

St James and Ebrington Church of England Primary School

Address: Pear Tree Close, Chipping Campden, Gloucestershire, GL55 6DB

Unique reference number (URN): 149257

Inspection report: 17 March 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 

Typically, pupils achieve well. This is reflected in pupils' attainment at the expected standard in reading, writing and mathematics at the end of Year 6. This is in line with the national average. Outcomes in the Year 1 phonics screening test improved in 2025 and are broadly average. As a result, most pupils are well prepared for their next steps in education.

On the whole, pupils develop the basic knowledge they need in reading, writing and mathematics to help them undertake more complex tasks as they progress through the curriculum. Disadvantaged pupils generally make suitable progress from their starting points, including those who join the school mid-year. However, some pupils struggle with fluency in their writing. This is mainly due to incorrect letter formation and pencil grip. Leaders have started to address this, but more time is needed to embed these improvements so that they have a full impact on pupils.

Pupils generally have secure knowledge of the wider curriculum. For example, they can recall much of their history and geography learning confidently.

Attendance and behaviour

Expected standard 

Leaders prioritise attendance. Pupils' attendance is much improved of late, having previously dipped below the national average. This is due to the school's effective processes and the positive relationships leaders have fostered. Leaders work sensitively with families and other professionals and take into account individual needs to remove any barriers to attendance. This approach has had a positive impact on attendance, particularly for disadvantaged pupils. The number of pupils who are persistently absent has decreased significantly in the current academic year. Staff discuss attendance with pupils so that pupils understand that high attendance is important to their learning.

Pupils behave well. Leaders have implemented behaviour systems that are well understood by staff and pupils. This has resulted in a significant reduction in incidents of poor behaviour. There is a culture of mutual respect between staff and pupils. As a result, the school is a calm and positive environment in which pupils learn. Bullying is not tolerated. Pupils trust staff to act decisively and fairly should concerns arise. Staff at all levels place a high emphasis on pupils' wellbeing. Pupils recognise and value the care they receive. Suspensions are rare, but leaders use these appropriately when they occur.

Curriculum and teaching

Expected standard 

The school has a well-established, broad and ambitious curriculum. Leaders, including the trust, check the curriculum's effectiveness and improve it further as necessary. Leaders skilfully navigate the challenges presented by changes to class structures. They adapt the curriculum so that pupils continue to learn new content in a clear, logical order.

Through regular training, staff have the expertise they need to teach effectively across the curriculum. Teachers typically take pupils starting points into account when they design

learning activities. Staff provide tasks that build on what pupils already know and can do. In lessons, teachers explain new content clearly and use questioning effectively to check pupils' understanding.

Pupils who fall behind in the basics of reading and mathematics are given the appropriate support to help them to catch up. This includes pupils with special educational needs and/or disabilities. Staff provide reading books that are closely matched to pupils' phonics knowledge to help them practise the sounds they have learned in lessons. Leaders have made changes to the writing curriculum to improve the teaching and quality of pupils' writing. The curriculum changes have required staff to have higher expectations of some pupils' handwriting, including pupils' pencil grip. The changes and their impact are at an early stage.

Early years

Expected standard 

Leaders manage the early years provision over two sites successfully. They ensure that there is a coherent, ambitious and well-ordered curriculum starting from two years old. Consequently, there is clear continuity for children's learning as they transfer into the Reception Year from the nursery site. As a result, children in the early years are well prepared for their next stage of education and flourish.

Reading is prioritised throughout the early years. From learning nursery rhymes to more formal phonics teaching, children learn the basics of early reading well.

In the nursery, staff expertly establish routines with children as soon as they arrive. For example, children tidy up after every activity with little fuss. Staff continually remind children of the importance of good manners. This is evident in the way children calmly sit and interact with each other at lunchtimes.

Staff typically match learning closely to children's stage of development. Occasionally, this is not as well matched as it could be. Staff model high-quality interactions throughout the provision. They develop children's communication and language well. For example, many children are confident to share their learning with visitors. These positive relationships continue with parents and carers, who are regularly updated on their child's learning.

Inclusion

Expected standard 

Leaders passionately put the needs of pupils with special educational needs and/or disabilities (SEND) at the forefront of their work. They identify pupils' needs early and accurately. This includes pupils who join mid-year, for whom staff put in appropriate pastoral support. This helps pupils to settle successfully into school.

Leaders train staff well so that they are knowledgeable about pupils' differing needs. This helps staff to typically provide the right support or adaptations for pupils with SEND to help them to be successful. For example, staff work sensitively with pupils who have social and emotional needs. This work helps those pupils to regulate their emotions more effectively. However, very occasionally, some staff do not provide some younger pupils with precise adaptations to help them learn as effectively as they could. Leaders keep a close eye on the

additional support provided for pupils with SEND and make changes to their provision as appropriate. They involve families and other professionals appropriately.

Leaders' use of the government's funding for disadvantaged pupils has become increasingly effective. Leaders' relentless focus on ensuring that all pupils thrive is leading to improved academic outcomes and attendance for this group of pupils.

Leadership and governance

Expected standard 

Leaders, including the trust, know the school well. This helps them to make improvements in the right areas of the school. They know that some of this work is at an earlier stage, such as improving pupils' outcomes in writing. Leaders at all levels lead with a clear determination to do the very best for pupils. They are rightly proud of the way pupils from all backgrounds, including disadvantaged pupils and those with special educational needs and/or disabilities, thrive.

New leadership has strengthened the relationships between the school and parents and carers. Many talk about improved communication. Parents appreciate leaders' commitment to the school and their help to address any concerns parents may have. One parent summed this up, saying, 'The school feels loved.' Staff morale is also high. They feel that leaders support them to manage their workload. Staff value the range of training that helps them to develop their expertise. Leaders have ensured that, despite the challenges of managing two sites and two communities, they have created one united vision for the school.

The trust, including the local academy committee, hold leaders to account well for the school's performance and fulfil their statutory duties. The school benefits from the timely and additional support provided by the trust. This support has ensured that pupils continue to learn well, unaffected by changes at the school.

Personal development and wellbeing

Expected standard 

The school's work to enhance pupils' personal development is effective. Its success lies in the degree to which leaders carefully consider the experiences that will benefit pupils the most. This helps pupils to access opportunities they may not otherwise encounter. For example, leaders check which clubs pupils participate in outside of school and use this to dovetail with the clubs that the school provides. As a result, pupils discover new talents and interests in a rich range of activities, such as sport and music clubs. Leaders work closely with families to remove any potential barriers for disadvantaged pupils or those with special educational needs and/or disabilities. This ensures equal opportunity for all.

Through visits to different places of worship, pupils learn to respect different faiths and cultures. This helps to prepare them for life in modern Britain. Pupils learn to become more independent through exciting residential trips, as well as many pupils experiencing what it is like to be away from home for the first time. Pupils develop a secure understanding of fundamental British values. For example, pupils link voting for the school council to the concept of democracy. Pupils participate in music concerts, including opera. This helps them to develop a love for the arts.

Pupils learn most of the personal, social, health education (PSHE) programme well. Pupils attend visiting workshops that strengthen this provision. They have a deep knowledge of how people can be discriminated against for their ethnicity, gender or disability. This supports pupils to become tolerant and respectful of each other. Pupils learn about changes to their body in an age-appropriate manner. Pupils learn about how to keep themselves safe, such as the appropriate use of mobile phones. For a few pupils, their understanding of some concepts in the PSHE curriculum, such as keeping mentally healthy, are less secure.

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

Pupils feel a deep sense of belonging at this school. Staff welcome all pupils warmly. This also includes a significant proportion of pupils who join the school part way through their education. They quickly feel they belong to the school community. Pupils' recently improved attendance reflects their enjoyment of school.

The school's approach to behaviour is centred around caring and positive relationships between staff and pupils. This helps pupils to behave well. Staff encourage pupils to consider and help each other. This starts in the early years, where children play happily together, and continues as pupils move through the school. As one pupil reflected, 'The whole school is like best friends.' Bullying is rare and dealt with swiftly by staff.

Pupils generally learn well across the curriculum. By the time they leave Year 6, most pupils are ready for the challenges of secondary school. Pupils with special educational needs and/or disabilities are helped to get the right support they need to be successful. Pupils who visit 'The Hive', to help manage their emotions, talk about how this helps them to feel happy and confident when learning alongside their peers.

The school provides a range of interesting opportunities beyond the classroom. For example, the school holds its own literacy festival, including author visits, designed to inspire pupils' writing. Pupils take on leadership roles enthusiastically, such as house captains and peer mediators. This develops pupils' sense of responsibility and allows them to contribute to school life. Pupils enjoy a range of trips, such as visiting a Roman villa, to enhance their understanding of the wider curriculum. Pupils learn to understand and respect how people can be different. This helps to prepare them well for life in modern Britain.

Next steps

- Leaders should embed the improvements made to the teaching of writing, particularly ensuring that pupils use accurate pencil grip and letter formation so that they can write fluently and accurately across the curriculum.
 - Leaders should sustain the recent improvements in overall attendance and persistent absence by working closely with parents and carers to ensure that pupils attend well.
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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), Jacqueline 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, two trustees including the chair of the trust, the chair of the local academy committee, staff, pupils, a member of staff from the alternative provider, a member of staff from the Diocese of Gloucester and parents and carers during the inspection.

The school is registered as having a Church of England religious character. The school is part of the Diocese of Gloucester. The most recent section 48 inspection of the school was carried out in May 2024.

The school makes use of one registered alternative provision.

There is a before- and after-school club for pupils who attend the school.

The school also, under the same registration, runs a nursery provision for children from two to four years old in the village of Ebrington, about three miles away. Its address is Hidcote Road, Ebrington GL55 6NQ.

The school joined the trust in October 2022. The predecessor school was judged as requires improvement for overall effectiveness in July 2019.

The headteacher took up her post in September 2025.

Tana Wood: Headteacher

Lead inspector:

Jason Edge, His Majesty's Inspector

Team inspectors:

Lisa Montandon, Ofsted Inspector

Bianka Zemke, 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 17 March 2026

School and pupil context

Total pupils

173

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

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)

19.57%

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

2.31%

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

19.08%

Above 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 (revised)	59%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
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)	64%	75%	Below
2023/24 (final)	77%	74%	Close to average
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)	64%	72%	Below
2023/24 (final)	70%	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 (revised)	73%	74%	Close to average
2023/24 (final)	77%	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)	33%	47%	Below
2023/24 (final)	17%	46%	Below
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%	

Year	This school	National average	Compared with national average
2024/25 (revised)	44%	63%	Below
2023/24 (final)	50%	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 (revised)	33%	59%	Below
2023/24 (final)	67%	58%	Close to average
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)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23		59%	

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)	33%	69%	-36 pp
2023/24 (final)	17%	67%	-51 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 (revised)	44%	81%	-36 pp
2023/24 (final)	50%	80%	-30 pp
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)	33%	78%	-45 pp
2023/24 (final)	67%	78%	-11 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 (revised)	56%	81%	-25 pp
2023/24 (final)	50%	79%	-29 pp
2022/23		79%	

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)	6.9%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above
2022/23 (3 term)	4.9%	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 (2 term)	19.1%	13.3%	Above
2023/24 (3 term)	16.7%	14.6%	Close to average
2022/23 (3 term)	12.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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