4%	14.3%	Below
2023/24	14.1%	14.6%	Close to average
2022/23	12.8%	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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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