

Primrose Hill Church of England Primary Academy

Address: School Crescent, GL15 5TA

Unique reference number (URN): 139643

Inspection report: 18 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance is a whole-school priority, underpinned by a strong culture of belonging for all pupils. Rigorous systems monitor attendance closely, enabling leaders to provide timely support and challenge. For example, the pastoral lead provides help for families when they need it. The school's work on attendance has had a significant impact over time. This is reflected in consistently high rates of attendance for all pupils.

The school sets consistently high standards for pupils' conduct and attitudes to learning. Leaders and staff clearly model these expectations, creating a calm and respectful environment from the moment pupils arrive.

Lessons are highly conducive to learning, where pupils thrive. Pupils are motivated and eager to succeed, responding quickly and positively to staff's instructions. Staff have the appropriate expertise to address any barriers to pupils meeting these high expectations. Where necessary, appropriate adjustments are made to enable all pupils to be successful. The school resolves any concerns swiftly, ensuring pupils feel supported and remain focused and engaged in their learning.

Inclusion

Strong standard ●

Leaders' very high expectations of supporting the most vulnerable pupils are lived out by all staff. The school's inclusion strategy is the bedrock of its work, with a palpable impact on pupils' outcomes and experiences. Precise identification of pupils' special educational needs and/or disabilities ensures provision is adapted accurately. Staff continuously review individualised targets to ensure pupils' needs are well met. Leaders communicate effectively with external agencies to plan multi-agency support. Staff address barriers as soon as they arise, including for pupils known to social care.

Leaders and staff work together to analyse the impact of any interventions, enabling pupils' emerging and changing needs to be identified quickly. Staff adapt and shape pupils' learning precisely to meet their emotional needs and to realise their academic potential. The school's use of additional funding is highly effective. It has a substantial impact on broadening pupils' wider experiences. Leaders are continually looking to improve the school's practices in the best interest of pupils. For example, leaders recently introduced 'ladybird' provision. This narrows pupils' specific gaps in communication and language, physical development and social skills. This provision also helps pupils to manage their own behaviour and emotions.

Leadership and governance

Strong standard ●

Leaders have a clear and accurate understanding of the school's context, strengths and priorities for improvement. There is a clear, shared vision and unwavering determination from leaders at all levels, including trustees, to secure the very best outcomes for all pupils. Leaders' actions have a demonstrable and significant impact, particularly for those pupils who are disadvantaged. Leaders model high expectations and professionalism, acting in the

best interests of pupils and ensuring these principles are embedded across all aspects of the school's work.

Leaders support staff through high-quality professional learning, which is valued by all, including those who are new to the profession. Leaders prioritise ensuring staff's workload and wellbeing are well managed. This is appreciated by staff, who are proud to work at the school. Where improvement is needed, leaders act decisively. Leaders ensure that professional learning and support are targeted to secure rapid progress, for example in writing, where work to promote greater consistency in highly effective teaching is beginning to have a positive and sustained impact.

Those responsible for governance have an accurate view of the school. They use their expertise to provide robust support and challenge. Those responsible for governance meet their statutory duties, with pupils at the centre of their work.

The school works in effective partnership with parents and carers to support pupils. For example, a 'positive ping' celebrates the successes of pupils' individual achievements. Parents and carers are highly positive about the school. They praise the warmth, inclusivity and how well staff know pupils individually.

Personal development and wellbeing

Strong standard ●

The personal development and wellbeing offer is extensive and embedded in every aspect of school life. Leaders continuously review this offer to ensure it meets all pupils' needs. Its impact on pupils' outcomes and their readiness for the next stage of education is substantial and sustained.

Pupils benefit from strong pastoral support and a clear commitment to equality, particularly for the most vulnerable. The school's character education programme, including the 'Life in all its fullness' initiative, helps pupils become courageous advocates who support, defend and speak out for others. The school provides numerous opportunities for pupils to develop leadership skills and resilience. Pupils lead events and initiatives confidently, making a positive difference within school and in the community. For example, pupils introduced and lead the school food bank and book swap. They have worked with the community to design and plant a shared orchard. These projects demonstrate pupils' ability to turn ideas into action to create lasting change. This helps to fully realise the school's vision.

Pupils have rich opportunities to explore right and wrong, ethical issues and cultural diversity. Guest speakers and visits to places of worship deepen their understanding of different faiths and traditions. Pupils have a rich understanding of difference and healthy relationships. This builds pupils' independence and sense of belonging. Leaders help pupils to share personal experiences, such as living with neurodivergence or exploring family diversity. This promotes a deep sense of respect across this highly inclusive school.

The school makes highly effective use of pupil premium funding to provide bespoke academic and pastoral support and broaden experiences for disadvantaged pupils. Leaders work closely with external agencies and family support workers to remove barriers and

prioritise mental health and wellbeing. Strong partnerships, such as with 'Young Minds Matter', further enhance pupils' personal growth.

Expected standard

Achievement

Expected standard 

Pupils achieve well, including those who are disadvantaged. They gain the knowledge and skills needed to be well prepared for their next stage of education. This is reflected in published outcomes at the end of key stage 2, where attainment in reading, writing and mathematics at expected and higher standards is now above the national average. Pupils get off to a secure start in reading, which is reflected in the consistently high proportion of pupils who pass the phonics screening check.

Pupils have appropriate knowledge and skills across the curriculum. This is evident in the quality of their work and their ability to make connections in their learning across subjects. They take pride in their learning and show enthusiasm when sharing it with each other. For example, pupils explain with confidence the properties of materials in science, using the appropriate scientific vocabulary in their explanations.

Curriculum and teaching

Expected standard 

The school teaches an ambitious and logically ordered curriculum. Leaders have an accurate understanding of curriculum strengths and where it needs further refinement. For example, the school has developed the teaching of mathematics. Pupils benefit from greater opportunities to reason and solve problems. This enables them to apply their mathematical understanding confidently. This has led to rapid improvement in pupils' learning, ensuring they are well prepared for their next stage.

Generally, teachers demonstrate secure subject knowledge in what they teach. They use questioning carefully to spot and address misconceptions. These questions are precisely targeted to help pupils, including those with special educational needs and/or disabilities (SEND), to make connections with prior learning. Retrieval activities support pupils to revisit and retain important knowledge. Teachers plan careful adaptations so that pupils with SEND learn the curriculum well.

Leaders prioritise the securing of foundational knowledge in reading, writing and mathematics for pupils. The school has clear systems in place to identify and support gaps in knowledge. Typically, assessment is used well to inform future learning. Where checks lack precision for a small number of pupils, some errors in written work persist.

Early years

Expected standard 

Children get off to a positive start in the early years. Successful partnerships with parents and carers ensure families are involved from the beginning. This helps children to settle

quickly. Staff establish clear routines and high expectations of behaviour, creating an environment where children feel safe and ready to learn.

The curriculum is carefully ordered so that staff know what to teach and when. Teachers plan activities to give children time to practise and embed new learning so they build knowledge securely over time. Staff know children well. They design learning that meets children's needs, making appropriate adaptations where necessary. Leaders take account of children's starting points, particularly those with barriers to learning. The school identifies any gaps or barriers to learning early to ensure that children get the support they need.

Reading is prioritised from the start. Staff select high-quality books that promote a love of reading and strengthen language development. Staff generally use interactions effectively to deepen understanding and extend vocabulary. Children learn to read well, and those who fall behind are identified promptly and supported to catch up. Pupils benefit from regular opportunities to apply their reading knowledge to develop their writing. This prepares children well for the next stage.

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

Pupils at this school thrive, especially those who are disadvantaged. This starts from the moment pupils arrive each morning, when staff warmly welcome them. Staff take the time to build positive relationships with pupils. This helps them to settle quickly and be ready to learn. Pupils understand what staff expect of them and follow the school routines very well. This starts in the early years, where children learn how to move around the school sensibly.

Pupils are polite, respectful and courteous. Pupils feel safe and have no concerns about bullying. They are confident that staff will listen and act if they have any worries.

Leaders promote a strong sense of belonging for all pupils and staff. The school vision, 'Growing a brighter future together', and school values underpin all aspects of the school's work. For example, the current focus on the value of friendship encourages pupils to take great care of each other. Pupils love coming to school, and this is reflected in their high attendance. They strive to earn 'badges' that celebrate achievement within the extensive wider offer, beyond the academic. For example, older pupils buddy with Reception children to earn their mentoring badge. Leaders are relentless in ensuring every pupil benefits fully from this excellent offer.

Pupils enjoy learning and take pride in their work. Leaders ensure the curriculum prepares pupils well for their next stage. Reading is a particular strength; pupils quickly learn to read so they can access the wider curriculum confidently.

Inclusion is at the heart of Primrose Hill. Pupils with special educational needs and/or disabilities and those who are disadvantaged are identified early. Staff make precise adaptations so all pupils thrive. Leaders prioritise equity, ensuring every pupil benefits from the school's ambitious offer.

Next steps

- Leaders need to ensure that teachers check precisely how well pupils are securing their knowledge of the curriculum to enable pupils to consistently achieve well.
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About this inspection

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

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, other senior leaders and school staff. The lead inspector met with a trustee and the deputy CEO.

Inspectors 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 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 April 2024. The next inspection is due within 5 years from this date.

The school does not currently make use of alternative provision.

Headteacher: Emma Mignaud

Lead inspector:

Esther Best, His Majesty's Inspector

Team inspectors:

Julie Carrington, His Majesty's Inspector

Sophie Hillson, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 18 November 2025

School and pupil context

Total pupils

210

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

210

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)

20.00%

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

2.38%

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

9.05%

Below 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	69%	61%	Above
2024/25	90%	62%	Above
2023/24	48%	61%	Below
2022/23	69%	60%	Above

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	83%	74%	Above
2024/25	90%	75%	Above
2023/24	81%	74%	Close to average
2022/23	79%	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	81%	72%	Above
2024/25	93%	72%	Above
2023/24	71%	72%	Close to average
2022/23	79%	71%	Above

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	80%	73%	Above
2024/25	100%	74%	Above
2023/24	65%	73%	Below
2022/23	76%	73%	Close to average

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	67%	46%	Above
2024/25	100%	47%	Above
2023/24	33%	46%	Close to average
2022/23	57%	44%	Above

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	90%	62%	Above

Year	This school	National average	Compared with national average
2024/25	100%	63%	Above
2023/24	83%	62%	Above
2022/23	86%	60%	Above

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	86%	59%	Above
2024/25	100%	59%	Above
2023/24	67%	58%	Close to average
2022/23	86%	58%	Above

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	71%	60%	Above
2024/25	100%	61%	Above
2023/24	50%	59%	Close to average
2022/23	57%	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	67%	68%	-1 pp
2024/25	100%	69%	31 pp
2023/24	33%	67%	-34 pp
2022/23	57%	66%	-9 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	90%	80%	11 pp
2024/25	100%	81%	19 pp
2023/24	83%	80%	4 pp
2022/23	86%	78%	7 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	86%	78%	8 pp
2024/25	100%	78%	22 pp
2023/24	67%	78%	-11 pp
2022/23	86%	77%	8 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	71%	80%	-8 pp
2024/25	100%	81%	19 pp
2023/24	50%	79%	-29 pp
2022/23	57%	79%	-22 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.7%	5.1%	Close to average
2023/24	3.9%	5.5%	Below
2022/23	4.8%	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 (1 term)	13.7%	14.3%	Close to average
2023/24	5.4%	14.6%	Below
2022/23	8.2%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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