

Frampton Cotterell Church of England Primary School

Address: Rectory Road, Frampton Cotterell, Bristol, South Gloucestershire, BS36 2BT

Unique reference number (URN): 109160

Inspection report: 23 June 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.

Strong standard

Personal development and wellbeing

Strong standard 

The school motto of 'becoming the best we can' exemplifies the school's commitment to the personal development of pupils. Pupils have a deep understanding of the school values and how these are also reflected in the values that are important in modern Britain. For example, the importance of honesty, fairness and justice. The school council is just one example of democracy in action at the school.

Pupils take part in a wide range of extra-curricular and enrichment activities. Experiences such as sports, engineering club and the Year 6 baking competition help to develop pupils' talents and interests. Leaders ensure that all pupils, particularly those who are disadvantaged, benefit from this rich selection of opportunities.

Pupils act as role models for others, for example as worship leaders or house captains. The 'Year 6 Achievement Award' involves pupils taking on challenges such as teaching younger pupils a new skill or interviewing business owners about their work. Pupils also fundraise for charities as way of showing they care for others. Pupils recognise how these experiences have helped them develop important life skills for their future.

Pupils enjoy exploring moral dilemmas and consider their own spirituality through moments of reflection. Pupils learn about different religions and cultures. This has helped pupils to develop tolerance and respect for others. Pupils reflect this understanding in their own behaviour. For example, bullying is rare and pupils use the restorative techniques they have learned to settle disagreements amicably.

Pupils learn how to keep themselves safe and well, including looking after their physical and mental health. They learn about healthy relationships in an age-appropriate way. Staff know the pupils well. This helps them to identify when individual pupils need additional pastoral support.

Expected standard

Achievement

Expected standard 

Pupils at this school typically achieve well. For example, high numbers of pupils achieve the expected standards for reading, writing and mathematics at the end of key stage 2. Pupils with special educational needs and or/disabilities, as well as those who are disadvantaged, make positive progress from their individual starting points.

Leaders have improved the areas of the curriculum where published outcomes have not been historically positive. For example, the phonics and multiplication checks. Consequently, the attainment of current pupils has risen. Equally, the improvements made to the early years curriculum has resulted in increasing numbers of children being well prepared for later learning.

Pupils' work typically shows that they have learned the curriculum successfully. Where gaps in their knowledge or skills are identified teachers provide the help pupils need to catch up and keep up with their peers. This enables pupils to move confidently to their next stage of education.

Attendance and behaviour

Expected standard 

Leaders set high expectations for attendance. They communicate this clearly with families. Most pupils attend very well. Leaders monitor attendance closely so that they can identify any barriers for individual pupils. Staff act quickly to support pupils to overcome these. Nevertheless, some pupils are still missing too much learning time in school. Leaders have rightly focused on working with families and other professionals to provide bespoke support to help pupils who are persistently absent to return to school. This work is beginning to make a difference to these pupils' attendance.

Pupils have positive attitudes towards their learning. They try hard with their work because they want to do well. Leaders have specifically taught pupils what it means to be safe, respectful and ready to learn. As a result, pupils typically behave well and the school is calm. Pupils speak passionately about the kindness that staff and pupils show each other. Bullying is rare and pupils are quick to raise any concerns with adults so that they can assist in resolving issues. When pupils need additional support to improve their behaviour, leaders implement effective strategies. Consequently, suspensions and other sanctions are rarely needed.

Curriculum and teaching

Expected standard 

Leaders have recently revised the curriculum so that it clearly sets out exactly what pupils should learn and when. In many subjects this curriculum is being implemented well so that pupils build their knowledge progressively over time. However, in some subjects this development work is ongoing and the curriculum is not of the same high standard.

Leaders focus on helping pupils develop the foundational skills they need to achieve well. They make sure that staff have the expertise they need to teach phonics effectively. This means that staff can quickly identify pupils who need additional support to catch up and keep up with their peers. This intervention is increasingly effective in enabling pupils to read confidently.

Teachers typically teach the curriculum well. Leaders have identified the techniques that help teachers most effectively explain concepts and model instructions. This means that pupils are clear what they need to do to be successful. Teachers use a range of methods to check that pupils understand and remember their learning. However, at times teachers do not act as quickly as they could to help correct a misconception or develop a pupil's understanding. This hinders how well pupils' grasp their subsequent learning.

Early years

Expected standard 

Leaders, with the support of the local authority, have recently revised the early years curriculum. They have carefully planned the learning activities that take place to support

children's physical, social and emotional development. For example, introducing new resources to the outside play areas. Staff prioritise supporting children to develop their communication and language skills. Children quickly and effectively learn to read. Sharing stories and songs is a highlight of the children's day. Children are well prepared for their next stage of education.

Staff quickly identify any barriers to children's learning or wellbeing. They work with families and other professionals to provide the bespoke support needed to help each child to thrive. Children have warm relationships with staff. This helps them to feel happy and safe.

Leaders have trained staff to use techniques that help children to learn through collaborative play. Many adults respond to children's interests and seize opportunities to help them develop their use of language or explore a new experience. However, at times these adult interactions are not as effective as they could be at supporting all children to learn.

Inclusion

Expected standard 

Leaders have created an inclusive culture at the school. Their ambition is for all pupils to achieve their full potential and take an active part in the life of the school. Staff know pupils and their families very well. They quickly identify the individual barriers to pupils' learning and/or wellbeing. Leaders work with other professionals to secure the right support for pupils so that they can thrive. For example, they provide mentoring or play therapy for pupils. Leaders use additional funding, such as the pupil premium, effectively. They support disadvantaged pupils to take part in enrichment activities or have additional literacy support.

Leaders monitor the progress of pupils with special educational needs and/or disabilities (SEND). This enables leaders to provide teachers with the information that they need about individual pupils. Leaders train teachers and support staff to use effective strategies to adapt the curriculum for these pupils. This means that typically pupils make positive progress from their starting points. The Nest provides bespoke additional support for pupils with SEND, such as individual phonics lessons and social interaction sessions. This enables these pupils to successfully join their peers for the majority of their learning.

Leadership and governance

Expected standard 

Leaders have an ambitious vision for the school. They are clear about the school's strengths and have been relentlessly focused on securing improvements in the areas they identified as being less successful. Leaders have been tenacious in securing the right support for the school. For example, highly effective and targeted support from the local authority has accelerated curriculum developments within the early years.

Staff are proud to work at the school. Leaders have introduced changes while also considering the workload and wellbeing of staff. Leaders provide high quality professional development for staff. Staff, particularly those early in their careers, value these opportunities to develop their skills. For example, recent work with a local English hub has given staff the confidence and expertise they need to teach phonics effectively. Curriculum leaders are developing strategies to monitor the quality of the curriculum in their respective areas. This is an ongoing priority for the school.

Governors pay close attention to their statutory duties. They maintain a robust oversight of areas such as safeguarding and finances. They provide both support and challenge to leaders. Governors work with the local authority and diocese to reflect on and celebrate the school's improvement journey. As a result, they are well placed to support leaders in planning for further improvements.

Parents are highly positive about their child's experience of school. They feel welcomed into the school community and appreciate the care that staff show their children. Parents have faith that the school has the best interests of pupils at its heart.

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

Pupils enjoy their learning and typically achieve well at this school. The published outcomes and the quality of the work produced by pupils reflects this. The school identifies any barriers that pupils have to their learning and/or wellbeing. Staff make sure that pupils have the support that they need to overcome these and make progress from their starting points. Pupils speak highly of the different ways that teachers help them to learn.

Pupils are proud of their school. They particularly enjoy taking on leadership roles to help make the school a special place for everyone. For example, reading ambassadors run the 'reading shed' and enthusiastically recommend new books to other pupils. The school council take their role of being the voice of the other pupils very seriously. For example, they recently encouraged staff to change the playground zones so that all pupils can play more easily together. They also fundraise for charities because they want to help others.

Pupils describe the school as kind and friendly. Pupils understand how they should behave so that everyone can concentrate on their learning. Bullying and unkind behaviour are rare. Staff quickly and effectively help pupils to resolve any issues. Pupils trust staff and feel safe at school. Most pupils attend well. When this is not the case the school takes the time to understand why. Leaders work with families and pupils to overcome any barriers and improve their attendance.

Pupils benefit from a wide range of personal development opportunities. Pupils regularly attend clubs such as drama and choir. They enthusiastically represent their school in sporting events. Trips, such as to local places of worship, help to bring the curriculum to life. A highlight of the school year are the enrichment days where pupils get to try new activities while having fun with their peers.

Next steps

- Leaders should ensure that the foundation curriculum is implemented consistently effectively so that pupils build on their prior knowledge and deepen their understanding across all subjects.
- Leaders should ensure that staff consistently use assessment effectively to identify gaps in pupils' knowledge and understanding so that teaching can be adapted to swiftly close

these for pupils.

- Leaders should ensure that high-quality interactions between staff and children in reception consistently engage all children in learning experiences.
-

About this inspection

The chair of the board of governors in this school is Andrew Norman.

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 senior and middle leaders. Inspectors also spoke with teaching staff, support staff and governors. An inspector also spoke with a representative from the local authority and from the dioceses.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Dioceses of Bristol. Its last section 48 inspection was April 2025.

The school does not use alternative provision.

Headteacher: Deborah Fisher

Lead inspector:

Sara Berry, His Majesty's Inspector

Team inspectors:

Hester Millsop, Ofsted Inspector

Aisling Stranack, 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 23 June 2026

School and pupil context

Total pupils

288

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

315

Close to 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)

6.94%

Well 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

5.90%

Above 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

13.19%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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	87%	61%	Above
2024/25 (final)	88%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	84%	61%	Above
2022/23 (final)	89%	60%	Above

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	90%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	91%	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	90%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	89%	71%	Above

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)	90%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	93%	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	27%	46%	Below
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	36%	62%	Below
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
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	55%	59%	Close to average
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	55%	60%	Close to average
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	27%	68%	-40 pp
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	36%	80%	-43 pp
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	55%	78%	-23 pp
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	55%	80%	-25 pp
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)	5.2%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.8%	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)	8.5%	13.0%	Below
2023/24 (3 term)	8.6%	14.6%	Below
2022/23 (3 term)	11.7%	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.

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 <https://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 2026



© Crown copyright