

Rodmarton Primary School

Address: Rodmarton, Cirencester, Gloucestershire, GL7 6PE

Unique reference number (URN): 115535

Inspection report: 3 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 ●

Early years

Strong standard ●

Children in the early years experience a wonderful start to their schooling at Rodmarton. Leaders have prioritised a thoughtful curriculum that captures children's interests. Staff consider children's starting points and adapt learning for those who need extra help, including disadvantaged children and those with special educational needs and/or disabilities.

Reading is at the heart of the curriculum. From the moment children start in early years, they begin to learn the sounds that letters represent. They practise sounds with carefully chosen books. Leaders' meticulous consideration of the nurturing learning environment promotes independence and enables children to become proficient in all areas of learning.

Staff expertly develop children's social skills through activities that are thoughtfully designed. Children learn to share and consider each other's feelings with a maturity beyond their years. When using primary colours independently to mix paints, children take turns to experiment in a calm and sensible way. Interactions between staff and children are warm and highly effective. Staff extend children's vocabulary and thinking through skilful questioning. Children achieve very well and enjoy progressing through the various topics and experiences on offer. As a result, children are fully prepared for Year 1.

Inclusion

Strong standard ●

Leaders have created a highly inclusive culture at Rodmarton that ensures that all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), feel a sense of belonging and achievement.

Leaders swiftly and accurately identify pupils' needs and any barriers they may face. They provide highly effective support to pupils so that they progress very well across the curriculum. Leaders provide support that is precise and they check impact thoroughly. For example, ongoing professional learning for staff and regular checks on pupils' learning help leaders identify where support is most effective. This helps them to ensure the support pupils receive meets their needs.

Staff check the work of pupils with SEND regularly and address any misconceptions early. Teachers provide targeted help for pupils when needed. Short term extra support is precise and effective. It enables pupils to keep up with learning. Teachers make careful adaptations to teaching and the learning environment. This enables all pupils to access the full curriculum. Leaders collaborate closely with external specialists, when necessary, such as speech and language specialists.

Leaders use additional funding for disadvantaged pupils appropriately. This helps improve pupils' personal and academic outcomes. Staff work collaboratively with parents and carers to overcome barriers and provide appropriate support where needed.

Leaders have prioritised the personal development programme and wellbeing provision for pupils. There is a coordinated approach to developing pupils' knowledge. The personal, social and health education curriculum is deliberately designed, taking into consideration the school's locality. Pupils have vast experiences beyond the village and local community. For example, the school partners with a school in Uganda. This work has resulted in pupils developing a global outlook on life. Pupils learn that happiness is not directly linked to financial status.

The curriculum ensures that pupils develop a detailed understanding of spiritual concepts and fundamental British values. This understanding makes pupils inquisitive, tolerant and respectful. Pupils' understanding stems from what they have learned about different cultures and beliefs. They demonstrate a deep understanding of different religions, such as Islam and Judaism. Pupils also highlight the similarities and differences within Christianity. They understand that people have a broad range of beliefs, even within faiths.

Pupils learn how to keep themselves physically and mentally healthy. They are able to talk about how to stay safe online and they recognise the types of foods and exercise that help maintain a healthy lifestyle. Pupils learn from wider school experiences, such as talking to a local police officer about online safety strategies. Pupils and their families are readily supported by the school's well-trained pastoral team

Pupils access high-quality opportunities that develop their talents and interests. Leaders support pupils to benefit from the wide range of activities available. They actively encourage the small number of pupils who may not always choose to attend. Many pupils access opportunities that they may not encounter outside of school. For example, there are opportunities to attend cookery, sports and computing club. Pupils relish the opportunities to work outside, with one pupil's comment reflecting the views of many, 'I would never have done any gardening, but now I'm into it.' Older pupils who are house captains take pride in developing their leadership skills.

Expected standard

Achievement

Expected standard

Pupils' attainment in national assessments at the end of key stage 2 is broadly in line with national averages. Pupils achieve very well in reading and perform better than their peers nationally. This starts with effective phonics teaching in the early years foundation stage. Children typically learn to read words with increasing fluency. Older pupils build on this knowledge over time. Similarly, children in the early years develop a secure understanding of basic number facts. This prepares them well for more complex mathematics learning as they move through the school.

In other subjects, most pupils develop knowledge securely over time. They recall key learning with passion, such as talking in detail about the Second World War. However, pupils who take the Year 4 multiplication test do not achieve as well as they should. Leaders have

begun to address this to ensure they fill any gaps in pupils' knowledge. However, it is too early to see the full impact on pupils' outcomes in this area.

Pupils with special educational needs and/or disabilities and those who are disadvantaged progress well through the curriculum from their various starting points. By the end of each key stage, pupils are ready for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders create a sense of community at the school that promotes punctuality and attendance. They greet children, and parents and carers warmly each morning. Pupils attend the school regularly. Leaders' work to improve attendance is making a positive difference and pupils' attendance is now broadly in line with the national average. Where attendance is lower, leaders work with families to remove any barriers that exist. Strategies such as 'meet and greet', and spaces in the school's breakfast club are helping to improve attendance for some pupils. Leaders recognise that reducing absence, including holidays taken in term time, remains a priority.

Pupils show kindness and respect for everyone. Pupils learn and play together with enthusiasm and consideration. Unkind or discriminatory behaviour rarely occurs. Leaders meticulously check behaviour and take robust action to address any minor issues. They involve parents and pupils to uphold the highest expectations. Teachers encourage pupils to discuss their emotions. Pupils know that there is always someone who will listen to them. Staff teach children in the early years to be thoughtful towards their peers from the moment they join the school. Pupils continue to develop high levels of empathy as they move through the year groups.

Curriculum and teaching

Expected standard 

Leaders have carefully constructed and adapted an ambitious, broad and balanced curriculum. This matches the breadth and depth of the national curriculum and takes into careful consideration the needs of pupils in mixed-age classes. Leaders regularly check that the curriculum is taught well. This ensures they have an accurate understanding of strengths and areas for further improvement. Leaders act quickly on emerging priorities. For example, their recent checks on the quality of the curriculum and teaching have led to specific training for staff in mathematics and music. This has helped staff to adapt teaching more precisely. Staff adjust their teaching so pupils, including those with special educational needs and/or disabilities, can successfully access learning activities.

Teachers have subject knowledge and skills to teach the curriculum well. They know the important content they must teach and when they should teach it. This ensures pupils develop secure knowledge over time and build on what they have learned before.

Leaders rightly place importance on developing pupils' skills to read, write and use numbers. Staff deliver the school's phonics programme effectively, helping pupils learn early sounds. Staff provide extra practice, so pupils who struggle with reading can catch up swiftly. As a result, pupils enjoy reading.

Leaders have a secure understanding of the school's strengths and the key areas that need further development. For example, they have supported teachers to adapt teaching appropriately so that pupils complete activities that match what they know and can do. Leaders respond to staff and parents' and carers' views. They gather accurate information about children's experiences to guide school improvement so that it reflects pupils' needs.

Leaders, staff and governors bring the school vision to life, 'embracing community, enriching hearts and expanding horizons', through a culture of high ambition and care. The governing body is highly committed to its role. Governors are keen to act on guidance from the local authority and utilise the expertise of newcomers to the governing body. Governors are determined to develop a more robust challenge and support of leaders.

Staff benefit from the professional learning and guidance that leaders provide. Recent training for staff to support pupils with special educational needs and/or disabilities means pupils receive more effective support with their learning. Teamwork between staff is well established. Staff appreciate the care and consideration that leaders show to their workload and wellbeing. They say that leaders are open and responsive.

Pupils, staff and parents are overwhelmingly positive about what it means to be a member of the Rodmarton community. Parents are resounding in their praise for the teaching of their children. They appreciate the school's balance between pursuing academic excellence and the many opportunities available to the pupils. Parents recommend the school wholeheartedly.

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

Pupils at Rodmarton Primary School enjoy coming to school. High rates of attendance reflect this. Pupils are proud to be part of this happy community. They skip into the playground and settle down to work purposefully. Pupils live out the school's value of resilience. They talk enthusiastically about how they learn to overcome challenges, which helps their confidence grow. Staff and pupils develop warm relationships. This helps pupils feel well cared for and, as a result, they thrive.

Pupils feel safe. They know staff will respond quickly and follow up on any concerns they may have. Behaviour in classrooms and around the school is positive and calm. Pupils understand what teachers expect of them and rise to these expectations. Bullying is rare. When incidents of misbehaviour occur, school leaders are swift to address them.

Pupils achieve well and show positive attitudes to their learning. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. Staff know pupils well. This helps them to provide the right support at the right time. For example, some pupils attend nurture groups, which helps them build their confidence. This support, alongside a well-considered curriculum, helps pupils prepare for each stage of their education. Links with the local church and nearby faith centres help pupils learn about

different cultures and religions. This understanding has led to national school awards that pupils are proud of.

Older pupils relish the varied leadership roles on offer. For example, they enjoy being 'buddies', who support younger pupils in developing their curiosity and confidence. Pupils take their positions of responsibility seriously, such as being school councillors. In these roles, pupils develop their character. They are currently leading on a whole school mural project.

Pupils benefit from a wide range of trips. For example, pupils visit a local science festival. This enables pupils to deepen their understanding of science and what they learn in class.

Next steps

- Leaders should ensure that teaching effectively develops pupils' multiplication knowledge and skills so that these gains are reflected in improved published outcomes.
 - Those responsible for governance should ensure that they continue to develop their expertise so that they support and challenge leaders effectively.
-

About this inspection

The chair of the board of governors in this school is Patricia Haylock-Vize.

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 the headteacher, other leaders and staff. The lead inspector also met with members of the governing body, including the chair.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision currently.

Headteacher: Matthew Smith

Lead inspector:

Thomas Brewer, His Majesty's Inspector

Team inspectors:

Sarah O'Donnell, Ofsted Inspector

Jonathan Leonard, His Majesty's 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 3 June 2026

School and pupil context

Total pupils

69

Well below 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

77

Well 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)

4.35%

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

4.35%

Close to 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

14.49%

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	62%	61%	Close to average
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	86%	61%	Above
2022/23 (final)	33%	60%	Below

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	85%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	78%	73%	Close to average

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	69%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	86%	72%	Above
2022/23 (final)	56%	71%	Below

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	69%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	86%	73%	Above
2022/23 (final)	44%	73%	Below

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 (final)	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 (final)	S	63%	S
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 (final)	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 (final)	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 (final)	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 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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 (final)	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 (final)	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 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	4.1%	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)	6.8%	13.0%	Below
2023/24 (3 term)	11.1%	14.6%	Close to average
2022/23 (3 term)	6.0%	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



