

Northleaze Church of England Primary School

Address: Brook Close, Long Ashton, Bristol, BS41 9NG

Unique reference number (URN): 145264

Inspection report: 14 July 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 

Pupils are ready for their next steps in education. They generally achieve well. This is reflected by the school's published outcomes, which are typically above national averages for the expected and higher standard in English and mathematics. However, pupils with higher academic starting points sometimes do not achieve the high standards that they could. In the wider curriculum, pupils deepen their knowledge and understanding effectively. They recall their learning well across different subjects and produce good-quality work.

Children in the early years provision gain the foundations required for future learning. They develop their language well. Pupils secure the essential skills that they need, such as handwriting and applying their knowledge of number. Pupils learn the sounds that they need to read accurately and with increasing fluency. As a result, they achieve well in the phonics screening check, with performance consistently above national averages.

Attendance and behaviour

Expected standard 

Rates of pupil absence and persistent absence are significantly below the national average. Leaders and staff understand the importance of promoting good attendance and punctuality. There are robust procedures to identify any pupils who need support with their attendance. Leaders collaborate effectively with families to identify and implement ways to help. This leads to improvements for the few pupils who attend less regularly.

Pupils behave well. They live up to leaders' high expectations for moving around school, such as returning sensibly to classrooms after break. Pupils have positive attitudes to learning. They rarely disturb each other during lessons. Older pupils show high levels of self-control and motivation. On the whole, there are well-embedded routines for how pupils listen to staff and each other. As a result, classrooms are calm and orderly. Pupils are polite and respectful of each other. They encourage their peers and cooperate well. Older children look out for younger children and play with them responsibly. Bullying is rare and staff deal quickly with any unkind behaviour. Leaders typically ensure that they make suitable adaptations for pupils with particular behaviour needs.

Curriculum and teaching

Expected standard 

Leaders understand the school's curriculum strengths and areas for development. They take effective action to make improvements when necessary. For example, leaders have strengthened the writing curriculum. Leaders' raised expectations, and effective training for staff, have resulted in improvements to the quality of pupils' written work.

Staff generally teach the curriculum well. Leaders provide suitable ongoing professional development for staff. This strengthens the quality of teaching. Teaching typically uses assessment successfully to check what pupils know and can do. However, staff sometimes do not make precise adaptations to ensure that teaching builds on pupils' existing knowledge. This sometimes hinders how well pupils deepen their understanding.

Effective teaching ensures that pupils learn the sounds that they need to read accurately. Pupils read books that are matched well to these sounds. For pupils who need additional support, leaders ensure that there are effective reading interventions. Teaching builds pupils' important skills in number and handwriting. Consequently, pupils gain the foundations that they need for learning across the curriculum.

On the whole, staff tailor the curriculum and teaching suitably to meet the needs of pupils with special educational needs and/or disabilities. However, when this is done less effectively, it sometimes impedes pupils' learning.

Early years

Expected standard 

Staff are caring and know children's individual needs well. Through good-quality conversations and discussions, staff develop children's language and communication. This important foundation helps children to make sense of the world and express their thinking clearly.

Children generally achieve well. They develop their social skills, such as cooperating with their peers. This helps them to be ready for key stage 1. Across each area of learning, children have opportunities to learn and develop. For example, their physical development is supported by a wide range of indoor and outdoor activities. As a result, children are ready to move on to their next steps.

Children start learning to read as soon as they join the Reception Year. They get to know familiar stories and rhymes well. The books children read are well matched their reading ability. Consequently, children quickly build their reading fluency and confidence. Children secure the foundations they need in other important skills, such as handwriting and using numbers.

Leaders know the provision's strengths and areas for development. They have made improvements to the quality of the curriculum and teaching. While staff typically use assessment well, teaching is sometimes not adapted to build on what children already know and can do. At times, this hinders some children's progress.

Inclusion

Expected standard 

Leaders typically identify pupils' needs quickly and accurately. The school collaborates with external experts when necessary. This helps to ensure that leaders plan the right support, such as for pupils with special educational needs and/or disabilities (SEND). Leaders work well with families to review pupils' needs and support.

Leaders provide appropriate training to staff about how to meet the needs of pupils with SEND. On the whole, staff employ the strategies that leaders have designed. However, at times, there are inconsistencies in the quality of the support that pupils receive. This sometimes limits how well pupils with SEND learn and achieve.

There is a well-designed pupil premium strategy. Leaders plan and evaluate spending carefully. This maximises their impact on disadvantaged pupils. For instance, leaders identify any barriers to pupils' attendance or participation in wider activities. Leaders make

suitable provision to ensure that disadvantaged pupils attend well and benefit from these opportunities.

Pupils known (or previously known) to children's social care receive the support and attention that they need. Leaders work well with external partners to ensure that these pupils thrive in school.

Leaders use alternative provision appropriately to support pupils' education and wider development.

Leadership and governance

Expected standard 

Leaders have stabilised the school following a period of change. They have made the right improvements, such as strengthening the curriculum and embedding new routines. Leaders are reflective. They know the school's areas for on-going development. For example, they have prioritised improving support to meet the needs of pupils with special educational needs and/or disabilities.

Leaders provide effective professional development to staff, including those newest to teaching. This has improved staff subject knowledge and strengthened the quality of teaching, such as in writing. Leaders at all levels benefit from opportunities to learn from, and share, effective practice with other schools.

Leaders form constructive relationships with parents. They draw on these relationships for the benefit of pupils, such as when helping them to improve their attendance. Parents value being part of the school community. They speak highly of the care that their children receive.

Trustees and local governors share leaders' ambitious vision for pupils. They ensure that the school manages resources effectively and fulfils its statutory duties. Leaders have strengthened how they assure themselves of the quality of teaching, including in the early years provision. The insights that they gain enable trustees and local governors to provide the support and challenge needed for continuous improvement.

Staff wellbeing is a priority for leaders, trustees and local governors. Staff are proud to work at the school and value the support that they receive to manage their workload.

Personal development and wellbeing

Expected standard 

Pupils benefit from an appropriate personal development programme. Leaders ensure that pupils gain the knowledge that they need about healthy relationships and personal safety. Pupils learn how to keep safe online and about local risks, such as from roads and reservoirs.

The school's curriculum and wider provision, such as assemblies and visitors, develops pupils' knowledge of fundamental British values. Pupils hear first-hand from a Member of Parliament and a lawyer. These experiences help pupils learn about the rule of law and democracy.

Pupils learn the importance of civic duty. For example, they raise money for national charities and for good causes abroad. Pupils are keen to take on responsibilities to contribute to the school community. They are proud to hold roles such as anti-bullying ambassadors, sports leaders and reading champions.

Leaders ensure that pupils gain an understanding of spirituality. Pupils reflect on their own uniqueness. They consider how they can demonstrate their values to others, such as through acts of compassion. Pupils learn about different faiths and their approaches to spirituality. This helps them to understand others' beliefs and perspectives.

Pupils enjoy a range of visits. These broaden pupils' knowledge and experiences. For instance, pupils visited a construction site to learn about local development. Residential trips provide pupils with opportunities to build their resilience and teamwork. Pupils learn about different religious practices and celebrations by visiting different places of worship.

The school provides a range of extracurricular activities. There are mindfulness and construction clubs at lunchtime. Pupils have sporting opportunities, such as a running club and football fixtures. Leaders track the involvement of disadvantaged pupils and other pupils who may find it harder to participate. Leaders use this information to make suitable adjustments for these pupils.

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

Pupils are enthusiastic learners. They enjoy writing stories and poems inspired by books they have read. Across the curriculum, pupils gain new knowledge and skills. Pupils secure the foundations that they need in reading, writing and number. This is reflected in their achievement in national tests, which is often above the national average. In the nursery and Reception Year, children develop their language well in readiness for key stage 1. Pupils with special educational needs and/or disabilities typically receive the support that they need to learn. Overall, pupils are well prepared for their next steps.

Pupils feel a keen sense of belonging to the school. They enjoy warm relationships with staff. Pupils are determined to live out the school's values, such as demonstrating friendship and compassion. They know that being resilient means being determined to carry on, even when things are challenging. Pupils enjoy a range of experiences beyond the classroom. There are cultural opportunities through visits to a music festival, art galleries and a flower show. Residential visits provide memorable experiences for pupils to strengthen their relationships and teamwork.

Pupils have high attendance. They arrive at school on time and ready to learn. Pupils conduct themselves well in classrooms and around the school. As a result, learning is seldom disrupted. Pupils feel confident sharing any concerns with staff. Bullying is rare because staff are quick to act to tackle any unkindness. Instead, pupils celebrate people's differences and stand up for others. Pupils are prepared well for life in modern Britain. For example, the school keeps pupils up to date with the news. This helps pupils understand important contemporary issues such as changes to the environment.

Next steps

- Leaders should raise pupils' achievement further by ensuring that teaching consistently checks, and builds on, what pupils already know and can do.
 - Leaders should ensure that staff consistently make effective adaptations for pupils with special educational needs and/or disabilities, so that these pupils achieve and thrive.
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About this inspection

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

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 school and trust leaders, the chair of trustees and members of the local governing body during the inspection.

Inspectors confirmed the following information about the school:

The school is a Church of England Academy in the Diocese of Bath and Wells. It received its last section 48 inspection in July 2026.

The school also, under the same registration, runs a nursery which accepts children from the age of 3.

The school uses one unregistered alternative provider.

Corinne Clarke: Headteacher

Lead inspector:

James Oldham, His Majesty's Inspector

Team inspectors:

Wendy Hanrahan, Ofsted Inspector

Mark Burgess, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

199

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)

1.62%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.51%

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

6.03%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well 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	73%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	88%	61%	Above
2022/23 (final)	66%	60%	Close to average

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	92%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	96%	74%	Above
2022/23 (final)	90%	73%	Above

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	76%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	88%	72%	Above
2022/23 (final)	69%	71%	Close to average

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	91%	73%	Above
2024/25 (final)	92%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	90%	73%	Above

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	S	46%	S
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	S	62%	S

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	S	59%	S
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	S	60%	S
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	S	68%	S
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	S	78%	S
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘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 (3 term)	3.0%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	3.7%	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 (3 term)	2.4%	13.0%	Below
2023/24 (3 term)	6.0%	14.6%	Below
2022/23 (3 term)	6.4%	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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