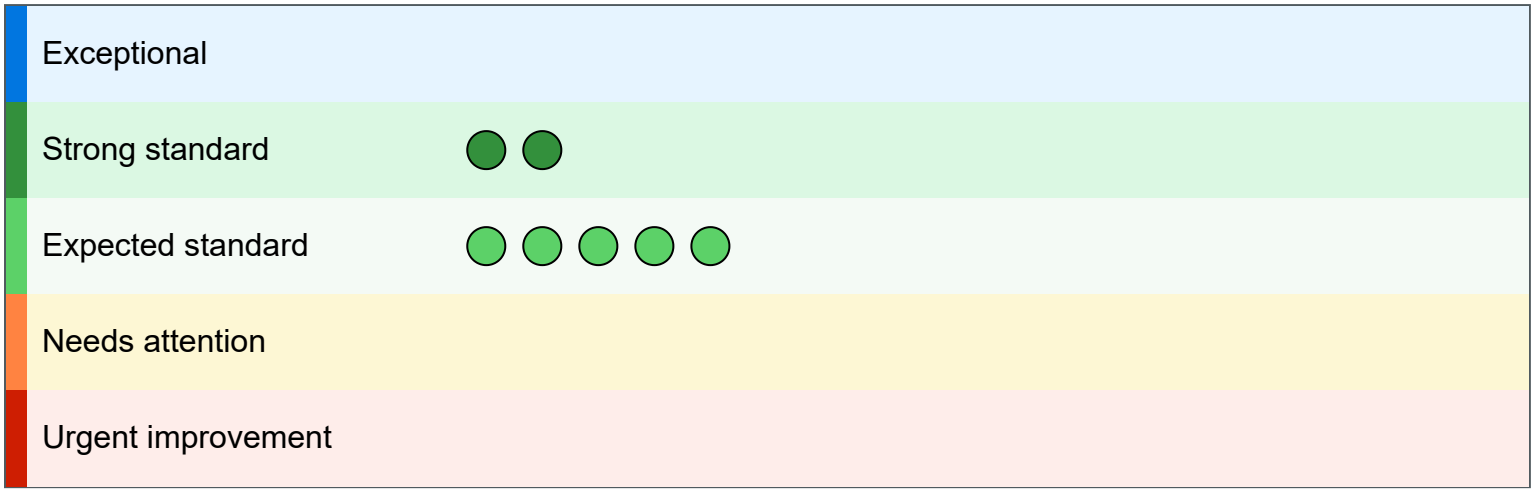
Overbury CofE First School

Address: School Lane, Overbury, Tewkesbury, Gloucestershire, GL20 7NT

Unique reference number (URN): 116837

Inspection report: 20 October 2026



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

Inclusion

Strong standard

Leaders have created a fully inclusive school in which everyone can achieve. They prioritise getting to know each child well and they build positive relationships with families. This helps them to accurately identify barriers that pupils might face. They quickly spot any changes that might be impacting pupils' wellbeing or learning and deal with them very well. The school's established strategies ensure that staff consistently respond to pupils' needs so that pupils achieve and thrive.

Leaders make sure that pupils receive high-quality support that allows them to access the curriculum. They ensure that teachers understand how to adapt lessons so that all pupils learn. Established processes are in place that include teachers working with external specialists when necessary. These processes help staff to adjust their teaching to meet pupils' needs.

Leaders systematically check that pupils are making progress and use information from these checks to deploy additional adults when needed. Staff balance academic and pastoral support, so that pupils feel confident to have a go. This is successfully helping pupils with special educational needs and/or disabilities (SEND) and those with barriers to learning make excellent progress from their starting points.

Leaders make effective use of funding to support pupils with SEND and those with other barriers to learning or wellbeing. This support extends beyond the classroom and pupils benefit from a fully inclusive enrichment offer. As a result, pupils are confident and resilient learners who enjoy school.

Personal development and wellbeing

Strong standard

Leaders have developed a highly effective programme to promote pupils’ personal development and wellbeing. They arrange meaningful experiences that complement the planned curriculum. For example, pupils learn about healthy eating. They then deepen this learning by seeing how food is produced within the local Overbury Estate. They also visit local farms and learn how local people contribute to the unique community that the school is part of. Pupils learn what they need to do to achieve their ambitions.

The curriculum also teaches pupils how to stay safe in a range of circumstances. For instance, they learn about online safety, the potential threats of artificial intelligence and how to develop healthy relationships with other people. They are well prepared to face various risks.

The school provides a well-considered enrichment programme. Clubs, trips and residential visits develop pupils’ resilience, independence and social skills. Leaders ensure that pupils with barriers to learning take part fully. Leaders inspire pupils with leadership opportunities such as representing the school council. Pupils value the voice that leaders and governors give them when it comes to making important decisions about the school.

Pupils have a detailed understanding of the fundamental British values and explain how these align with the school's values. For example, they understand how government works and understand the rule of law.

Leaders know pupils extremely well. They anticipate issues before they arise and offer bespoke support to individuals that need it. As a result, pupils make positive choices. The school's pastoral support helps pupils to feel safe, develop confidence and manage their emotions. Staff's strong relationships with families contribute to pupils' wellbeing, especially for the most vulnerable. Pupils leave the school as confident, respectful and socially responsible individuals who are well prepared for future challenges and success.

Expected standard

Achievement

Expected standard

Pupils generally progress through the curriculum and achieve well. Pupils typically write accurately and produce work that reflects secure understanding of what they have learned. They learn to read well and outcomes in phonics are above the national average. However, sometimes older pupils do not develop the love of reading that leaders expect. In mathematics, pupils know and remember more over time. Pupils' achievement in the Year 4 multiplication check is close to the national average. Pupils with special educational needs and/or disabilities and those with barriers to learning make positive progress from their starting points.

Pupils typically achieve well across the curriculum, meaning that overall, they are ready for the next stage of learning. Pupils talk knowledgeably about the things they have learned in various subjects. For instance, in history, some pupils ably explain features of Anglo-Saxon life.

Attendance and behaviour

Expected standard

Leaders ensure that pupils attend school regularly. They communicate clear expectations to families and uphold these expectations consistently. Parents and carers understand the school's expectations and work with leaders so that pupils attend school each day. Leaders know pupils well and anticipate barriers that might make regular attendance difficult. They track attendance carefully and are alert to provide help when it is needed. This work is making a positive difference. Pupils at risk of persistent absence are being helped to attend more regularly.

Behaviour across the school is typically positive. During lessons, teachers encourage pupils to participate positively in learning and pupils are generally engaged and keen to learn. During social times, pupils play happily together. Leaders ensure that staff are well trained with the skills they need to support pupils to behave well. Staff understand pupils' individual needs and provide appropriate support to help them meet the school's expectations. Some pupils benefit from specific plans that help them to make positive choices. If bullying

happens, staff deal with it quickly and effectively. Leaders support pupils so that it doesn't happen again. This helps to ensure that pupils feel safe and ready to learn.

Curriculum and teaching

Expected standard

Leaders are ambitious for pupils and have designed a programme of study that excites pupils' interests. Leaders have an accurate view of the curriculum and act quickly to make improvements when necessary. For example, leaders have identified the need to strengthen pupils' confidence and clarity when speaking. As a result, teachers deliberately provide opportunities for pupils to talk clearly about what they know. This is helping pupils become more articulate and confident.

Leaders ensure that teachers have the skills they need to teach effectively. Teachers teach lessons that build on pupils' existing knowledge. They sometimes link subjects together so that pupils make connections between the things they have learned. This helps pupils to remember what they have learned. Teachers use interesting books to teach key knowledge in lessons. However, teachers do not always give pupils enough opportunities to read books that interest them.

Teachers teach lessons that are typically well adapted to meet pupils' needs. This means that everyone, including pupils with special educational needs and/or disabilities and pupils with barriers to learning take part. However, teachers are not consistent in checking pupils' understanding in lessons or adapting teaching to meet pupils' needs. This means that some pupils do not progress as well as they might.

Early years

Expected standard

Leaders make sure that children benefit from effective provision in the early years. They create a welcoming environment in which children feel safe and have their needs met. High-quality interactions between children and adults help children to learn well. Children develop their communication skills from the moment they arrive at school.

Early years staff have developed a curriculum that builds children's knowledge of basic concepts and information. Teachers teach lessons that develop children's understanding of the world around them. For example, they find out about the seasons and learn about autumnal changes. Children enjoy taking part and completing tasks. However, sometimes they are not given opportunities to deepen their learning further.

Leaders identify any barriers to learning that children have when they start at school. Staff adapt activities to help children to overcome these barriers. This means that pupils with special educational needs and/or disabilities and those with barriers to learning fully participate in all aspects of life in the early years. Teachers teach phonics effectively and children enjoy using their phonics knowledge to read. This means that children generally achieve well and are prepared for learning in Year 1.

Leadership and governance **Expected standard**

Leaders know the school community and the pupils well. Leaders have an accurate view of the quality of the school's provision. This information helps them to focus on the right areas for improvement. For example, they have successfully improved the teaching of writing and communication so that pupils are more fluent.

Leaders have developed constructive relationships with parents and carers. They are role models to staff, pupils and families. They work actively to support and help families when needed. These relationships, combined with leaders' deep knowledge of each child, place pupils interests at the heart of decision-making. They provide pupils with every chance to succeed.

Governors thoroughly understand the school's unique context and develop effective plans to make sure the school continues to be successful over time. They support school leaders well and challenge them when appropriate. Governors fulfil their statutory duties effectively and consider leaders' wellbeing. They follow clear systems to quality assure the school's provision, for example checking that the school's safeguarding duties are met well.

Leaders promote staff's wellbeing and consider workloads when making decisions. Staff are well supported and access a range of development opportunities. There is a purposeful culture in which staff feel supported and proud of their work. This positive culture is boosting staff moral and benefiting pupils.

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

Pupils receive a warm welcome when they arrive at school. They are proud to be part of the unique and special school family, which sits at the heart of the Overbury community. Staff support pupils to have a positive start to each day. Pupils feel welcome and part of a family. They feel safe at this school and know that trusted adults are there to help them.

Pupils have an engaging start in the early years thanks to positive relationships that are built with the adults who care for them. As they move through the school, they develop positive attitudes to learning which help them to achieve. Pupils look forward to their lessons and are excited to talk about their learning. Activities inspire them and they are proud of their work. Pupils with special educational needs and/or disabilities (SEND) and those with other barriers to learning receive effective support from adults. This means that pupils are typically well prepared for their next stages of learning.

Pupils attend school well. They are excited by what each day has to offer them. Enrichment activities such as construction club, rugby club and rounders club engage pupils' imaginations and help nurture their talents. Pupils learn about their local community. They also learn about communities across the world that are significantly different to their own. They learn about what life is like in Malawi and use technology to communicate with children at a school there. Pupils thrive with responsibilities such as those of school councillors and leadership responsibilities. They are proud to contribute to the school's success.

Pupils' behaviour is typically positive. During social times, pupils play with each other positively. Bullying rarely happens at this school, however, leaders deal with it very quickly when it does. This helps children to feel safe and happy.

Next steps

- Leaders should ensure that teachers consistently check pupils' understanding in lessons and adapt teaching to meet pupils' needs.
- Leaders should continue to strengthen the culture of reading across the school so that pupils further grow their love of reading.
- Leaders should ensure that staff consistently maximise opportunities in the early years to meet children's individual abilities, so that all children make progress from their individual starting points.

About this inspection

The chair of the board of governors in this school is Deb Manns.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 20 to 21 October 2026.

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 leaders during the inspection. This included them meeting with school governors. Inspectors also held meetings with the headteacher, school leaders, staff and pupils. They looked at pupils' work and books. They also talked to parents to gather information about the school.

This school is registered as having a Church of England religious character. It is in the Diocese of Worcester. Its last section 48 inspection was in December 2019.

The school currently uses no alternative provision.

Headteacher: Sian Nolan

Lead inspector:
Tess Sharman, His Majesty's Inspector

Team inspector:
Martin Spoor, Ofsted Inspector

Facts and figures used on inspection

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

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

81
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: 268

School capacity

90
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)

2.47%
Well below average

What does this mean?

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

National average: 26.5%

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

6.17%
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: 4.1%

Pupils with special educational needs (SEN) support

18.52%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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).

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
2025/26 (1 term)	4.5%	5.1%	Close to average
2024/25 (3 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	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
2025/26 (1 term)	14.1%	14.4%	Close to average
2024/25 (3 term)	2.9%	13.0%	Below
2023/24 (3 term)	6.8%	14.6%	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.

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