

Clearwater Church of England Primary Academy

Address: Clearwater Drive, Quedgeley, Gloucester, GL2 4GH

Unique reference number (URN): 143712

Inspection report: 12 May 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 prioritise high pupil attendance. Overall, attendance at the school is consistently above the national average. There is clear oversight of attendance with effective systems that bring about improvements for the most vulnerable pupils. Historically, a small proportion of disadvantaged pupils had lower attendance than their peers. However, leaders have taken highly positive and effective actions to provide support to parents and carers and remove barriers where they exist. Staff know pupils as individuals. They work thoughtfully and compassionately to create an expectation of high attendance for all. Pupils arrive punctually and settle quickly to their learning each day.

Leaders have established a very positive culture for behaviour across the school. Pupils understand the school's motto of being 'ready, respectful and safe,' thoroughly. Pupils feel safe and are very happy at school. They behave very well. Pupils say that incidents of poor behaviour, discrimination and bullying are rare. If an incident does happen, it is managed sensitively and in close liaison with families and specialist support. Relationships between staff and pupils are open and respectful. Pupils have very positive attitudes to learning and benefit from the calm, purposeful environment across the school. Pupils' playtimes and lunchtimes are harmonious. Exclusions and suspensions are uncommon, but used appropriately if needed.

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture. Staff have high expectations for pupils with special educational needs and/or disabilities (SEND). They identify pupils' needs quickly and accurately. Leaders make sure that support for more vulnerable pupils is highly effective. Staff plan interventions and therapies thoughtfully. Leaders check thoroughly the progress of pupils with SEND and disadvantaged pupils.

Leaders provide high-quality training so that all staff develop a deep understanding of how to remove barriers to pupils' learning and/or wellbeing. Pupils known (or previously known) to social care are very well supported. Focused professional development draws effectively on specialist knowledge and external expertise. Leaders at all levels, review, amend and adapt provision further in response to pupils' changing needs.

Leaders use additional funding for pupils who are disadvantaged, extremely well. Their strategies are carefully designed and well-informed by evidence and research. Leaders understand deeply, the particular challenges disadvantaged pupils can face in school. They have developed an ambitious learning culture for all pupils, where early and accurate assessment of pupils' needs leads to timely intervention and support. Gaps that some disadvantaged pupils have in their knowledge and skills are addressed quickly. Alternative provision, if needed, is used thoughtfully and effectively. Disadvantaged and vulnerable pupils are fully included in all aspects of school life.

Expected standard

Achievement

Expected standard 

Generally, pupils are prepared well for their next stage of education. Published outcomes at the end of key stage 2 are increasingly secure. Pupils achieving the high standard perform above their peers nationally. Pupils develop secure understanding, including the accuracy and fluency they need in essential knowledge such as reading, mathematics, spelling and handwriting. Their achievement in the phonics reading test is in line with the national average. Although historically, mathematics published results have not been as high as reading and writing, pupils are now developing their number facts and mathematical understanding well.

Across the curriculum, pupils' work is generally of a high standard, reflecting pupils secure knowledge and how it builds over time. Pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, make clear progress from their starting points and take pride in their work. Handwriting is neat, legible and pupils form letters accurately, including those pupils at the earliest stages of learning to read and write.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum and teaching. They understand the strengths and areas to develop further. The curriculum is ambitious and suitably designed to help pupils build on what they know across different subjects and years. The curriculum is inclusive and made accessible for pupils. Teachers have a thorough knowledge of the subjects that they teach. They present information clearly. Teachers typically use resources and materials appropriately to help pupils, including those with special educational needs and/or disabilities, remember the curriculum successfully.

Essential knowledge in reading, spelling, handwriting and mathematics is taught effectively. Reading is prioritised. The school's approach to teaching phonics is effective and is supported by appropriate interventions that help pupils to keep up with their peers. In mathematics, there is a consistent approach in lessons which supports pupils well. Wider curriculum subjects are also planned well and taught effectively. Teaching typically develops pupils' knowledge and skills positively. Across the curriculum, teachers check pupils' understanding regularly. This enables them to address any misunderstandings quickly and ensure pupils can work successfully on independent tasks. However, at times, teaching activities do not consistently match some pupils' needs as precisely as they could.

Early years

Expected standard 

Leaders have identified accurately the strengths of the early years provision and areas for its development. They have designed an ambitious and inclusive curriculum which sets out the important knowledge that children will learn and when they will learn it. Staff are ambitious for all children. Children who need additional help or support, such as those with special educational needs and/or disabilities, are helped to succeed through appropriate adaptations and interventions. Staff work in close partnership with parents and carers from

the start of each child's enrolment at the school. Children's welfare and wellbeing is at the heart of leaders' decision making.

Staff have secure subject knowledge. They interact well with children and use these interactions routinely to extend children's thinking. Classroom routines are well established, which help children to settle quickly into their learning and build their language and communication skills effectively. Across the curriculum, staff explain new learning and check children's understanding skilfully. Children work independently with appropriately-designed learning activities, both in the classroom and in the wider learning environment. This helps to ensure that children achieve well across all areas of learning. By the end of Reception, children are well prepared for their next stage of education.

Leadership and governance

Expected standard 

Leaders, including governors and trustees, have an accurate understanding of the school's strengths and areas for development. Trustees are knowledgeable about their statutory duties and carry these out robustly. Support and challenge for leaders is effective and clearly focused on pupils' best interests. There is a clear determination to be highly inclusive and make a positive difference to all pupils. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care. Trustees use effective reporting structures and methods to assure themselves of the quality and impact of all aspects of the school's work.

Leaders have devised a comprehensive programme of professional learning, rooted in research and evidence. Staff training supports both the individual needs and aspirations of staff as well as driving whole school improvement effectively. Leaders, including governors and trustees, are sensitive to issues which may impact negatively on staff workload and wellbeing. Leaders are role models who have high expectations but pursue a caring, compassionate approach. Leaders at all levels nurture and support staff well. Staff are proud to work at the school.

There is a clear sense of purpose and a positive learning atmosphere that aligns to the school's vision of 'small steps, big dreams.' Staff are overwhelmingly positive about the school, its culture and leadership. Parents are also very supportive. One parent summarised the thoughts of many, stating, 'I genuinely don't believe my children could be much happier at school...they always have smiles on their faces at the end of the day'.

Personal development and wellbeing

Expected standard 

Leaders have established an effective programme to develop pupils' personal development and wellbeing. Opportunities for pupils to contribute to the community are thoroughly embedded. For example, the school choir sing locally. Connections with the church for festivals and celebrations foster pupils spiritual, moral, social and cultural development positively. The school's Christian values and strong focus on relationships underpin the personal development programme. Pupils are kind, considerate and respectful towards each other and staff.

The relationships, social and health education curriculum is well sequenced. This helps pupils to develop their knowledge and understanding well. Pupils develop a mature and

thoughtful approach to staying safe online. They understand the importance of keeping personal information private and not to believe or trust everything that they see online. Pupils know about healthy lifestyles and the importance of sleep, exercise, and balanced nutrition. Pastoral care is well considered and effective. Pupils know who to turn to if they are worried or need additional support.

Pupils enjoy after school clubs and enrichment activities. Leaders ensure that educational visits match pupils' learning throughout the curriculum. Pupils know the school values and can talk about these confidently. They value school leadership opportunities such as the opportunity to be school councillors. Leaders regularly review pupils' participation and ensure that disadvantaged pupils are fully included. Leaders reach out to parents and carers to encourage and support the school's fully inclusive approach. Pupils are developing their knowledge of fundamental British values such as democracy. They experience democratic processes including pupil leadership elections, campaigning and giving speeches. Pupils are less confident and able to talk about valuing difference and understanding concepts such as prejudice. Although pupils demonstrate kindness and compassion towards each other routinely, their knowledge and understanding of protected characteristics and cultural diversity is not as highly developed as their knowledge in other areas of curriculum.

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

Pupils feel safe and are happy. They behave wonderfully and enjoy their school day whether learning in the classroom or playing together. Pupils know what is expected of them. Behaviour incidents, including bullying, occur rarely. When they do happen, they are dealt with quickly and effectively. The relationships between pupils and staff are very positive. Pupils attend school well and those with lower attendance get the support they need so that their attendance improves rapidly. Pupils value how high attendance is celebrated together as a community.

Pupils appreciate the wide range of curriculum enrichment activities available for them to take part in. These include dodgeball, chess, nature club, and choir. Pupils understand the school's mission of, 'small steps to big dreams,' well and experience this through their daily school lives.

Pupils, including those with special educational needs and/or disabilities (SEND) and more vulnerable pupils, develop a clear sense of belonging. All pupils are included fully in school life. Support for pupils with SEND is highly effective. Pupils' needs are identified skilfully, involving external specialists where necessary. Leaders have a clear understanding of the barriers faced by disadvantaged pupils and other vulnerable pupils at the school. Staff value their pupils and their families. This helps to create a positive, welcoming school community.

Generally, pupils enjoy their learning and develop secure knowledge and skills across the curriculum. By the end of key stage 2, pupils' reading, writing and mathematics knowledge and skills are secure and they are well prepared for their next stage of education. However, at times, some teaching activities across the curriculum are not as precisely matched to pupils' needs as they could be. This means that a small proportion of pupils do not consistently build on their prior knowledge and skills as securely as they could.

Next steps

- Leaders should ensure that the curriculum is implemented highly effectively across year groups and subjects, so that all groups of pupils make strong progress across the curriculum, reflected in improved and sustained end of key stage 2 published assessment results over time.
 - Leaders should ensure that teaching activities in lessons are matched precisely to pupils' needs so that pupils build on what they know effectively across all curriculum subjects.
 - Leaders should ensure that pupils develop secure and detailed knowledge across the personal, social, health and relationships curriculum, including deeper understanding and respect for protected characteristics, fundamental British values and diversity in modern Britain.
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About this inspection

This school is part of Diocese of Gloucester Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Canon Rachel Howie, and overseen by a board of trustees, chaired by Reverend 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other school leaders. They also spoke with the chair of trustees, other trustees and a representative of the chief executive officer.

The inspectors confirmed the following information about the school:

The school currently makes use of one unregistered alternative provision.

Headteacher: David Walters

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Jack Lacey, Ofsted Inspector

Sean Millar, 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 12 May 2026

School and pupil context

Total pupils

307

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

464

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: 300

Pupils eligible for free school meals (FSM)

9.45%

Well 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

3.26%

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

15.64%

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 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 (final)	50%	61%	Below
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)	80%	75%	Close to average
2023/24 (final)	63%	74%	Below
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)	80%	72%	Above
2023/24 (final)	77%	72%	Close to average
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)	73%	74%	Close to average
2023/24 (final)	63%	73%	Below
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
2023/24 (final)	43%	46%	Close to average
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 (final)	43%	62%	Below
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 (final)	71%	58%	Above
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 (final)	43%	59%	Below
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 (final)	43%	67%	-25 pp
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 (final)	43%	80%	-37 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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 (final)	71%	78%	-6 pp
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 (final)	43%	79%	-37 pp
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)	3.8%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	2.9%	5.9%	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)	5.8%	13.0%	Below
2023/24 (3 term)	4.7%	14.6%	Below
2022/23 (3 term)	1.9%	16.2%	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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