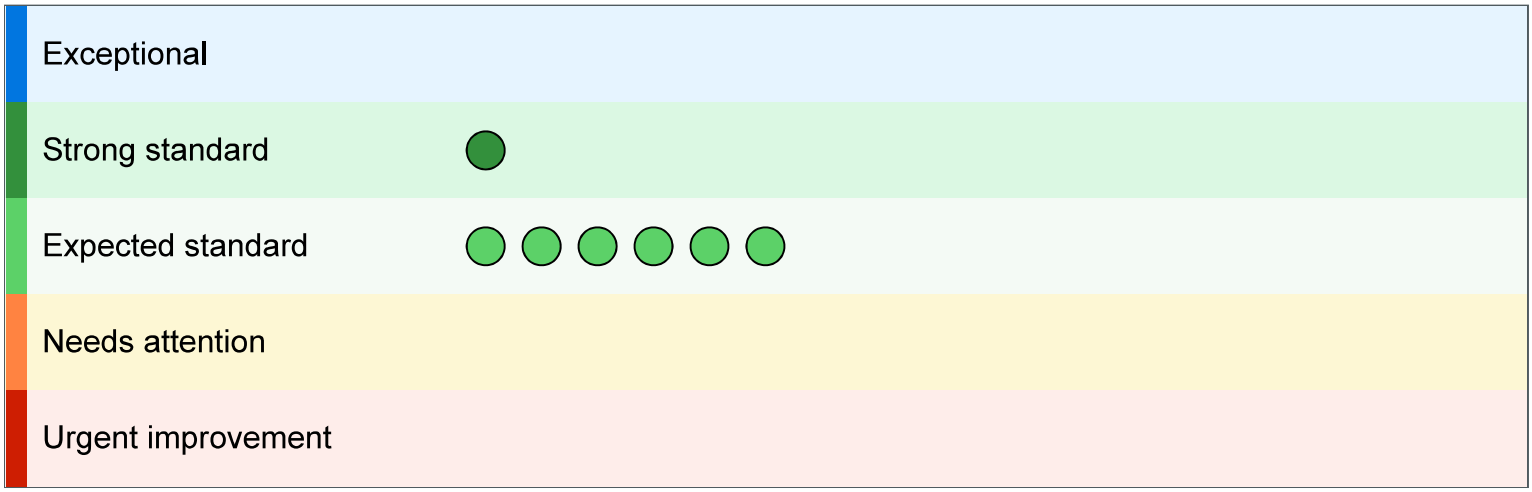
Roundwood Primary School

Address: Church Street, Gawcott, Buckingham, Buckinghamshire, MK18 4HY

Unique reference number (URN): 110228

Inspection report: 9 June 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

Early years — Strong standard

Children are happy in early years. They thrive because there are close relationships with staff and a calm, welcoming atmosphere. Leaders ensure that staff are well trained and benefit from purposeful professional development.

Leaders have developed am ambitious curriculum and improved their approaches to working with families. Children's learning is carefully sequenced and includes key vocabulary and opportunities to practise language. Staff prioritise high-quality interactions with children. Staff also focus on wellbeing, language and learning behaviours to ensure that children develop the foundations they need to be very well-prepared for their future learning and the curriculum in Year 1.

Staff have been highly trained to deliver the curriculum with precision. Leaders check children's progress through early years carefully. They use information well to make any necessary adaptations to the curriculum and to teaching.

Expected standard

Achievement — Expected standard

Overall, pupils achieve well and are ready for the next stages of their education. Pupils attain well in reading, including in national assessments. However, pupils' attainment in writing and mathematics has not been as secure over time. Leaders have identified this as a priority and have made appropriate changes to the curriculum. These changes have had a significant, positive impact on the achievement of current pupils. Pupils typically progress through the curriculum well. They produce high-quality work and deepen their learning. All pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, now build the knowledge and reading fluency they need to achieve well from their starting points and gaps in knowledge are closing quickly.

Attendance and behaviour — Expected standard

Leaders have robust systems in place to monitor attendance. They analyse patterns across classes and the school. Additionally, leaders identify individual pupils' attendance when it declines. Overall attendance figures have improved to be in line with national averages this academic year. Leaders have paid particular attention to the persistent absence rates of pupils with special educational needs and/or disabilities and those who are disadvantaged. This work has been highly successful this year. Leaders' support for pupils with low attendance has had a notable and significant impact on decreasing absence.

Leaders have carefully considered their approach to managing behaviour. Staff understand and are consistent in their expectations. As a result, pupils' behaviour in lessons and during social times is positive. Pupils concentrate well in lessons and are kind and cooperative

during playtimes. Pupils do not report any bullying. When incidents of unkind behaviour do occur, leaders are responsive and address any issues quickly and effectively.

For those pupils who find behaviour expectations harder to follow, leaders carefully analyse the causes. They use this information, alongside external advice, to develop sensible and proportionate approaches to behaviour. Consequently, pupils who behave less well improve their behaviour over time.

Curriculum and teaching

Expected standard

Since the previous inspection, leaders have worked on developing and refining the curriculum. Generally, the curriculum is ambitious and teachers have secure subject knowledge. In most subjects, learning is organised in incremental steps to build pupils' understanding over time. However, in a few subjects, learning is not organised as well and, as a result, teaching is sometimes not as precise. This means that, in a few subjects, pupils do not develop their knowledge and understanding as well as they could.

Leaders have improved the curriculum and approaches to teaching for reading, writing and mathematics. As a result, pupils develop their foundational knowledge well, particularly in reading and phonics. Leaders check the quality of teaching effectively. This has supported them in refining the training that staff receive and making further improvements.

Staff know their pupils incredibly well. They use detailed information around pupils' individual starting points and any barriers to learning that pupils face to ensure that they get the support they need. Leaders ensure that teachers check pupils' progress through the curriculum well. This has resulted in well-considered and effective adaptations being put in place for pupils with special educational needs and/or disabilities and those that are disadvantaged. Consequently, those pupils are able to access the same learning as their peers, wherever possible.

Inclusion

Expected standard

Leaders' robust systems identify pupils' needs swiftly and accurately. Staff are well trained and deliver interventions effectively. These are embedded across the school, ensuring pupils get the help they need, when they need it. Typically, leaders' approaches help reduce barriers to pupils' learning. Leaders ensure that carefully thought through adaptations support pupils, and particularly those with special educational needs and/or disabilities and those who are disadvantaged to achieve well.

The nurturing ethos means that staff know pupils very well. Careful monitoring of the interventions pupils receive, and the impact of these, ensures they are tailored to individuals for maximum results. Leaders carefully monitor the additional support put in place for pupils who need it. This support helps pupils develop their understanding and access learning.

Leaders thoughtfully use additional funding to reduce barriers to learning and enrich pupils' experiences. Leaders work well with outside agencies and access extra support from them when necessary. For example, pupils have benefited from speech therapy and visits to the

educational psychologist. These partnerships, and those with alternative providers, have a positive impact on pupils and their future learning.

Leadership and governance

Expected standard

Leaders and those responsible for governance fulfil their statutory duties and have an astute understanding of the school's strengths and areas to further develop. They have worked systematically to make improvements since the previous inspection. Effective systems, careful oversight and accurate analysis of information support leaders to drive improvement. Leaders know there is still work to do to close the attainment gap for disadvantaged pupils and have further adapted the curriculum in mathematics and writing to achieve this. The decisions which leaders have made and continue to make are in the best interests of all pupils.

Governance has undergone some recent significant change. There have been several new appointments as well as some changes to roles. Careful consideration has been given to these new appointments to ensure a breadth of expertise on the governing board. As a result, those responsible for governance know the school and community well and are committed to continued improvement.

Staff appreciate and benefit from the training provided to them to deliver the curriculum effectively and to safeguard pupils. Staff are overwhelmingly positive about the support and consideration leaders give to their workload and wellbeing.

Personal development and wellbeing

Expected standard

Pupils' personal development has been carefully considered by the whole staff team, as well as parents, governors and pupils. It is underpinned by the school's 4 values of being respectful, resilient, responsible and reliable. Pupils proudly log their enrichment experiences in their 'personal passports'. Leaders check these and use what they find out to modify opportunities as necessary.

The school's values thread throughout the broad and comprehensive personal development curriculum. Leaders change the curriculum based on emerging local issues. For example, following a briefing from the local police about the dangers of vaping and alcohol consumption, the curriculum has been adapted to help pupils understand these risks in an age-appropriate way.

Pupils typically understand how to keep themselves healthy and safe. This helps to ensure they are well prepared for life in modern Britain. For example, they can identify appropriate and inappropriate touch and they know how to stay safe when online.

Pupils have an excellent understanding around fundamental British values. This learning starts in the early years where children begin to understand democracy by participating in a daily vote for the story time book. The school actively promotes diversity and equality, teaching pupils to respect differences and providing regular opportunities to celebrate them. Pupils understand that everyone should be treated with respect and dignity and that being different is positive.

There is a highly effective pastoral offer that is closely tailored to pupils' needs. Pupils are supported well to develop their resilience and look after their own wellbeing. Leaders ensure that all pupils are offered a wide range of enrichment opportunities, which include after-school clubs, trips and music lessons.

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

Located in 2 separate buildings in 2 neighbouring villages, Roundwood is a united school at the centre of its community with a nurturing culture at its heart. Pupils are proud to support their community. For example, they have links with the local care home. Pupils enjoy visiting here. They also raise money for a local charity.

Leaders work closely with families to ensure that pupils receive the education they need to flourish. This is a caring school where pupils are happy and kept safe. Bullying is not tolerated and any concerns are addressed swiftly and effectively.

The values of being respectful, resilient, responsible and reliable thread throughout the ethos of the school, including the curriculum. This starts from the Reception class where children are encouraged to take responsibility for their learning both indoors and out. Pupils share a love of learning here. They behave well and typically make secure progress from their starting points across the curriculum. Subjects that are more developed support pupils to learn well and deepen their understanding. Generally, pupils are well prepared for the next stages of their education. Overall, pupils enjoy coming to school and attendance is broadly in line with national averages. Leaders provide effective support for pupils who do not attend frequently enough.

Pupils have opportunities to pursue their talents and interests through a range of clubs on offer. For example, pupils enjoy sporting competitions and a range of trips and visits that enhance the curriculum. Many look forward to the 'Roundwood’s Got Talent' competition where the winner gets to perform at the school summer fete.

Next steps

- Leaders should ensure that they continue to strengthen the teaching of foundational knowledge and organise learning securely across all subjects so that pupils achieve well across the curriculum.
- Leaders and those responsible for governance should maintain and build upon the school's work to promote high rates of attendance, including intervening swiftly to support parents and carers with children whose attendance needs to improve.

About this inspection

The chair of the board of governors in this school is Jen McGrath.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the special educational needs coordinator, and members of staff during the inspection. The lead inspector also spoke with 5 governors including the chair of governors.

The school has 2 sites located in different villages. Pupils in Reception and key stage 1 attend school at the Tingewick site. Pupils in key stage 2 pupils attend school at the Gawcott site.

The school currently makes use of one alternative provision.

Headteacher: Leigh Handley

Lead inspector:
Samantha Ingram, His Majesty's Inspector

Team inspectors:
Elizabeth Jeanes, Ofsted Inspector
Claire Britnell, 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 9 June 2026

School and pupil context

Total pupils

187
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

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)

19.25%
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

4.28%
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

8.02%
Well below 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	56%	61%	Close to average
2024/25 (final)	41%	62%	Below
2023/24 (final)	72%	61%	Above
2022/23 (final)	57%	60%	Close to average

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	71%	74%	Close to average
2024/25 (final)	66%	75%	Below
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (final)	62%	72%	Below
2023/24 (final)	80%	72%	Above
2022/23 (final)	71%	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	66%	73%	Below
2024/25 (final)	52%	74%	Below
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	68%	73%	Close to average

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	20%	46%	Below
2024/25 (final)	27%	47%	Below
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	50%	62%	Below
2024/25 (final)	55%	63%	Close to average
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	40%	59%	Below
2024/25 (final)	45%	59%	Below
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	25%	60%	Below
2024/25 (final)	27%	61%	Below
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	20%	68%	-48 pp
2024/25 (final)	27%	69%	-42 pp
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	50%	80%	-30 pp
2024/25 (final)	55%	81%	-26 pp
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	40%	78%	-38 pp
2024/25 (final)	45%	78%	-33 pp
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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	25%	80%	-55 pp
2024/25 (final)	27%	81%	-53 pp
2023/24 (final)	S	79%	S
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)	6.3%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	6.3%	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 (3 term)	16.1%	13.0%	Close to average
2023/24 (3 term)	21.9%	14.6%	Above
2022/23 (3 term)	21.2%	16.2%	Above

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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