

Inspection of Stone with Woodford Church of England Primary School

Stone, Berkeley, Gloucestershire GL13 9JX

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Matthew Hall. This school is part of Stone with Woodford CofE Primary School single-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, Matthew Hall, and overseen by a board of trustees, chaired by Finella Elliott and Teresa O'Shea.

What is it like to attend this school?

The school sets high standards for behaviour. Pupils behave well and feel safe. Right from the start of Reception Year, staff teach children to be a good listener and to take turns. Pupils know the school values of 'respect, kindness and resilience'. They learn how these values help them to be good citizens. Some pupils have additional support to help them recognise and respond to their emotions and feelings appropriately. This contributes to the calm and orderly atmosphere around the school.

The school has high expectations for what pupils can achieve. Pupils respond positively to this and achieve well. Staff know pupils well and understand what interests and engages them. This is used particularly well by staff to inspire pupils to become avid readers. Through the careful choice of texts, pupils learn about people's lives and experiences that are different from their own. They strongly believe that everyone should be treated fairly. Pupils leave school well equipped for their next steps.

Pupils appreciate the broad range of wider activities, including clubs, trips and visits. They hold positions of responsibility which help pupils develop leadership skills. There is a strong sense of community, praised by many parents and carers.

What does the school do well and what does it need to do better?

In all areas of the curriculum, the school has thought carefully about the most important knowledge and skills that pupils need to learn. Teachers have secure subject knowledge in many subjects. They explain the ambitious curriculum content clearly in these subjects. Teachers regularly check that the most important knowledge sticks in pupils' minds. For example, in mathematics, 'bell time' helps pupils recall prior learning. However, in a few subjects where subject leadership is under development, staff do not have a secure knowledge of the curriculum content. Where this occurs, teachers do not have the support needed to deliver and adapt the curriculum sufficiently well. Tasks given to pupils in these subjects are sometimes too easy or hard to complete. Pupils do not secure prior knowledge or build new knowledge well.

Targets and information relating to pupils with special educational needs and/or disabilities (SEND) are clear and precise. This ensures that teachers know and meet pupils' needs. This helps pupils with SEND learn successfully alongside their peers.

Reading is at the heart of the curriculum. From the start of Reception Year, children confidently read and write the sounds they have learned. This continues into Year 1, where pupils blend sounds and read words fluently and accurately. Staff use ongoing checks well to find out what pupils remember. Those who need additional help receive effective support so that they catch up quickly. Pupils enjoy reading the range of books they can choose from in their classroom libraries. Learning is often linked to a book that is rich in vocabulary, structure or content. As a result, pupils gain important skills by unpicking and exploring the text. They then use these well in their own writing, particularly in Years 5 and 6.

The school supports pupils to attend school regularly. Staff work closely with parents and carers to support them in bringing their children to school every day. Children in Reception Year learn the school's routines quickly. This develops their independence. For example, they remember to put on their sun hat before learning and playing in the outdoor area. The school has raised expectations of pupils' attitudes to learning. However, these expectations are not embedded in all year groups. Sometimes, pupils need additional reminders and support to be ready to learn. At times, they distract themselves and others from their learning.

Pupils learn about democratic processes through voting for their peers to take on leadership roles in the school. Those with responsibility, such as school councillors, actively contribute to the school and wider community. For example, they select the different charities the school will raise money for each year. Pupils benefit from a range of extra-curricular activities. They understand about healthy relationships and know what it means to be a good friend. They know how to keep themselves physically and mentally healthy. Individual pupils' needs are met well through pastoral support.

Governors fulfil their statutory responsibilities well. They keep a clear oversight of the school's strategic direction. They take decisions that are rooted in the school's values. Relationships between staff and governors are productive. Governors receive valuable information from the school. They carry out a range of well-chosen activities to check the accuracy of this information.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's raised expectations for pupils to develop and sustain positive attitudes to learning are not implemented fully in some year groups. This means that pupils can be distracted or distract their peers from their learning. The school should ensure that staff have the knowledge and skills to effectively support pupils to be ready and able to learn.
- Where subject leadership is under development, staff do not have sufficient curriculum expertise to use learning resources and adaptations with effect. As a result, pupils do not learn new knowledge securely. The school should support staff to develop subject expertise to teach the curriculum content effectively so that pupils achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139987
Local authority	Gloucestershire
Inspection number	10378941
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	Board of trustees
CEO of trust	Matthew Hall
Chair of trustees	Finella Elliott and Teresa O'Shea (co-chairs)
Headteacher	Matthew Hall
Website	www.stone-with-woodford.gloucs.sch.uk
Dates of previous inspection	1 and 2 November 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Gloucester. It received a section 48 inspection for schools of a religious character in 2019
- Two new co-chairs of the board of trustees took up their post in April 2025.
- The substantive headteacher was appointed in January 2025.
- A new class teacher and SEND coordinator joined the school on the first day of the inspection.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and other school staff. The lead inspector met with representatives from the board of trustees, including the co-chairs. She also held a telephone call with a representative from the diocese.
- Inspectors carried out deep dives in early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors listened to some pupils in Years 1, 2 and 3 reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: met the designated safeguarding lead; checked the single central record of adults working in the school; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and during breaktime and lunchtime. They spoke with pupils and staff about behaviour.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors spoke to parents at the start and end of the school day. They considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. They also considered responses to Ofsted's staff survey.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Julie Fox

Ofsted Inspector

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