

# Longborough Church of England Primary School

**Address:** Longborough, Moreton-in-Marsh, Gloucestershire, GL56 0QD

**Unique reference number (URN):** 149255

## Inspection report: 20 January 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.

## Expected standard

### Achievement

Expected standard 

Most pupils achieve well from their individual starting points, including those with special educational needs and/or disabilities. This is reflected in their results in national tests for reading and mathematics. Reading is a strength, underpinned by a positive culture and the high number of pupils who pass the Year 1 phonics screening check.

Leaders are working to improve pupils' writing. They have taken steps to help pupils with the organisation and content of their written work. This is making a difference, although the accuracy and quality of writing still vary for some pupils.

Pupils build the knowledge and skills they need as they move through the curriculum. For example, in history, they talk confidently about the lives of important figures, such as Rosa Parks, and discuss issues such as racial equality. Pupils produce high-quality artwork using the techniques they have learned, such as collage and shading.

Pupils are typically well prepared for the next stages of their education.

### Attendance and behaviour

Expected standard 

Attendance has improved significantly due to leaders' sustained work with parents and carers. Leaders analyse attendance weekly, including drilling down into the patterns of absence for individual pupil groups. They identify causes of low attendance and offer targeted help, including involving a parent support adviser when needed. This focused and effective approach means overall attendance is now in line with national figures and persistent absence is low.

The school takes a caring and relational approach to managing behaviour. It focuses on staff getting to know pupils and building warm, trusting relationships with them. Staff understand that behaviour is often linked to how a pupil feels, so they respond calmly, consistently and with high expectations. Consequently, pupils' behaviour has strengthened markedly over time, leading to very few incidents of inappropriate behaviour. Leaders keep a close eye on patterns of pupils' behaviour. They put personalised support in place when a pupil needs extra help to get things back on track. As a result, most pupils behave well, show self-control and grow in confidence as learners. This contributes to the positive learning climate across the school.

### Curriculum and teaching

Expected standard 

The school has designed an engaging and ambitious curriculum that meets the needs of pupils in their mixed-age classes. Pupils explore 'big questions', such as 'What was it like to be a child in World War Two?', which encourages them to think deeply and make links between subjects. For example, older pupils use historical research to write newspaper reports. Staff plan content carefully so that pupils build their knowledge step by step.

Leaders prioritise the teaching of reading, writing and mathematics. Staff model important basics, such as how to hold a pencil correctly, form letters and recall number facts quickly. Pupils practise these skills daily. Leaders have made thoughtful changes to the timetable, giving extra time to reading, handwriting and mathematics for pupils who need it. This is helping pupils who are at risk of falling behind and pupils with special educational needs and/or disabilities grow in confidence as readers, writers and mathematicians.

Typically, teachers use a range of effective strategies to teach the curriculum. For example, they revisit previous learning to aid pupils' recall of what they have been taught. They also emphasise subject-specific vocabulary when asking pupils to explain their ideas. Occasionally, however, teaching does not consistently help pupils to apply their understanding as well as it could.

## **Inclusion**

**Expected standard** 

Leaders and staff have established a highly inclusive ethos for pupils who have special educational needs and/or disabilities (SEND). Pupils benefit from the assistance of a caring team of staff who know their individual needs. Staff use this knowledge to review and shape their teaching. For example, they introduce important content before lessons or provide extra reading support.

Staff receive relevant training from trust-wide experts. This means they can spot barriers to learning quickly and provide the right help. They break down pupils' learning targets into small, achievable steps and adjust support where needed. As a result, pupils with SEND generally make steady progress from their starting points.

Leaders use additional funding, such as the pupil premium, thoughtfully. For example, targeted nurture provision enables pupils to manage their emotions, feel ready to learn and build confidence. This has made a positive difference to disadvantaged pupils' learning and attendance. For pupils with more complex SEND, staff design a personalised curriculum that reflects their individual strengths and helps them join in with others and show what they can do.

Leaders and teachers work closely with parents and carers and other professionals to review pupils' individual support plans, assess the impact of interventions and consider and plan next steps.

## **Leadership and governance**

**Expected standard** 

Leaders, including trustees and the local academy council, have worked with determination to guide the school through recent changes in staffing and class organisation. They have an accurate understanding of the school's strengths and what still needs to improve. Leaders act with integrity and are committed to doing what is right for all pupils. For example, the school's work on improving handwriting, letter formation and multiplication tables is helping pupils become more confident in both writing and mathematics.

Trust leaders use their expertise to celebrate successes while also providing appropriate challenge through regular monitoring of the school's priorities. For instance, trustees check pupils' attendance and whether pupils feel safe. The trust's central team visits regularly to

ensure that the school is on track with its priorities. Leaders use additional funding carefully so that disadvantaged pupils and those with special educational needs and/or disabilities receive the support they need to make progress from their starting points.

Staff value the trust's input, particularly the training that equips them to teach the curriculum effectively. They feel looked after both professionally and in terms of their wellbeing and workload, including those who are newer to the profession. As a result, staff work together with a shared drive to keep on improving the school.

Parents and carers speak highly of the school's friendly, nurturing ethos, which allows their children to flourish.

## **Personal development and wellbeing**

**Expected standard** 

The school has a well-organised approach to pupils' personal development and wellbeing. It reflects the values of compassion, courage and respect. Through the stories they read and discuss, pupils learn to think about fairness and how to support others who may face discrimination. Many express the view, 'Be kind to others and they will be kind back to you.'

The relationships curriculum helps pupils learn what healthy friendships look like and how to make sensible choices. The use of 'worry monsters' gives younger pupils safe ways to share their feelings. Lessons about online safety teach pupils how to spot risks and what to do if something makes them uncomfortable.

Pupils play an active role in school life and the wider community. They enjoy taking part in charity events and activities such as maypole dancing and 'Groundforce Day'. They learn how to live healthy lives, understanding the importance of staying active, keeping hydrated and eating a balanced diet. Regular activities such as running laps of the school field promote positive attitudes towards fitness. Pupils value their regular visits to the forest area, where they learn a variety of skills, including team building.

The school encourages pupils to be confident and active citizens. Pupils vote on school matters, so they understand democracy and how their views can influence school life. They willingly take on responsibilities, including serving on the school council and the worship committee. Older pupils act as role models by supporting younger children on the walk to church. Pupils learn about stereotypes related to gender, age and religion in a thoughtful way. By working with other schools in the trust, pupils access wider opportunities, such as sports fixtures and residential trips. Leaders keep a close eye on who takes part to ensure that all pupils benefit and no one is disadvantaged.

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

Pupils arrive each morning to a warm welcome and calm routines that help them settle quickly. They start the day by sharing how they are feeling on 'check-in pegs', which allows staff to spot any worries early and support pupils so they are ready to learn. This contributes to the safe and nurturing atmosphere that motivates pupils to attend school regularly.

Across the school, pupils concentrate well. Classrooms are typically orderly and free from disruption. Where pupils have additional social, emotional or mental health needs, staff use consistent approaches and positive reinforcement to keep everyone focused. They deal with any issues quickly, so learning can continue.

Pupils enjoy their work. They benefit from the school's sharp focus on getting the basics in English and mathematics right. Those who need extra help, including pupils with special educational needs and/or disabilities, receive sensitive guidance so they can access the same learning as their peers. Over time, pupils grow in confidence because staff celebrate their efforts and achievements, including via the 'proud cloud' and 'star of the week' certificates. This inspires pupils to do their best. Typically, they achieve well by the time they leave the school.

Pupils are proud to belong to the 'Longborough family'. They know why it is important to show 'love', have 'pride' and be 'safe'. Pupils display this by treating one another with kindness. As a result, bullying is rare. Older pupils take on leadership roles, including as reading buddies for younger children and tidying up after lunch, which they see as important responsibilities.

Beyond the classroom, the school offers a broad range of enrichment activities that complement pupils' learning. These include singing with the local opera company and working with resident artists. Pupils also appreciate the variety of activities at lunchtime, including board games and construction club.

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## Next steps

- Leaders need to ensure that the curriculum is taught consistently well across all subjects and year groups, so pupils apply their understanding securely over time.
- Leaders need to continue their work to strengthen pupils' writing, including accuracy and presentation, building on the improvements already made.

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## About this inspection

This school is part of North Cotswold Schools Federation MAT, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jackie Buckland, and overseen by a board of trustees, chaired by Melanie Huttunen.

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 CEO, the school improvement lead and other school and trust staff. The lead inspector met with trustees and the local academy council. In

addition, the lead inspector spoke with a representative from the Diocese of Gloucester.

The inspectors confirmed the following information about the school:

Changes to leadership and have occurred in recent years. The current headteacher took up the role in September 2025.

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 June 2024.

The school runs a pre-school provision that accepts children from the age of 3.

At the time of the inspection, there were fewer than 5 children on roll in the early years foundation stage phase. As such, the inspectors did not give a grade on the provision to avoid identifying individual children.

The school uses no alternative provision.

Headteacher: Rachael Netting

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**Lead inspector:**

Dale Burr, His Majesty's Inspector

**Team inspector:**

Lizzy Meadows, 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 20 January 2026

**School and pupil context**

**Total pupils**

**51**

Well below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**77**

Well below average

#### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**26.09%**

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**

**3.92%**

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**

**29.41%**

Well above average

#### **What does this mean?**

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

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

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

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average |             | 61%              |                                |
| 2024/25 (revised)     | 38%         | 62%              | Below                          |
| 2023/24 (final)       | 43%         | 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 (revised)     | 75%         | 75%              | Close to average               |
| 2023/24 (final)       | 86%         | 74%              | Above                          |
| 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 (revised)     | 50%         | 72%              | Below                          |
| 2023/24 (final)       | 57%         | 72%              | Below                          |
| 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 (revised)     | 75%         | 74%              | Close to average               |
| 2023/24 (final)       | 71%         | 73%              | Close to average               |
| 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 (revised)     | S           | 47%              | S                              |
| 2023/24 (final)       | S           | 46%              | S                              |
| 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 (revised)     | S           | 63%              | S                              |
| 2023/24 (final)       | S           | 62%              | S                              |
| 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 (revised)     | S           | 59%              | S                              |
| 2023/24 (final)       | S           | 58%              | S                              |
| 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 (revised)     | S           | 61%              | S                              |
| 2023/24 (final)       | S           | 59%              | S                              |
| 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 (revised)     | S           | 69%                              | S                       |
| 2023/24 (final)       | S           | 67%                              | S                       |
| 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 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 80%                              | S                       |
| 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 (revised)     | S           | 78%                              | S                       |
| 2023/24 (final)       | S           | 78%                              | S                       |

| Year    | This school | National non-disadvantaged score | School disadvantage gap |
|---------|-------------|----------------------------------|-------------------------|
| 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 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 79%                              | S                       |
| 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 (2 term) | 8.8%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 5.3%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 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 term) | 26.0%       | 13.3%            | Above                          |
| 2023/24 (3 term) | 7.3%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 20.0%       | 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 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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