

Tirlebrook Primary School

Address: Brensham Road, Newtown, Tewkesbury, Gloucestershire, GL20 8EW

Unique reference number (URN): 115738

Inspection report: 10 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.

Expected standard

Early years

Expected standard 

The early years curriculum is ambitious and well sequenced. All statutory requirements are met. Staff in Nursery and Reception Years use their secure subject knowledge to implement the curriculum effectively across all 7 areas of learning. This ensures that children are very well prepared for Year 1. Staff use their assessments of children's starting points to ensure that the curriculum is adapted to meet children's individual needs. For example, teaching addresses gaps in children's communication and language skills and physical development as soon as they arrive. Staff develop warm and caring relationships with children. As a result, they settle quickly and learn how to make friends effectively. There are lots of activities on offer to consolidate children's basic skills. This ensures that children become confident and enjoy school.

In Nursery Year, regular routines such as snack time provide effective opportunities to practise important life skills such as listening and taking turns. There is a core focus on gaining a love of stories in Nursery Year. This continues in Reception Year. These children learn their phonics knowledge effectively and soon learn how to read. They learn accurate pencil grip, how to form their letters correctly and the basics of number.

Needs attention

Achievement

Needs attention 

Over time, pupils have not achieved as well as they could. They have not been prepared for secondary school well. This can be seen in published outcomes in writing and mathematics being below national averages.

Some improvement is evident. Pupils learn their phonics knowledge effectively and learn to read well. Pupils are starting to achieve better in writing. For example, there are improvements in pupils' handwriting, punctuation and grammar and in the content of their writing. Very recent changes to the teaching in mathematics are beginning to make a difference. However, pupils still have gaps in their mathematical knowledge.

On the whole, pupils are gaining more knowledge through the curriculum than before. However, weaknesses in teaching do not enable pupils to gain the depth of knowledge they could. Some pupils underachieve as a result. Disadvantaged pupils and pupils with special educational needs and/or disabilities have not been supported well enough in previous years. Current teaching is helping many of these pupils to catch up now, and so gaps are beginning to close.

Attendance and behaviour

Needs attention 

Leaders are midway through their work to promote a culture of high expectations of behaviour. There are effective routines at the start of each day. Pupils settle quickly to

lessons as a result. The school has an appropriate behaviour policy in place. However, at times, staff do not apply it consistently. Pupils recognise that behaviour in the school is getting better. Recently, new systems have gone into place to ensure that staff record any incidents of behaviour in detail. However, in the past, this has not always happened, and it has taken too long to address pupils' and parents' concerns. Current leaders are working on the right things with positive impact. However, a minority of parents remain dissatisfied. Supervision at lunchtimes is adequate.

The school has strengthened its work to improve pupils' attendance since September 2025. Leaders work closely with a range of external agencies to ensure that the school is doing all it can to improve pupils' attendance. Pupils' attendance is improving as a result. The proportion of pupils who are persistently absent has reduced in some, but not all, classes. Suspensions have decreased and are used appropriately.

Curriculum and teaching

Needs attention 

The curriculum is generally well sequenced. However, there are weaknesses in the implementation of the curriculum across subjects and classes. In some classes, learning time is not maximised. Even so, leaders' recent work to bring about necessary change is starting to pay off. Increasingly, the teaching of writing helps pupils to write with better cohesion and use ambitious vocabulary. Teaching to ensure that pupils gain the knowledge they did not secure in previous years is proving increasingly effective. For example, pupils now remember more of their multiplication tables, and pupils' handwriting is becoming more consistent.

However, there remain weaknesses in staff's subject knowledge and how they use assessment. Gaps remain in pupils' mathematical skills, such as telling the time and solving mathematical problems. Some teaching does not enable pupils to deepen their understanding of more complex subject content. At times, the resources and activity choices that staff use are not well thought through, including for pupils with special educational needs and/or disabilities. As a result, some teaching does not enable pupils to learn the curriculum as intended. Staff teach phonics knowledge effectively. Pupils across the school learn to read well. This enables pupils to access the wider curriculum successfully.

Inclusion

Needs attention 

Leaders and governors are working at pace to improve inclusion practices. However, this work is recent. It is too early to determine school-wide impact. In the past, pupils' needs were not identified quickly enough. The school was slow to provide the right academic and pastoral support. Considerable work is now in place to remedy this. The identification of pupils' needs is much more swift. As a result, there is a notable increase in the number of pupils now identified with special educational needs and/or disabilities.

The school is working productively with a range of external specialists and the local authority to improve the implementation of the curriculum for these pupils. Increasingly, pupils' plans identify the right support. Comprehensive training is well underway to ensure that staff have the skills and knowledge they need to adapt teaching and provide pupils with bespoke curriculums when necessary. Staff provide a range of sensory resources and visual

strategies to support and scaffold teaching for pupils. However, there remain weaknesses in the implementation of academic and pastoral support for some pupils.

The school uses additional funding for disadvantaged pupils increasingly effectively. As a result, pupils' gaps in English and mathematics knowledge are beginning to close.

Leadership and governance

Needs attention 

Over time, leaders and governors have not ensured that the school has prepared pupils for their next stage of education well enough. Some whole-school systems, such as the record-keeping around behaviour incidents and bullying, are not complete. The school is working effectively to address these shortfalls. Many improvements are emerging. Pupils who did not learn to read well in the past are catching up because the teaching of reading is now more effective. However, some aspects of the school's development work are recent, and so it is too early to have demonstrable impact. Weaknesses remain in several aspects of the school's work.

The school uses external support wisely. Governors have sharpened their practice following a review. The governing body is holding the school to account stringently now. The provision for pupils with special educational needs and/or disabilities is improving as a result.

Leaders provide a detailed programme of professional development. This is improving staff's subject knowledge in the areas they teach. Improvements to the teaching of writing are taking hold well as a result. Staff recognise the recent improvements. They welcome the specific focus on training, their development and managing their workload.

Many parents and carers recognise that the school is improving. However, some parents also raise concerns about communication and how well the school deals with concerns. The school is committed to bringing about improvements. Nonetheless, it is too soon for parents to see a notable impact at the moment.

Personal development and wellbeing

Needs attention 

Leaders' work to improve the school's personal development programme is well underway. Leaders have ensured that the relationships and sex and health education and the personal, social, health and economic education curriculums include all the essential content that pupils should learn. However, there are weaknesses in some staff's subject knowledge. Some important knowledge has not been taught as intended. This means that pupils have gaps in their knowledge. Pupils do have an age-appropriate understanding of how to keep themselves safe and about puberty. Even so, there is a detailed focus on how to keep mentally fit and healthy. Pupils enjoy their 'my healthy mind' lessons, for example.

Staff know pupils well. Many pupils receive highly effective pastoral support. This enables them to make effective progress through the curriculum. However, this is not uniformly the case. In the recent past, a minority of pupils did not receive the support they needed. It took too long to implement the right strategies. This is now improving. However, a minority of pupils do not have the resilience and perseverance to excel personally and academically. In some cases, this has limited their enjoyment of school.

The school tracks pupils' participation in activities beyond the academic. This ensures that all pupils, including those who are disadvantaged, can access the opportunities that the school provides. Developing pupils' artistic and musical talent is prioritised. Learning the violin is a highlight for many. Pupils make positive contributions to their community, for example singing at a local care home and in a local church. Pupils take pride in undertaking the many leadership roles on offer. Pupils enthusiastically take on roles such as being a school councillor or a house captain.

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

Children get off to a great start in the early years. This ensures that children in Nursery and Reception Years learn the curriculum effectively. This prepares them for Year 1 very well. However, pupils' experiences in key stages 1 and 2 are much more mixed. Over time, pupils, including pupils with special education needs and/or disabilities, have not been well prepared for secondary school. Pupils have underachieved due to previous weaknesses in teaching and the curriculum. Current leaders are taking the right action to successfully address these weaknesses. Many pupils recognise the improvements in the school. Pupils are learning much more now through the curriculum. However, there remain some weaknesses in the implementation of the curriculum across subjects and classes. This means that pupils, including those who are disadvantaged, have gaps in their knowledge in writing and mathematics.

Pupils know and understand the school's new values. Increasingly, pupils show pride in their work as a result of leaders' higher expectations, including for pupils who receive bespoke curriculums. Pupils try hard, and many pupils make every effort to keep at their learning. However, not all staff model the highest of expectations. When this happens, pupils can show a lack of concentration because they do not get timely support or staff do not re-engage them in learning well enough. In a few classes, pupils' learning time is not used effectively.

Pupils are confident that when bullying happens, it is sorted out over time. However, when there are recurrences of unkindness, it can take too long to address it. Leaders are working hard to resolve this.

There is a range of enrichment opportunities beyond the academic. Cooking and rounders are particular favourites. Pupils know to treat everyone equally and not to discriminate.

Next steps

- Leaders should ensure that pupils' attainment in reading, writing and mathematics continues to rise so that pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged, are well prepared for their next stage of education.
- Leaders should ensure that all staff have expert subject knowledge in the subjects and phases they teach.

- Leaders should ensure that staff use assessment information astutely, design activities that build pupils' knowledge and deepen pupils' understanding of complex concepts as soon as they are ready.
 - Leaders and governors need to ensure that there is stringent oversight of all aspects of the school's work and ensure that communication with parents and carers is consistently effective.
 - Leaders should ensure that staff implement the school's behaviour policies consistently well and all pupils gain the resilience they need to thrive academically and personally.
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About this inspection

The co-chairs of the board of governors in this school are Tony Crawshaw and Lizzy Pearce.

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 acting headteacher, acting deputy headteacher, others leaders and staff.

The substantive headteacher was absent during the inspection.

There are a number of temporary staff in classes and in leadership roles.

An inspector met with 2 members of the governing body.

An inspector met with a representative of Gloucestershire local authority.

Inspectors spoke with some parents at the start of the school day, held telephone conversations with some parents and reviewed correspondence.

Inspectors confirmed the following information about the school:

The school has a breakfast and after-school club.

The school has a nursery on site that takes pupils from the age of 3.

The school uses 2 unregistered alternative provisions.

Headteacher Lisa Smith: Acting headteacher Tanya Jaryczewski

Lead inspector:

Julie Carrington, His Majesty's Inspector

Team inspectors:

Sarah Steer, Ofsted Inspector

David Lisowski, 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 June 2026

School and pupil context

Total pupils

195

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)

12.82%

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

5.64%

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

20.00%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs 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	53%	61%	Below
2024/25 (final)	40%	62%	Below
2023/24 (final)	48%	61%	Below
2022/23 (final)	70%	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	82%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	93%	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	62%	72%	Below
2024/25 (final)	47%	72%	Below
2023/24 (final)	61%	72%	Below
2022/23 (final)	77%	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	73%	73%	Close to average
2024/25 (final)	60%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	87%	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	8%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
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	54%	62%	Below
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	8%	59%	Below
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	38%	60%	Below
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	8%	68%	-60 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	54%	80%	-26 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	8%	78%	-70 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	38%	80%	-41 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
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)	10.2%	13.0%	Close to average
2023/24 (3 term)	11.5%	14.6%	Close to average
2022/23 (3 term)	8.1%	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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