

Glenfrome Primary School

Address: Cottisford Road, BS5 6TY

Unique reference number (URN): 108931

Inspection report: 9 December 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 

Leaders have taken effective action to improve pupils' attendance. It is a real priority for the school. Staff work closely with families in order to fully understand any barriers that pupils face. A 'holistic' approach, strengthened by guidance from external professionals, underpins the successful support that the school provides. The school uses its analysis of attendance information well to identify patterns and trends. As a result of leaders' work, pupils' current attendance and persistent absence, particularly for those who are disadvantaged and those with special educational needs and/or disabilities (SEND), is improving.

The school's values underpin its approach to behaviour. Pupils have positive attitudes to learning and learn without disruption. They are keen to share their ideas and make a positive contribution during class discussions. Behaviour across the school, including during social times, is calm and respectful. Pupils who struggle to manage their emotions are supported effectively by adults.

Pupils understand how to keep themselves safe, including when online. They know the difference between falling out and bullying. Bullying is rare. Pupils are confident that adults would not allow it to become widespread.

Early years

Expected standard 

Leaders and staff, some of whom are new to their roles, have a clear vision for providing high-quality education and care for children in the early years.

The early years curriculum makes clear the important knowledge that children need to learn. It is designed to address any gaps in children's knowledge, with a particular focus on supporting children's speech and language. Generally, teachers deliver the curriculum well. Staff interactions support children's language development. Most children build their understanding of new vocabulary well because of this. Children grasp new words confidently and develop their knowledge of phonics. Staff check children's understanding of letters and sounds and that they can accurately form their letters. Any gaps that occur are quickly addressed. As a result, children in the early stages of reading develop confidence and fluency. Adaptations to learning support children with special educational needs and/or disabilities (SEND) to access learning alongside their peers.

The curriculum enables children to practise and consolidate their learning. For example, children apply their phonic knowledge to write a message in Christmas cards. Staff work closely with parents and carers. This helps to build positive relationships from the moment children start school. As a result, children settle quickly, enjoy learning and most are well prepared for Year 1.

Inclusion

Expected standard 

Glenfrome Primary is an inclusive school. It effectively supports pupils with special educational needs and/or disabilities (SEND), those in receipt of pupil premium funding and those who face other barriers identified by the school.

The school quickly and accurately identifies the needs of pupils with SEND. Staff understand the needs of these pupils well, including those in the resource base. They benefit from regular, high-quality training, which strengthens the school's offer for pupils with SEND. In addition, the school works closely with external professionals, such as speech and language therapists. This helps to ensure that the support for pupils with SEND is effective. Most pupils with SEND in the mainstream school, learn the same curriculum as their peers.

Leaders use their knowledge of the barriers that pupils face to inform the school's pupil premium strategy. Staff use this information well to provide pupils with the emotional support they need. The deliberate focus on wellbeing ensures that disadvantaged pupils develop the resilience they need to learn.

The school uses alternative provision to enhance the school's offer. This supports pupils to reintegrate and succeed within their mainstream classes. The resource base, 'The Glen', provides pupils with tailored support and adaptations they need to access the curriculum.

Personal development and wellbeing

Expected standard 

The personal development offer is central to the school's work. It is closely aligned to the school's values. The curriculum, for example, through personal, social and health education makes clear the important knowledge and skills that pupils need to learn from Reception through to Year 6. Pupils understand why it is important not to share personal details online and how to stay safe, for example. The curriculum helps prepare pupils well for life in modern Britain.

The school's pastoral provision is an integral part of the personal development offer. At the start of the school day, staff make regular 'check ins' with pupils. This helps the most vulnerable pupils to settle quickly. The pastoral team works closely with families and external professionals. This ensures that pupils, including those who are disadvantaged, receive the support they need to remove any barriers to their learning or their wellbeing. For example, pupils learn to understand their emotions or take part in residential visits that develop their confidence.

Leaders ensure that pupils, including those with special educational needs and/or disabilities (SEND) who access the resource base, benefit from the school's personal development offer. They track pupils' participation closely and adapt the offer accordingly. Pupils with SEND participate in extra-curricular clubs and activities, such as learning to play different musical instruments or take part in sporting events.

Pupils develop their awareness of different cultures in a variety of ways. Visits from local religious leaders helps build pupils' appreciation of different faiths and cultures. Whole school events, such as Black History Month, also contributes to pupils' understanding of equality and fairness.

Pupils have an age-appropriate understanding of fundamental British values and the characteristics that make everyone unique. They talk with maturity about respecting difference and understand how democracy provides them with a voice. Pupils know that not all relationships are the same. They also develop their character by taking part in charity singing events or raising money for young carers.

Needs attention

Achievement

Needs attention 

The school has taken strides to support pupils to achieve well. The most recently published outcomes for Year 6 pupils in reading and mathematics and Year 1 phonics screening check reflect their efforts. In these subjects, pupils can recall what they have learned over time. However, this is not always the case in the wider curriculum. Pupils do not develop a broad and deep understanding in some subject areas. As a result, some pupils are not as well prepared for the next phase of their learning as they should be.

The school rightly prioritises helping pupils to build up their basic knowledge in English and mathematics. This supports pupils to read with fluency and confidently recall important number facts to develop their reasoning skills and problem solve. However, some pupils do not secure the knowledge they need in writing in order to succeed. At times, some pupils are given complex tasks too soon. Pupils' understanding of important concepts, including in relation to their letter formation, spelling and grammar, is not secure. Therefore, the work some pupils produce in their writing and across the wider curriculum is of poor quality.

Curriculum and teaching

Needs attention 

Leaders' vision and aspiration for what pupils learn across the curriculum is not fully realised. They have put in place a curriculum that identifies what pupils need to know and when they need to know it. However, the implementation of the curriculum varies. It does not typically enable pupils, including those with special educational needs and/or disabilities (SEND), to build their knowledge, both spoken and written, well enough as they move through the school.

Since the previous inspection, leaders have worked hard to strengthen the reading and mathematics curriculum. In Reception, children learn and remember new sounds well. If pupils struggle with their reading, they receive the support they need to catch up quickly. In mathematics, teachers use their subject knowledge effectively to model new ideas. They routinely recap on previous learning before moving on to new content. This helps pupils to build their mathematical understanding. Pupils use their knowledge of number well to tackle more complex problems involving fractions.

However, in some subjects in the wider curriculum, such as science and history, the quality with which staff deliver the curriculum is inconsistent. Some teachers do not check precisely

enough that pupils understand new concepts or identify gaps in knowledge to inform future learning. This means that some pupils struggle to remember key learning in the longer term.

Leadership and governance

Needs attention 

Since the last inspection, there have been several changes to staffing, including at leadership level. Some leaders are new to role. This has slowed leaders' ability to bring about the necessary improvements to key aspects of the school's work.

Governors share leaders' vision for the school. They fulfil their statutory roles and responsibilities. Leaders and governors have a clear understanding of the school's context and ensure that pupils, including those who are vulnerable, are at the heart of any decisions they make. However, they do not have a sufficiently clear oversight of the impact of the school's work. This is particularly the case in relation to how effectively the curriculum is meeting the needs of pupils beyond the core subjects of English and mathematics. Consequently, any weaknesses that exist are not being addressed quickly enough.

Leaders at all levels recognise the importance of the wellbeing and workload of staff. Staff, including those who are new to teaching, value the team spirit that exists at the school. They benefit from the school's professional learning programme, which helps develop their knowledge and expertise.

Parents and carers are overwhelmingly supportive of the school. They talk positively about the school's community feel and the positive start that children make in the Reception Year. One parent, reflecting the views of many, said 'I wouldn't want to send my child to any other school.' Glenfrome Primary is a welcoming and inclusive school, where each child is respected, seen and heard.

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

Pupils are proud to attend Glenfrone Primary School. They arrive with a smile and benefit from the warmth of welcome they receive from staff. This helps pupils to feel safe and cared for. Across the school, pupils and staff feel a deep sense of belonging.

Pupils enjoy their learning. Their achievement in national tests is improving as a result of the changes that leaders have made to the curriculum. However, there is variability in the way staff deliver the wider curriculum. Teachers do not routinely check pupils' understanding, which means they do not retain essential knowledge and find it difficult to connect new learning with what they have learned before. Consequently, pupils do not progress through the wider curriculum as well as they should.

Staff have high expectations of pupils' behaviour. Pupils understand the importance of following the school rules and demonstrate this through their day-to-day interactions with one another. This begins in the early years, where children respond well to the clear routines in place. Pupils are polite and kind towards each other and adults. Discrimination of any form is rare. Pupils are confident that adults will deal with it promptly should it occur.

Staff know the pupils and their families well. They understand any barriers that pupils have, for example, in relation to their absence and work effectively to overcome them. Pupils' attendance continues to improve.

Pupils value the school's wider opportunities on offer to them. These include a residential camp, representing school sports teams and joining clubs, such as music and chess. Pupils take pride in their leadership roles, such as school council and reading buddies. These roles help them to foster responsibility, improve the school and set a positive example for others.

Next steps

- Leaders should ensure that pupils develop the knowledge and skills they need, particularly in relation to their handwriting, spelling and composition, so that they are able produce work of a consistently high quality.
 - Leaders should ensure that high-quality teaching, including how effectively teachers use assessment to check on pupils' learning, is embedded across the wider curriculum so that pupils, including those with special educational needs and/or disabilities, achieve consistently well.
 - Leaders, including governors, should ensure that there is robust oversight of the actions that they take to improve the school so that weaknesses are promptly identified and addressed.
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About this inspection

The chair of the board of governors in this school is Dr Jo Paul.

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, deputy headteacher, special educational needs and disabilities coordinator, subject leaders and groups of staff. The lead inspector spoke with members of the governing board, including the chair and spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision for pupils with special educational needs and/or disabilities (SEND), that is known as 'The Glen'. This includes provision for 7 pupils with a range of SEND, including social, emotional and mental health needs.

The school makes use of 5 unregistered alternative provisions.

The school has undergone significant change since the last inspection. This change relates to leadership and staffing, with many leaders being new to their roles.

Headteacher: Inger O'Callaghan

Lead inspector:

Wendy D'Arcy, His Majesty's Inspector

Team inspectors:

Julie Carrington, His Majesty's Inspector

Ben Jordan, His Majesty's Inspector

Tonwen Empson, 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 9 December 2025

School and pupil context

Total pupils

425

Above 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

430

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)

23.06%

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

4.94%

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: 3.5%

Pupils with special educational needs (SEN) support

17.18%

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)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	55%	61%	Close to average
2024/25	60%	62%	Close to average
2023/24	60%	61%	Close to average
2022/23	47%	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	76%	74%	Close to average
2024/25	85%	75%	Above
2023/24	75%	74%	Close to average
2022/23	68%	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	67%	72%	Close to average
2024/25	68%	72%	Close to average
2023/24	67%	72%	Close to average
2022/23	65%	71%	Close to average

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	65%	73%	Below
2024/25	72%	74%	Close to average
2023/24	63%	73%	Below
2022/23	60%	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	42%	46%	Close to average
2024/25	52%	47%	Close to average
2023/24	50%	46%	Close to average
2022/23	28%	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	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25	76%	63%	Above
2023/24	60%	62%	Close to average
2022/23	56%	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	52%	59%	Close to average
2024/25	57%	59%	Close to average
2023/24	50%	58%	Close to average
2022/23	48%	58%	Close to average

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	58%	60%	Close to average
2024/25	67%	61%	Close to average
2023/24	55%	59%	Close to average
2022/23	52%	59%	Close to average

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	42%	68%	-25 pp
2024/25	52%	69%	-17 pp
2023/24	50%	67%	-17 pp
2022/23	28%	66%	-38 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	64%	80%	-16 pp
2024/25	76%	81%	-5 pp
2023/24	60%	80%	-20 pp
2022/23	56%	78%	-22 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	52%	78%	-26 pp
2024/25	57%	78%	-21 pp
2023/24	50%	78%	-28 pp
2022/23	48%	77%	-29 pp

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	58%	80%	-22 pp
2024/25	67%	81%	-14 pp
2023/24	55%	79%	-24 pp
2022/23	52%	79%	-27 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 (2 terms)	7.0%	5.2%	Above
2023/24	7.1%	5.5%	Above
2022/23	7.0%	5.9%	Above

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 (2 terms)	19.5%	13.3%	Above
2023/24	20.6%	14.6%	Above
2022/23	21.1%	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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