

Newnham St Peter's Church of England Primary School

Address: Station Road, Newnham, Gloucestershire, GL14 1AT

Unique reference number (URN): 150091

Inspection report: 15 September 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 ●

Attendance and behaviour

Strong standard ●

Leaders and staff promote attendance relentlessly. They understand its importance for pupils' academic and personal success. Leaders work closely with families and do not shy away from difficult conversations when concerns arise. Their actions have secured notable improvements for individual pupils whose attendance had previously caused concern. Pupils love coming to school and acquire a strong sense of belonging. As a result, they attend regularly. Overall attendance is above national figures for all pupil groups, including pupils with special educational needs and/or disabilities. Persistent absence remains consistently low.

Older pupils are exemplary role models to younger children through their conduct and behaviour around the school. As librarians and sports ambassadors, they make a valuable contribution to the positive culture that leaders have established. In classrooms, pupils follow the 'ready, respectful and safe' expectations. They engage enthusiastically with their learning and show positive attitudes to their work. Staff prioritise building warm, respectful and trusting relationships with pupils. From the early years onwards, pupils consistently demonstrate behaviour that is conducive to learning. Pupils are confident that staff will listen to and act swiftly on any concerns. As a result, they have no worries about bullying or unkind behaviour.

Inclusion

Strong standard ●

Leaders' firm commitment to inclusion shapes the school's culture, provision and support for pupils with additional needs.

Staff spot any special educational needs and/or disabilities (SEND) early, including in the pre-school. Leaders act quickly to put the right support in place. They draw on expertise within the trust and from external professionals, such as occupational therapists. This timely, focused response helps pupils overcome barriers to learning.

Pupils with SEND learn alongside their peers. Staff use clear explanations, visual prompts and carefully planned adaptations to help pupils access the curriculum successfully. Leaders regularly review pupils' needs and adjust support accordingly. They use additional resources, including pupil premium funding, to remove obstacles for disadvantaged pupils. As a result, pupils make impressive gains both academically and in their wider development from their starting points.

Leaders maintain rigorous oversight of the internal specialist provision, 'The Nest'. They continually evaluate and refine the curriculum to ensure that pupils make measurable progress towards the targets in their education, health and care plans. Staff encourage pupils to take part alongside their peers in lessons and wider school events. This inclusive approach strengthens pupils' sense of belonging and helps each one play a full part in school life.

Expected standard

Achievement

Expected standard 

Pupils with special educational needs and/or disabilities, including those who attend the internal specialist provision, achieve well from their starting points.

By the end of Year 6, pupils attain standards in reading, writing and mathematics that are in line with or above national averages. In 2025, all disadvantaged pupils met the expected standard in the mathematics test and almost half reached the higher standard. Pupils typically achieve outcomes in the Year 1 phonics screening check and the Year 4 multiplication check that are close to the national averages.

Across the core subjects, the school equips pupils well for secondary education. In the wider curriculum, pupils generally build appropriate knowledge and skills. For example, in physical education, pupils explain different rules and tactics for games. However, in a few subjects, some pupils do not develop subject-specific knowledge securely, such as how historians use evidence to find out about the past.

Curriculum and teaching

Expected standard 

Leaders have adopted a broad and balanced curriculum. It prioritises core skills in language and communication, reading, writing and mathematics from the earliest stages. Reading lies at the centre of the curriculum. Pupils understand why reading regularly is important and how it broadens their vocabulary and knowledge. The inviting library and a positive reading culture encourage pupils to read widely and often.

Leaders have trained staff well so that they have the expertise to teach the curriculum effectively. Teachers draw on research-informed practice to help pupils build fluency in essential knowledge and skills. For example, they revisit prior learning in mathematics to strengthen pupils' recall of facts and deepen their understanding. Teachers emphasise key vocabulary and explicitly demonstrate the features of successful writing.

Staff adapt their teaching effectively to remove barriers to learning. Through the use of signs, practical resources and carefully adapted tasks, pupils with special educational needs and/or disabilities achieve success alongside their peers.

Leaders act decisively when they identify areas for improvement. For example, they have refined the teaching of handwriting to support pupils' writing fluency. However, leaders recognise the need to embed accurate handwriting and punctuation more securely so that pupils consistently apply these skills.

Early years

Expected standard 

Leaders are knowledgeable and have established an ambitious vision for the early years. Staff place a significant emphasis on children's happiness, language development and nurturing relationships. As a result, children make a positive start to school and leave prepared for Year 1.

Leaders place great importance on welcoming children and families into the school. A carefully planned transition programme, including stay-and-play sessions and community events, helps staff build strong relationships and a detailed understanding of individual needs before children start in the Reception Year.

The curriculum sets out what children will learn from the pre-school onwards. Staff organise the environment thoughtfully and provide resources that promote independence, creativity and core skills. For example, children develop speaking skills in the role-play area and fine motor control when manipulating dough. Visits to local businesses and work with the fire service enrich children's understanding of the world around them.

Stories and rhymes feature prominently. When reading 'We're Going on a Bear Hunt', children use pretend grass and water to experience the sounds and textures from the story. Adults use prompts and conversation skilfully to extend children's thinking, vocabulary and turn-taking. Effective phonics teaching helps children secure early reading skills.

Leadership and governance

Expected standard 

Leaders maintain a sharp focus on pupils' best interests, particularly those who face barriers to learning or wellbeing. They have a clear understanding of the school's strengths and priorities and use this knowledge to drive continual improvement. For example, leaders have rightly identified the need to embed some pupils' foundational knowledge, especially in early writing.

Trustees and the local academy committee have a thorough knowledge of the school. They value its nurturing ethos and strong links with the church and local community. Together, they maintain an accurate understanding of the school's priorities and provide an effective balance of support and challenge. Their oversight helps leaders refine their work and fulfil statutory responsibilities, including safeguarding.

Leaders have established a culture of trust, collaboration and mutual respect. Staff benefit from high-quality professional development and welcome opportunities to build expertise and progress in their careers. They appreciate that leaders listen to their views and prioritise wellbeing. Staff who are new to the profession feel equally supported. Leaders also make effective use of the trust's wider leadership network to evaluate and refine the school's work.

School leaders have successfully created a deep sense of belonging. They forge positive relationships with families and the local community. Parents and carers speak highly of the education and care their children receive. Many comment on the way the school continues to improve year on year.

Personal development and wellbeing

Expected standard 

Leaders provide a well-considered personal development and wellbeing programme that prepares pupils for life beyond school. They adapt learning thoughtfully to reflect the local context. For example, pupils learn how to stay safe near the River Severn and within the forest area. Older pupils discuss complex themes, such as consent, online safety and healthy relationships, with maturity. Younger pupils understand what it means to be a good friend. The school enrich pupils' spiritual development through its 'Ows, Wows and Nows'

approach, which promotes reflection, empathy and mindfulness. Visits to the Houses of Parliament support pupils in developing their understanding of democracy and the rule of law.

Effective pastoral support helps pupils to look after their bodies and minds. The school places considerable emphasis on young leadership. Pupils take on positions of responsibility, including as head pupils, school councillors and wellbeing ambassadors. They carry out these roles with enthusiasm. These experiences build confidence, communication skills and a commitment to serving others.

Pupils benefit from a broad enrichment programme. Clubs, such as darts, dance and gardening, help them discover new talents and interests. Memorable trips take pupils outside the local area and enrich their understanding of the wider world. A particular highlight for older pupils is the residential trip to France. Leaders track participation carefully. They work effectively with families to ensure that all pupils can access these opportunities.

The school sits at the heart of its community. Partnerships with the church, businesses and local groups enrich pupils' experiences. Community projects, such as hedge planting, help pupils develop pride in their local area and build a sense of belonging and citizenship. Through these opportunities, pupils become active and responsible members of their community.

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

The school's vision, 'cherish everyone, flourish together, serve others', shapes daily life. Pupils treat one another with kindness and respect. They champion equality and foster a welcoming community where everyone feels valued and develops a deep sense of belonging.

Each day starts positively. Staff greet pupils warmly as they arrive and readily identify anyone who needs additional support. Well-established routines help pupils, including those in the early years, settle quickly. This contributes to a calm, orderly atmosphere across the school. Incidents of inappropriate behaviour and bullying are rare.

Pupils trust adults and know that they will listen to them. For example, many visit the 'Rainbow Room' to discuss worries or seek advice. Readily available pastoral guidance helps pupils manage social and emotional barriers to learning and wellbeing. As a result, pupils feel safe and understood.

Inclusion is at the forefront of the school's work. Pupils attending the internal Nest provision for special educational needs and/or disabilities follow a carefully tailored curriculum. It meets their individual needs and secures progress towards their personal targets. Pupils and families welcome the way the school embraces and celebrates diversity.

Older pupils are excellent role models in the way they learn and behave. Teachers have high expectations. They encourage pupils to do their best. By the end of Year 6, a high proportion of pupils meet or exceed national expectations in statutory tests. Overall, they leave well prepared for secondary education.

Learning extends well beyond the classroom. Pupils enjoy a wide range of opportunities, including time in the forest school, where they gain a love of nature while applying values such as perseverance. Pupils speak enthusiastically about sporting events and competitions, including swimming galas, cross country and a wildlife quiz. These experiences ensure that pupils develop confidence, resilience and teamwork.

Next steps

- Leaders should ensure that teaching gives pupils sufficient time and practice to secure essential knowledge in writing before introducing more complex content.
 - Leaders should ensure that teachers systematically check and revisit pupils' prior learning across the wider curriculum, so that pupils retain and deepen important knowledge over time.
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About this inspection

This school is part of Severn Federation 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 Dare and overseen by a board of trustees, chaired by Louisa Davies.

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 groups of staff. The lead inspector met with the CEO of the trust, the deputy CEO, the school improvement partner of the trust, the chair of the trust board and members of local academy committee.

Inspectors spoke with some parents at the start and end of the school day. They considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey.

The inspectors confirmed the following information about the school:

The headteacher took up post in September 2025.

This school is registered as having a Church of England religious character. It is part of the Diocese of Gloucester. The school received a section 48 inspection for schools of a religious character in June 2025.

The school does not currently make use of any alternative provision.

Lead inspector:

Dale Burr, His Majesty's Inspector

Team inspector:

Sarah O'Donnell, 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 15 September 2026

School and pupil context

Total pupils

120

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: 268

School capacity

140

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)

8.41%

Well below average

What does this mean?

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

National average: 26.5%

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

6.67%

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: 4.1%

Pupils with special educational needs (SEN) support

20.00%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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		61%	
2024/25 (final)	67%	62%	Close to average
2023/24		61%	
2022/23		60%	

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%	
2024/25 (final)	75%	75%	Close to average
2023/24		74%	
2022/23		73%	

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		72%	
2024/25 (final)	71%	72%	Close to average
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (final)	88%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23		59%	

‘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		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘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)	4.3%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below

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)	12.0%	13.0%	Close to average
2023/24 (3 term)	6.6%	14.6%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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