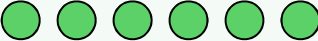


Chaddleworth St Andrew's C.E. Primary School

Address: Chaddleworth, Newbury, Berkshire, RG20 7DT

Unique reference number (URN): 109957

Inspection report: 15 April 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 

By the end of key stage 2, pupils are generally prepared well for their next stage of education. Although published test data is not in line with national averages, pupils make successful progress through the curriculum from their starting points. Across core subjects, pupils acquire knowledge and skills appropriately. Most pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are ready for their next stage of education.

Pupils show pride in their work. Leaders have focused on developing pupils' writing. Pupils' handwriting is neat, legible and has accurate letter formation and generally accurate spelling. Pupils develop their vocabulary well, including pupils with SEND. For example, pupils talk confidently about the 'Romanisation' of Britain in response to their history work, and how to use two-point perspective in response to art.

Curriculum and teaching

Expected standard 

Leaders ensure the curriculum is well planned and sequenced to help pupils build the essential knowledge they need. Teachers understand the curriculum well. Through effective approaches to teaching, pupils learn the skills they need. Teachers have high expectations for all pupils. They have secure subject knowledge which they implement well. For example, teaching about parts of a plant in science, and in geography, explaining how volcanoes form.

Leaders make sure pupils learn the basic skills for reading and writing. For example, in teaching pupils to learn to read, younger pupils read books matched to their phonics knowledge. Staff assess carefully to identify when pupils' have gaps in their recognition of letter sounds. Children in the early years learn the correct pencil grip. They develop a confident approach to learning to write. This develops through extended writing opportunities across the curriculum. The mathematics curriculum is logically sequenced and structured to help pupils build their knowledge successfully. However, some activity choices do not help pupils to consolidate some important mathematical knowledge well, such as learning their times tables securely.

Teachers use appropriate teaching resources and materials to help pupils to build their knowledge. However, a small proportion of pupils need more carefully adapted support to help them do this securely.

Early years

Expected standard 

Leaders prioritise the early years and work closely with specialists and advisors to ensure children make a positive start to their school lives. They design the curriculum effectively to support children's progress across all areas of their learning. Strategies to develop children's vocabulary, emotional development and wellbeing are effective. By the end of Reception Year children achieve well and are ready for their next stage of education.

The curriculum sequence and key knowledge is set out clearly. It links across areas of learning thoughtfully. The curriculum builds children's knowledge sequentially and helps them to develop the knowledge and skills that they need. For example, activities to support children's physical development through developing their cutting skills links well to other learning activities to explore expressive art and design. Children learn to read systematically. They learn phonics securely and have opportunities to practice reading and writing regularly. Leaders ensure that high-quality interactions strengthen children's vocabulary and understanding across the curriculum.

Staff know children's starting points well. Staff track children's progress regularly and systematically. When needed, staff identify children with special educational needs and/or disabilities quickly and ensure that they receive appropriate support. Staff build strong relationships with families that help all children to feel safe and included.

Inclusion

Expected standard 

Leaders have established an inclusive approach throughout the school. Staff identify pupils needs quickly and involve specialist support appropriately. Staff know pupils well. They prioritise meeting the needs of pupils with vulnerabilities promptly. Support for pupils with special educational needs and/or disabilities (SEND) is cohesive and underpinned by the high expectations of staff. Staff use a wide range of thoughtful resources to help pupils with SEND to learn effectively. Staff receive well-considered training, enabling them to provide appropriate support for pupils. They develop their knowledge and understanding of pupils' needs effectively. Staff check the effectiveness of their provision and adjust their support successfully. Partnerships with external agencies, such as speech and language therapists, help the school to provide support that removes pupils' barriers to their learning.

Leaders review pupils' progress systematically, including reviewing the impact of the school's strategy to use additional pupil premium funding. For disadvantaged pupils, leaders understand their barriers well. They provide support for pupils and their families who may need extra help. This helps to ensure that pupils learn the curriculum and participate in all aspects of school life without barriers. Staff support pupils who are known to social care effectively. The school makes effective use of alternative provision. This contributes to supporting pupils' academic progress as well as their wellbeing.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and areas for development thoroughly. The newly developed leadership team have acted quickly and decisively with children's best interests at the centre of their decision making. Leaders have accurately prioritised improving pupils' behaviour and attitudes to learning. Leaders share a clear, ambitious vision for providing high-quality education to all pupils and take action towards achieving high educational standards for all pupils. Leaders promote positive and respectful relationships across the school community.

Staff professional learning is appropriate and effective, particularly in core curriculum areas such as developing consistent approaches to teaching writing. Staff access appropriate professional learning programmes, such as tailored support for phonics teaching and focused training on behaviour management.

Governors know the strengths of the school and the current priorities for improvement. They are proud of the strong relationships that exist in the community. Governors understand their statutory duties and carry these out effectively. Governors address any concerns about leaders' and staff workload and wellbeing through regular checking. Leaders take account of staff wellbeing and make sure that staff feel valued.

Leaders establish very positive relationships with the parent community. School and home work in partnership effectively, such as through 'meet the teacher' events and regular communication through newsletters, class blogs and in-person communication. Parents appreciate the hard work of the staff team.

Personal development and wellbeing

Expected standard 

Leaders have developed a clear plan for pupils' personal development and wellbeing that equips them with the knowledge and skills they need to be ready for their next stage of education. Pupils know about the school's values and why values are important, for example, describing compassion as caring for others when they need help. Leaders ensure that pupils learn age-appropriate content about relationships and personal growth that meets statutory expectations. Teachers teach sex education in Years 5 and 6 sensitively. Pupils learn in appropriate groupings led by trained staff, creating a respectful and safe learning environment. Pupils demonstrate a secure understanding of key concepts such as online safety, relationships, drugs and anti-social behaviour. They articulate how these issues might relate to their own lives. The involvement of external visitors and specialist visitors, such as the police and fire service, enhances pupils' knowledge. Leaders check how well pupils understand and recall their learning.

Pupils have a wide range of opportunities to broaden their experiences and develop their talents and interests. Community sports events include all pupils. Pupils take part in events such as rugby, football and Tri-Golf. Pupils enjoy whole school educational visits to places such as the beach and the wildlife park. Leaders make sure planned activities are inclusive. Leaders ensure that pupils with barriers to their learning and/or wellbeing are fully involved in all aspects of school life. Leaders track participation to ensure disadvantaged pupils and pupils with special educational needs and/or disabilities participate appropriately. The school's personal development programme contributes to pupils' social and cultural development. Pupils learn about fundamental British values. They have some understanding of concepts such as democracy and why this is important, such as when they vote for house captains. However, this aspect of their personal development is not as well developed.

Needs attention

Attendance and behaviour

Needs attention 

Leaders have a systematic and effective approach to supporting pupils to attend school regularly and punctually. If pupils are at risk of lower attendance, staff work closely with pupils and families to address this positively. Staff have thoughtful and caring approaches to families. They work in partnership with parents and carers to remove barriers to attendance. Although attendance is not in line with national averages, attendance for most pupils shows

an improving trend over time, including pupils with special educational needs and/or disabilities (SEND).

Leaders have clear expectations of pupils' behaviour. However, the school's recently revised behaviour for learning policy is not implemented as effectively or consistently as leaders intend. In lessons, some pupils do not routinely demonstrate the standards of expected behaviours for learning. Most pupils follow the routines staff establish. Staff support pupils with SEND who need it to manage their behaviour effectively and sensitively.

The school is a generally calm and orderly environment that begins with a positive start to each day. Pupils are happy and confident. They play happily on the playground and most are respectful towards one another. Leaders deal with bullying and discrimination, whether online or offline, quickly and effectively.

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

Pupils are happy at this nurturing school. They know the school's Christian values of community, compassion, courage, trust, perseverance and thankfulness well. Pupils participate in a range of curriculum enrichment opportunities, such as football, drama productions and learning a musical instrument. Pupils with leadership roles, including house captains, sports leaders and worship leaders, enjoy their responsibilities. Beginning from early years, staff involve pupils in all aspects of school life. This helps pupils to develop a keen sense of belonging.

Most pupils enjoy their lessons and learn the curriculum well. They build secure knowledge and skills across the curriculum. Pupils develop their vocabulary well. For example, when studying the formation of volcanoes, pupils readily describe the movement of tectonic plates and the role this plays. Although not reflected across published test results, pupils achieve an appropriate standard in reading, writing and mathematics.

Staff support disadvantaged pupils and those known to social care thoughtfully. They identify the needs of pupils with special educational needs and/or disabilities quickly. Staff generally adapt teaching and resources effectively. Pupils access learning successfully and develop increasing independence. However, at times, a small proportion of pupils with barriers to their learning do not receive learning activities adapted appropriately for their needs. As a result, they do not secure the knowledge to progress through the curriculum well.

Pupils feel safe. They attend school regularly and know that if bullying happens at the school, staff resolve it supportively. Pupils typically behave well. However, some staff do not always apply the behaviour policy across all classes consistently. This means some pupils do not manage their relationships with peers and staff as positively. Leaders have acted by implementing the recently revised behaviour policy fully across all classrooms.

Next steps

- Governors should further develop their knowledge and expertise to provide robust support and challenge to leaders that results in improved achievement, behaviour and attendance for pupils consistently and effectively across the federation.
 - Leaders should ensure that the recently developed behaviour policy is consistently and effectively implemented across the staff team so that all pupils develop positive attitudes to their learning.
 - Leaders should ensure that the curriculum is adapted precisely for pupils who need additional support to enable all pupils to build on what they know more securely across all curriculum subjects.
 - Leaders should ensure that mathematics lessons strengthen pupils' learning of mathematics, including times tables knowledge, resulting in improved published outcomes for all pupils over time.
 - Leaders should further develop the programme of personal development and wellbeing so that the school's teaching of British values is understood clearly by all pupils.
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About this inspection

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.

Inspection activities:

Inspectors spoke with the headteacher and other school leaders. Inspectors also spoke with a representative of the local authority and the diocese.

The inspectors confirmed the following information about the school:

Chaddleworth St Andrew's C.E. Primary School and Shefford C.E. Primary School are federated. Both schools are overseen by a single governing body. The Shefford C.E. Primary School site is used as the main place of education for pupils from both schools. The pupils from both schools learn side by side in school and wear the same uniforms.

Chaddleworth St Andrew's C.E. Primary School and Shefford C.E. Primary School were inspected at the same time. Although the two inspections were distinct, some elements of the inspection were combined and evidence shared.

Since the last inspection, the overall leadership structure has changed. The school appointed a new headteacher in September 2025.

The school uses one unregistered alternative provision.

The school runs breakfast clubs and after-school clubs.

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspector:

Chris Parker, 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 15 April 2026

School and pupil context

Total pupils

30

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

56

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)

30.00%

Close to 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

3.33%

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

23.33%

Well above 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	25%	61%	Below
2024/25 (revised)	S	62%	S
2023/24 (final)	S	61%	S
2022/23 (final)	S	60%	S

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	67%	74%	Below
2024/25 (revised)	S	75%	S
2023/24 (final)	S	74%	S
2022/23 (final)	S	73%	S

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	33%	72%	Below
2024/25 (revised)	S	72%	S
2023/24 (final)	S	72%	S
2022/23 (final)	S	71%	S

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	75%	73%	Close to average
2024/25 (revised)	S	74%	S
2023/24 (final)	S	73%	S
2022/23 (final)	S	73%	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

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.1%	5.2%	Above
2023/24 (3 term)	9.1%	5.5%	Above
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.4%	13.3%	Above
2023/24 (3 term)	32.0%	14.6%	Above
2022/23 (3 term)	15.4%	16.2%	Close to average

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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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

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