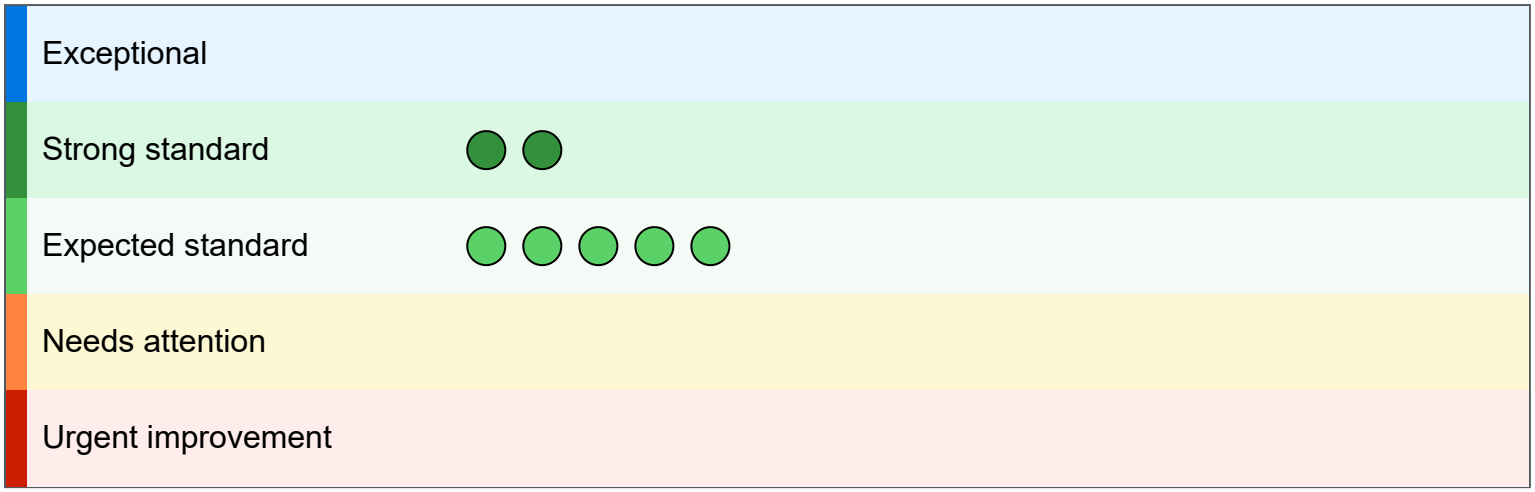
Churchill Church of England Primary School

Address: Pudding Pie Lane, Langford, Bristol, BS40 5EL

Unique reference number (URN): 149549

Inspection report: 10 March 2026



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

Inclusion

Strong standard

The school’s emphasis on inclusive culture and practice is evident. Pupils with special educational needs and/or disabilities and those from disadvantaged backgrounds are fully included in all aspects of school life. Staff gather detailed information to understand each pupil's unique needs. They know pupils’ strengths and quickly identify any barriers to learning. Leaders provide comprehensive, personalised support to remove these barriers. They ensure that pupils make meaningful progress from their individual starting points. Staff make well-considered adaptations to help these pupils learn the curriculum successfully.

Leaders have a thorough understanding of pupils’ needs. They work closely with parents, carers and external agencies to secure the support pupils need to thrive and succeed. Such support includes having customised equipment or adapted resources to help pupils concentrate and feel comfortable. Leaders regularly monitor and review the effectiveness of additional help. This informs high-quality training for staff and the ongoing refinement of support for pupils. It enables leaders to sustain a positive impact on pupils’ achievement. For example, leaders make effective use of research to design support for pupils who receive additional funding. As a result, disadvantaged pupils achieve well.

Personal development and wellbeing

Strong standard

Pupils’ personal development is woven seamlessly through every element of school life. The personal, social and health education curriculum develops pupils’ understanding of healthy relationships and how their bodies change as they get older. Pupils learn about the dangers of the internet, online safety, scams and exploitation.

Character development takes inspiration from figures such as Anne Frank. Pupils learn, 'How wonderful it is that nobody need wait a single moment before starting to improve the world.' Pupils understand they can make a difference. They actively take on coveted leadership roles, such as collective worship ambassadors, house captains or librarians. The school council is proud of the fundraising it has done to develop the school playground and organise prizes for good attendance.

Leaders reflect carefully and create opportunities for pupils to deepen their understanding. The school fosters pupils’ spirituality through themes of ‘self’, ‘other’, as well as ‘the world and beyond’. Discussions and assemblies help pupils to consider 'big questions' about life, such as, ‘What makes me happy?’ Pupils learn respect and tolerance, gaining a deep understanding of different faiths and beliefs. They also explore many important issues, such as consent, equality and equity. Pupils learn about key aspects of individual identity in an age-appropriate way to help them understand and respect difference. They are extremely well prepared for life in modern Britain.

Leaders tailor the school’s extra-curricular offer so that all pupils benefit from the rich and varied array of opportunities. The school runs several extra-curricular clubs that nurture interests in music, drama, cooking and sport. All pupils can learn to play a musical

instrument. They can also participate in a wide range of competitions that celebrate and encourage their talents.

Expected standard

Achievement

Expected standard

Pupils, including the disadvantaged and those with special educational needs and/or disabilities, make progress through the curriculum, knowing more and remembering more over time. The school effectively helps pupils in the early stages of learning to read. Many pupils can blend sounds to read words accurately. They build fluency in writing as well as the basics in handwriting and spelling. Pupils take pride in their work.

The school's published outcomes show that most pupils achieve well in phonics, the Year 4 multiplication tables check and by the end of key stage 2. In recent years, the school has secured improvements to its subject-specific curriculums. In many subjects, pupils recall their learning well. They connect it to the different topics that they study. They like sharing what they know, such as the features of earthquakes, the movement of light and the history of the Anglo Saxons. Typically, pupils are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders monitor attendance carefully and act quickly if concerns arise. They follow up on any absences tenaciously. Leaders know pupils and their families well. They work closely with them to overcome barriers to pupils attending well. For instance, staff use telephone calls, meetings and home visits to help parents and carers understand why attendance matters. Leaders use a range of effective strategies, such as the breakfast club, to ensure high attendance and punctuality. As a result, attendance is broadly in line with the national average.

Pupils' behaviour is calm and orderly. The school has high expectations of how pupils conduct themselves. Staff support pupils to reflect on how their conduct affects others. Staff apply the behaviour policy consistently and are responsive to pupils' individual needs. For example, staff help pupils to recognise and manage their emotions. From an early age, children learn to appreciate the impact they can have on others. They understand and value each other's differences and support each other in their learning. Pupils exhibit high levels of resilience and self-control. Consequently, bullying is rare and dealt with effectively if it happens.

Curriculum and teaching

Expected standard

Leaders hold a clear understanding of the quality of teaching. They have designed an ambitious and well-sequenced curriculum. Leaders ensure that pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, gain the knowledge they need for future learning. Where needed, staff make adaptations to lesson activities. This helps pupils with SEND to be successful. Generally, pupils experience

effective, high-quality teaching across the school. Teachers have secure subject knowledge. For example, they encourage pupils to use subject-specific vocabulary such as ‘irregular’ and ‘polygon’ when they study the properties of two-dimensional shapes.

Staff make regular checks on pupils’ learning. Typically, these checks provide a clear oversight of what pupils know and can do. Teachers identify misconceptions and give pupils feedback straight away, so their learning is secure. This helps pupils to be motivated and well prepared for their future learning. While pupils enjoy their learning across the curriculum, there are a small number of subjects where they are not prepared as well as they could be for their next stage of education. In these subjects, teaching does not help some pupils to make connections to what they have learned before.

Early years

Expected standard

The early years foundation stage curriculum helps children develop their communication and language skills. It also supports their physical, personal, social and emotional growth. Close partnerships between the school, local nurseries and families ensure that children are ready to start school. Consistent routines and clear expectations help children to settle quickly. Staff use careful, open-ended questions to support children’s understanding of number when counting objects, such as skittles. Children work successfully on their own, in groups or with adults, in preparation for Year 1.

Children learn the sounds and letters they need to know right from the start of the early years. If they struggle, the staff quickly provide the support needed to help them catch up with their peers. Staff provide children with the opportunity to practise letter formation and handwriting. For example, children learn to spell words by recognising the sounds in them and representing them with letters. Children spell words, such as ‘soil’ or ‘shower’, and write simple sentences by the end of the Reception Year. Very occasionally, activities are not sufficiently focused on what children are expected to learn. This prevents a minority of children from making the progress they should.

Leadership and governance

Expected standard

Leaders, including those at trust level, have a clear vision and know the school’s strengths and areas for development. They understand their statutory responsibilities well, working with determination and a commitment to improvement. Pupils are central to this work. To this end, leaders collaborate with parents, carers and external agencies to secure the correct support for pupils with special educational needs and/or disabilities (SEND).

Trustees and local governors use their expertise to provide appropriate challenge and support. The trust has put effective systems in place to support leaders. For example, training and focused development opportunities are used well to strengthen leadership skills across the school. Trustees and governors are knowledgeable about the school and make decisions in the best interests of pupils. They ask leaders relevant questions to help them to reflect on their strategic improvements.

Staff value the professional training and wellbeing support that they receive. For example, staff receive training on adaptive teaching strategies, which helps to ensure that pupils with SEND are supported. Leaders care deeply about staff who work in the school. They

consider their wellbeing and workload, helping to ensure that staff morale is high. It is because of this considered leadership, staff feel supported and pupils benefit from a school that continues to develop. Parents and carers are overwhelmingly positive about the care and education their children receive. They highlight the many opportunities leaders provide to support their children's development, such as dancing, public speaking and school trips.

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

Pupils love coming to this welcoming and inclusive village school. The school day starts with friendly greetings and calm routines. The school's values of 'love, respect and hope' come through in the way pupils treat each other. Across the school, pupils know what is expected of them. They follow the rules and attend regularly.

Pupils strive to meet the school's high ambition. They live up to the school motto of 'with kind hearts and determined minds, we inspire each other to be the best we can be'. Pupils take pride in their work and exhibit a determination to succeed in their learning. This is reflected in the school's published outcomes in national tests.

Pupils enjoy learning through a well-organised and ambitious curriculum that builds their knowledge and skills over time. Staff know pupils well and adapt learning to overcome any barriers. As a result, pupils with special educational needs and/or disabilities receive the support that will help them succeed.

Pupils feel safe and well cared for. They trust staff to deal with issues quickly, such as bullying. Pupils form positive relationships with their peers and staff. In the classroom, pupils ask and answer questions enthusiastically. They sustain effort, listen carefully and respond to feedback. In the playground, pupils of all ages play together harmoniously. Pupils take pride in contributing to the local community through activities, such as fundraising, food bank collections or litter picking. These activities prepare them well for life in modern Britain. The weekly 'Citizen of the Week' cup is awarded to one pupil in the school who best exemplifies the school values. The school tracks participation closely to ensure that every pupil, including those who are disadvantaged, benefits from its extracurricular opportunities.

Next steps

- Leaders should ensure that all activities in the early years are designed to deepen children's learning and development.
- Leaders should reduce remaining variability in curriculum implementation, so teaching consistently strengthens pupils' recall and connections across their learning.

About this inspection

This school is part of Lighthouse Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Gary Lewis, and overseen by a board of trustees, chaired by Adele Haysom MBE.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
Inspectors spoke with headteacher, the deputy headteacher, the special educational needs coordinator, the trust chief executive officer, school improvement partner, the chair of the trust board, the chair of the local governing body and other members of this group. The lead inspector also had a conversation with the Diocesan representative.

The inspectors confirmed the following information about the school:
The school is registered as having a Church of England religious character and is in the Diocese of Bath and Wells. The most recent section 48 inspection of the school's religious character took place in May 2017. The school is due to be inspected this year.

The school uses one registered alternative provider.

Headteacher: Lorraine Woollven

Lead inspector:
Gavin Summerfield, His Majesty's Inspector

Team inspectors:
Jack Lacey, Ofsted 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 10 March 2026

School and pupil context

Total pupils

204
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)

17.65%
Below 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

0.98%
Below 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

6.86%

Well below 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)	75%	62%	Above
2023/24 (final)	67%	61%	Close to average

Year	This school	National average	Compared with national 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)	89%	75%	Above
2023/24 (final)	76%	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)	93%	72%	Above
2023/24 (final)	82%	72%	Above
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)	86%	74%	Above
2023/24 (final)	79%	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

Year	This school	National average	Compared with national average
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
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)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average

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)	17.9%	13.3%	Above
2023/24 (3 term)	9.4%	14.6%	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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