

Ashbury With Compton Beauchamp Church of England Primary School

Address: Ashbury, Oxfordshire, Wiltshire, SN6 8LN

Unique reference number (URN): 149419

Inspection report: 10 February 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 get an excellent start in the early years. Adults make every interaction purposeful. For example, they use skilful modelling and story time to build children's vocabulary and communication. This creates rich talk that enhances play and supports learning. Pre-school and Reception children learn alongside key stage 1. Leaders ensure that the youngest children receive focused teaching and early years practice. Older pupils act as strong role models, helping to raise expectations for the youngest children.

The curriculum is ambitious and coherently designed from pre-school through to Year 1, so children develop their knowledge and skills progressively. Clear checkpoints enable staff to identify gaps swiftly and adapt teaching. Early reading is prioritised. Staff teach phonics in Reception with precision. Children apply their knowledge confidently in reading and writing. Early mathematics is carefully designed so that children develop secure understanding of number and pattern through explicit teaching and purposeful play.

Approaches that develop drawing and early writing strengthen children's fine motor control and help them to use phonics in writing. Those who face additional barriers, including children with special educational needs and/or disabilities, make rapid progress. Because children stay in the same space and with the same teacher into Year 1, transition is seamless. Children are very well prepared for the next stage of learning.

Personal development and wellbeing

Strong standard ●

Leaders have created an extensive, coherent and carefully structured programme of personal development. It reflects the school's context and leaders' high aspirations for pupils. The taught curriculum and wider opportunities complement one another well. They ensure that pupils develop secure knowledge, character and confidence. Pupils speak with maturity about respecting differences, valuing aspects of people's identity that are protected by law, such as race and gender, and celebrating diversity. This also happens through events, such as European Languages Day, cultural workshops and activities linked to the school's Christian character. These experiences deepen pupils' understanding of others and broaden their view of the world.

Pupils become responsible, respectful and active citizens. They learn about democracy, fairness and the rule of law through collective worship and participation in school decision-making. They develop clear understanding of healthy relationships, lifestyle choices and personal safety. Pupils confidently explain how they keep themselves safe, including online and offline, and how they apply the values taught.

Leadership opportunities are wide ranging and purposeful. Mental health ambassadors, playground leaders, worship leaders, rights rangers and house captains all make contributions to the school community. Leaders track participation in clubs closely. They ensure that all pupils, including those with special educational needs and/or disabilities and those who face additional barriers, can develop their interests and talents. When gaps appear, leaders act quickly. For example, they have established a reading club in response to pupil voice.

Pastoral support is highly effective. Staff know pupils very well. They use strategies, such as 'soft starts' and targeted interventions, precisely where they will have most impact. Pupils describe the school as a safe and supportive place. Adults listen, act and help them manage difficulties. This contributes to strong engagement and, for some pupils, improved attendance.

Across the curriculum, pupils' work shows depth, reflection and secure understanding of topics, such as inclusion, hopes, goals and managing challenges. They are confident, resilient and very well prepared for life beyond the school.

Expected standard

Attendance and behaviour

Expected standard 

Leaders place a high priority on improving attendance and act quickly when concerns arise. Overall attendance of monitored groups of pupils has risen. Persistent absence has reduced notably since last year. For the very small minority of pupils who previously struggled to attend regularly, leaders' work is having a clear and positive impact. Most now attend far more consistently. Leaders analyse attendance patterns closely. They identify barriers with precision and put well-matched adaptations in place effectively. These include supportive routines, strengthened relationships with families and tailored pastoral guidance. As a result, pupils' attendance is improving over time.

The school is calm and orderly. Pupils are courteous, cooperate and behave well in lessons and at break times. They report that bullying does not happen. Staff respond quickly and effectively to any unkindness or conflict. Pupils feel safe. Adults' high expectations, consistent routines and restorative approaches help pupils to manage their emotions. Pupils enjoy responsibilities, such as house captains, playground leaders and mental health ambassadors. These roles strengthen relationships and promote inclusive play. Behaviour records show that leaders monitor trends carefully. They secure timely support for pupils who need extra help. These actions contribute to positive relationships, a settled environment and pupils' secure sense of belonging.

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of the quality of curriculum and teaching across the school. Leaders have focused on improving the teaching of foundational elements, such as early reading, handwriting and pupils' language development. These priorities are now evident in classrooms. Teaching is effective and routines are well established. Staff present information clearly, check understanding and address misconceptions promptly. Where necessary, targeted support helps pupils to catch up in their learning.

The curriculum is well designed, so pupils develop their knowledge in a logical order. In subjects such as history, geography and science, pupils draw on prior learning with confidence and use taught vocabulary accurately. Across subjects, pupils are helped to

understand key concepts. For example, teachers use modelling and visual scaffolds effectively. In mathematics, teaching is improving as staff implement new approaches to developing pupils' fluency and use of numbers. However, these approaches are not embedded.

Teachers know pupils' starting points well, including those with special educational needs and/or disabilities and those who face barriers to learning. They adapt teaching thoughtfully so that all pupils can join in meaningfully. Phonics teaching is precise and consistent from pre-school onwards. Across the school, adults model high-quality language and structure discussion carefully. Pupils develop the vocabulary needed to access the full curriculum.

Inclusion

Expected standard ●

Leaders know their pupils well. They identify individual needs quickly and accurately, including for disadvantaged pupils, those with special educational needs and/or disabilities (SEND), those who speak English as an additional language and pupils who face wider barriers. Staff stay alert to emerging needs and respond promptly to pupils who are new to the school. Leaders support staff well, so they can monitor pupils' needs confidently and adapt support. They use effective strategies, for example 'pupil profiles', consistently across the school. Pupils with SEND receive support that helps them access the curriculum alongside their peers.

Leaders make sure staff have the knowledge and training needed to meet pupils' needs effectively. This includes phonics support, well-targeted interventions in English and mathematics and thoughtful adaptations in lessons so that pupils access their learning. These approaches help pupils make meaningful progress from their starting points. Staff work closely with parents, carers and other professionals.

Disadvantaged pupils benefit from leaders' focus on removing academic, financial and emotional barriers. Leaders use additional funding, such as the pupil premium, to prioritise high-quality teaching. Leaders ensure that disadvantaged pupils engage fully in school life. They check their participation in clubs carefully. Pupils grow in confidence and independence and typically progress well over time.

Leadership and governance

Expected standard ●

Leaders understand the school's context well and have set a clear strategic direction. Their work focuses on strengthening foundational knowledge, for example, in reading, writing, mathematics, improving behaviour and raising attendance. Leaders have high expectations. They have secured greater consistency in early reading, handwriting and classroom routines. These actions have improved pupils' day-to-day experiences and brought more consistency to teaching. Leaders check the impact of their work carefully and refine plans when needed.

Governors and trustees provide suitable support and robust challenge. They remain well informed about curriculum developments, attendance patterns and safeguarding. Through clear reporting structures and regular meetings, they probe the impact of leaders' actions. They understand the school's changing context, such as high mobility and changes to the number of pupils on roll. They balance their challenge with attention to staff's workload.

Leaders prioritise professional learning to build staff's expertise. Training is evidence informed and focused on agreed priorities. Staff report that they feel well supported. Leaders consider wellbeing when introducing change. Collaboration with the trust and other partners strengthens improvement work. This provides helpful external validation.

Leaders act in pupils' best interests. They draw on detailed knowledge of the community and work collaboratively with others to remove barriers and promote inclusion. Their strategic work on attendance is now yielding clear improvements. Safeguarding arrangements are robust and well assured through governance. Leadership actions are improving consistency. They are securing better experiences for pupils across the school.

Needs attention

Achievement

Needs attention 

A significant minority of pupils have gaps in their learning that hinder their progress. These gaps are most evident in subjects where curriculum developments are recent and not yet fully embedded, for example in mathematics, where key stage 2 test results are below the national average. As a result, pupils' readiness for the next stage varies across the school.

Progress is more secure in reading, phonics and early writing where pupils develop greater accuracy and fluency. This leads to outcomes in national assessments in reading and writing at the end of key stage 2 that are generally in line with national averages. However, in several subjects, the quality of pupils' written work does not yet demonstrate the depth of knowledge or progression that leaders intend. This means some pupils struggle to recall and apply prior learning securely over time. Leaders have taken effective action to address this.

Pupils who face additional barriers, such as disrupted prior education or joining the school mid year, typically make suitable progress from their starting points. This is because staff identify gaps and target support well.

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

Pupils show a secure sense of belonging in this small, rural school. Playtimes are calm and inclusive, with older pupils happily taking on responsibilities, such as mental health ambassadors and playground leaders. Their positive influence helps younger pupils feel valued and supported. Relationships between pupils and staff are consistently warm and respectful.

While pupils enjoy learning, pupils' achievement still needs to improve in some subjects. Leaders know gaps in pupils' knowledge in some areas mean some pupils are not as prepared for the next stages of learning as they could be. Staff are working systematically to strengthen these foundations so that all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve consistently well.

Pupils' attendance is improving. Across lessons, pupils typically show positive attitudes to learning. They talk confidently about how they learn. They describe the 'Ashbury Avengers', which help them understand important ways to learn. Pupils with SEND, as well as those who face barriers to learning, receive thoughtful support that enables them to take part in school life fully. Leaders are determined that everyone should be included, have a wide range of experiences and be a part of the community. Pupils enjoy participating in school and community activities, such as the 'walking nativity', when the school and village come together and celebrate as one.

Children in the early years thrive. They have rich interactions with adults who model high-quality language and create purposeful opportunities for play, exploration and early reading. Learning alongside older pupils raises the youngest children's expectations of what they can achieve.

Pupils value the wide range of experiences that broaden their horizons, including trips, leadership roles and the many clubs on offer. These opportunities help pupils grow in confidence, resilience and respect for others.

Next steps

- Leaders should ensure that recent curriculum changes are fully embedded so that pupils build secure knowledge in all subjects, closing remaining gaps that currently limit their readiness for the next stage.
 - Leaders should ensure that pupils apply key foundational skills consistently, so the work pupils produce demonstrates depth of knowledge and clear progression across all subjects.
 - Leaders should continue to refine the teaching of mathematics, ensuring that new approaches to fluency and number become embedded and lead to consistently stronger outcomes by the end of key stage 2.
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About this inspection

This school is part of Cambrian Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Evans, and overseen by a board of trustees, chaired by Anthony Cook.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders, staff and pupils. They met with trust representatives. The lead inspector also met with the CEO, school improvement

partner, trustees and governors from the local governing committee and a representative from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next 3 years. The last inspection of this type took place June 2024.

The school also, under the same registration, runs a pre-school for 3- and 4-year-olds.

The school does not use alternative provision.

Headteacher: Mr Tim Miller

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspector:

Felix Rayner, 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 February 2026

School and pupil context

Total pupils

73

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

115

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)

20.90%

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

2.74%

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

15.07%

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		61%	
2024/25 (revised)	47%	62%	Below
2023/24 (final)	62%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (revised)	80%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	77%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (revised)	80%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23		71%	

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%	
2024/25 (revised)	53%	74%	Below
2023/24 (final)	69%	73%	Close to average
2022/23		73%	

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
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Latest 3 year average		46%	
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2024/25 (revised)	S	47%	S
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2023/24 (final)	S	46%	S
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2022/23		44%	
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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
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Latest 3 year average		62%	
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2024/25 (revised)	S	63%	S
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2023/24 (final)	S	62%	S
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2022/23		60%	
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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
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Latest 3 year average		59%	
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2024/25 (revised)	S	59%	S
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2023/24 (final)	S	58%	S
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Year	This school	National average	Compared with national average
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%	

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	6.0%	5.2%	Above
2023/24 (3 term)	5.8%	5.5%	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)	18.0%	13.3%	Above
2023/24 (3 term)	14.9%	14.6%	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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