

Inspection of Clearwater Church of England Primary Academy

Clearwater Drive, Quedgeley, Gloucester GL2 4GH

Inspection dates: 2 and 3 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils thrive at this welcoming and inclusive school. Since the school opened in 2017, the headteacher has instilled a strong spirit of teamwork and cooperation throughout the school and community. She has left no stone unturned in her quest to create a culture of high expectations for all.

Christian values of compassion, respect, community, joy, responsibility and courage underpin everything the school does. Pupils behave impeccably in lessons and social times. They follow the school rules consistently without being reminded. Bullying is very rare. Pupils say that if a problem occurs, leaders put a stop to it at once. This is a safe and happy place for pupils to learn in.

Leaders place a high priority on developing pupils' character. Pupils learn the importance of being caring and thoughtful individuals. They can explain why British values, such as mutual respect and tolerance, are important. Pupils say to 'treat others how you want to be treated'.

Staff and parents praise the positive and visible leadership at the school. Many parents commented on the sense of community, nurture and care afforded to every child.

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

Leaders have made sure that there is a sharp focus on pupils' language and communication skills throughout the curriculum. This begins in Reception Year, where children enjoy listening to and acting out stories in the 'reading garden'. Well-trained staff are on hand to guide and support children to develop their spoken language. Across the school, adults encourage pupils to speak clearly and in full sentences. Pupils are confident about using their talk partners to share their thoughts and ideas. This helps to deepen learning so they achieve well.

Leaders give reading a high profile in school. The library and reading areas are stimulating and full of interesting books for pupils to enjoy. Children in Reception Year get off to a strong start learning phonics. This continues into key stage 1. Staff use assessment well. They quickly spot and offer extra help to pupils who are not keeping up with the pace of the phonics programme. In key stage 2, pupils enjoy a rich diet of carefully chosen books. These help to develop pupils' vocabulary, comprehension and understanding of the wider world.

Leaders have designed a broad and ambitious curriculum. It is particularly strong in English, science and mathematics. Knowledgeable subject leaders have carefully mapped the essential concepts pupils need to learn. Teachers use quizzes to help pupils recall prior learning before moving on to something new. For example, in science, Year 2 pupils used their knowledge of what animals need to survive, before applying this to new learning. However, in some of the foundation subjects, leaders'

curriculum thinking does not always make clear the most important knowledge that pupils need to know and remember. As a result, pupils do not have the same depth of knowledge as they do in other subjects.

Pupils with special educational needs and/or disabilities (SEND) benefit from an inclusive and caring ethos. Staff waste no time in getting to know pupils' precise needs. They provide timely and effective support to enable them to be taught the same curriculum as their peers. As a result, pupils with SEND achieve well from their starting points.

The management of pupils' behaviour is exceptional. Leaders and staff have the highest of expectations for pupils' conduct. Pupils know why it is important to do the right thing. Consequently, poor behaviour does not disrupt learning. Pupils take pride in all they do, from leading assemblies to helping a friend in need. Their attitudes to learning are exemplary. Pupils' attendance is excellent because they love coming to school.

Leaders offer an impressive range of opportunities beyond the academic. They weave these carefully into the curriculum. For example, during 'Wheely Day', pupils learned about road safety and the importance of exercise. Leaders celebrate pupils' understanding of different cultures, beliefs and faiths. Pupils say that they know to be kind and to value everyone. Leaders are successfully growing a community of compassionate and responsible young citizens.

Trust leaders and governors share the school leaders' vision of 'small steps to big dreams'. They know what is going well in the school and what needs further improvement. Governors ask challenging questions and hold leaders to account for their actions. Additionally, trust leaders have well-developed systems to check the effectiveness of school leaders' actions. Staff unanimously agree that leaders support them to do their job well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective systems in place to prioritise pupils' safety. The procedures for the safe recruitment of staff are thorough. All staff, including governors, receive high-quality training. Staff are confident about noticing and reporting on any signs of concern. Leaders act quickly and offer timely support to families in need of help. Central trust leaders' monitoring of the school's safeguarding work is strong.

Pupils feel safe and secure in school. They know many ways to keep themselves safe, including online safety and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders' curriculum thinking is not as well developed as it is in others. In these subjects, pupils' recall and application of essential knowledge are not as strong. Leaders need to ensure that the relevant knowledge and skills are made more explicit across all subjects, so that pupils build on prior learning and deepen their understanding.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143712
Local authority	Gloucestershire
Inspection number	10212166
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	Board of trustees
Chair of trust	The Venerable Hilary Dawson
Headteacher	Kate Moss
Website	www.clearwateracademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Clearwater Church of England Primary Academy is a new school which opened in September 2017.
- The school is part of the Diocese of Gloucester Academies Trust, a multi-academy trust of 17 primary schools in Gloucestershire.
- The school currently has two classes of Reception children, and one class each for Years 1, 2, 3 and 4. It will gradually build up to an all-through primary school with pupils from Nursery to Year 6.
- The school does not use any alternative provision.
- Clearwater Primary Academy is a Church of England School. It has not yet received its section 48 inspection. This is due in 2022.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the deputy chief executive officer of the trust and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- An inspector also spoke to leaders about the curriculum in some other subjects, including art and design, and computing.
- An inspector listened to pupils in Years 1, 2 and 3 read.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. An inspector considered how well the safeguarding leader acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors considered 53 responses to the online survey, Ofsted Parent View, including 38 free-text responses. They also considered 17 responses to the staff survey.

Inspection team

Dale Burr, lead inspector

Her Majesty's Inspector

Wendy Hanrahan

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022