

Bishop Rawle CofE Primary School

Address: Royal Walk, Cheadle, Stoke-on-Trent, Staffordshire, ST10 1QA

Unique reference number (URN): 145053

Inspection report: 28 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.

Strong standard ●

Early years

Strong standard ●

Children get off to a flying start in the early years. The curriculum is thoughtfully designed to build children's knowledge progressively, with a clear emphasis on communication, language and early reading. Staff have a secure understanding of children's starting points. They use ongoing assessment effectively to identify gaps in learning and adapt provision so that all children experience success.

High-quality interactions between adults and children support learning exceptionally well. Staff model vocabulary precisely and encourage children to explain their ideas using full sentences. Purposeful questioning extends thinking and deepens understanding across all areas of learning. As a result, children develop confidence as communicators and show curiosity in their play.

Reading is prioritised from the outset. Phonics is taught consistently, and children practise frequently through well-chosen activities and routines. This helps children to segment, blend sounds accurately and apply their knowledge confidently in early writing. Mathematical learning is woven into daily experiences, supporting children to develop secure number sense.

Children feel safe, develop independence and manage their emotions well through clear routines and nurturing support. High expectations help children to settle quickly and develop positive learning behaviours. Children learn to cooperate, manage their belongings and take pride in their achievements. Close partnerships with parents and carers ensure continuity between home and school. Consequently, children, including those with special educational needs and/or disabilities, make sustained progress and are well prepared for Year 1.

Personal development and wellbeing

Strong standard ●

Leaders place personal development at the heart of the school's work. The programme is ambitious, inclusive and carefully planned in response to pupils' needs and the local context. Pupils experience a rich range of opportunities that help them to grow as thoughtful, articulate and responsible citizens.

Pupils take meaningful pride in supporting their local community. For example, pupils were invited to be guests of honour at the opening of a new local supermarket, where they welcomed members of the community and spoke confidently about the importance of shared spaces in bringing people together. Pupils also work closely with local organisations that support people living with dementia and Alzheimer's disease. They demonstrate genuine empathy and a growing understanding of the challenges faced by individuals and families affected by memory loss.

Fundamental British values are embedded across the curriculum and wider school life. Staff teach pupils how to keep safe both online and offline. Pupils learn how to stay healthy through routines and teaching that promote active lifestyles and positive choices. They learn to respect and value difference. The curriculum helps pupils develop a strong awareness of the wider world. Pupils speak knowledgeably about current world events and discuss these

with maturity and sophistication. Older pupils explain the impact of conflict, poverty and environmental change with sensitivity. They show a clear understanding that actions and decisions can have far-reaching consequences for others.

Pupils' behaviour reflects the values promoted by the school. Leadership opportunities, such as eco council, wellbeing leaders and play leaders, help pupils develop confidence and a strong sense of responsibility. Disadvantaged pupils and those with special educational needs and/or disabilities benefit fully from the personal development offer because leaders identify barriers quickly and remove them effectively.

As a result, pupils leave the school as compassionate, informed and articulate individuals. They are extremely well prepared for life in modern Britain and beyond.

Expected standard

Achievement

Expected standard 

Pupils generally achieve well as they move through the school. They build secure knowledge in reading, writing and mathematics and are increasingly confident in applying these skills across the curriculum. Leaders identify pupils' starting points accurately and ensure that those who need additional support receive timely intervention. As a result, disadvantaged pupils and those with special educational needs and/or disabilities make sustained progress over time.

Children in the early years develop essential early reading and number knowledge. Most learn phonics effectively and read with increasing fluency by the end of key stage 1. Published outcomes in the Year 1 phonics screening check are broadly in line with national averages. By the end of key stage 2, pupils' attainment in reading, writing and mathematics is typically close to national outcomes. However, too few pupils reach the higher standard in mathematics because teachers do not consistently deepen pupils' learning once they have secured key concepts. Overall, pupils are prepared for the next stage of education.

Attendance and behaviour

Expected standard 

Leaders have made attendance a clear priority. Pupils' attendance is broadly in line with national averages and continues to improve over time. Leaders monitor attendance carefully and act quickly when concerns are identified. They work constructively with families and, where needed, seek support from external agencies. This helps pupils overcome barriers to regular attendance. As a result, fewer pupils are persistently absent and leaders are effective in securing sustained improvement for pupils whose attendance has previously been low. Staff welcome pupils warmly at the start of the day. This helps pupils feel safe, valued and ready to learn. Pupils who are anxious or unsettled receive timely pastoral support so they can settle quickly into school routines.

Behaviour across the school is calm and purposeful. Clear expectations for conduct are well understood by pupils and applied consistently by staff. In lessons, pupils are attentive and engaged. Staff intervene promptly and sensitively when pupils need reminders. They make

appropriate adaptations for pupils with special educational needs and/or disabilities or additional needs. As a result, these pupils manage their behaviour successfully and participate fully in learning. At breaktimes, pupils play cooperatively and support one another. They speak positively about relationships in the school and say that bullying is rare. When incidents occur, pupils are confident that staff address them swiftly and effectively. Pupils show respect for difference and demonstrate kindness towards each other.

Curriculum and teaching

Expected standard 

Leaders have a secure and informed understanding of the quality of the curriculum and teaching across the school. The curriculum is broad and ambitious, with clear intentions for the knowledge and skills pupils should develop over time. In many subjects, content is sequenced logically so that pupils can build on prior learning and deepen their understanding as they move through the school. Leaders prioritise reading, writing and mathematics and ensure that pupils receive appropriate support when gaps in learning are identified.

Teaching is typically effective. Teachers explain new learning clearly and generally select resources that support pupils to understand key concepts. Staff use questioning and checks for understanding to identify misconceptions. Additional support is provided where needed, including for pupils with special educational needs and/or disabilities. However, teachers do not consistently plan learning activities that are closely matched to the intended curriculum outcomes. As a result, some pupils do not have sufficient opportunities to practise, revisit or apply their skills and knowledge to tackle complex tasks.

There is a clear focus on improving writing across the school. Pupils write for a range of purposes. However, handwriting is not consistently well developed. Expectations for presentation vary, and teachers do not always address errors in handwriting promptly. This limits some pupils' ability to write fluently and present their work with care across the curriculum.

Inclusion

Expected standard 

Leaders place inclusion at the centre of the school's work. They know pupils well and use a wide range of information to identify barriers to learning at an early stage. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care. Leaders have clear systems to assess needs and review support regularly. As a result, pupils receive timely and appropriate help that supports both their learning and wellbeing.

Regular training on inclusive practice and the graduated approach has developed staff expertise. Staff are typically confident in adapting their teaching. They use a range of strategies, including visual prompts, structured routines and practical resources, to help pupils access the same curriculum as their peers. Staff work closely with leaders to share information about pupils' progress, attendance and emotional needs. This ensures that support is consistent and responsive when pupils' needs change.

Leaders monitor the impact of interventions carefully. They review what works and adapt support to improve the school's offer. Additional funding, including the pupil premium

funding, is used purposefully to reduce barriers to learning and widen pupils' experiences. The school works effectively with parents, carers, the virtual school and external professionals. Where appropriate, alternative provision is used thoughtfully to meet pupils' needs. These effective partnerships help pupils to feel supported, included and ready to succeed.

Leadership and governance

Expected standard 

Leaders know their school and community well. They have a clear and accurate understanding of the school's strengths and priorities for further improvement. Leaders identify the right actions and implement these thoughtfully to improve pupils' experiences and outcomes. Decisions are rooted firmly in pupils' best interests, particularly those who are disadvantaged or with special educational needs and/or disabilities. Leaders routinely evaluate the impact of their work and refine their approach where necessary to ensure that improvement is sustained.

The trust provides effective oversight and support. Trustees monitor the school's work through a range of well-established committees. This ensures that statutory duties are met and that leaders are held to account for the quality of provision. Trustees receive clear, timely information and ask probing questions. They provide constructive challenge alongside proportionate support. The trust maintains a strong focus on inclusion ensuring all pupils thrive. This is enacted through its vision, 'Thriving Minds. Positive Futures'.

Staff speak positively about the school's culture. Leaders place appropriate emphasis on staff wellbeing and workload when introducing new initiatives. Professional development is well planned and aligned to school priorities. Staff, including early career teachers, benefit from regular training. Coaching and opportunities to collaborate are provided across the school and the trust. As a result, staff feel confident to refine their practice and try new approaches that support pupils' learning.

Parents and carers are very positive about the school. They value the open communication with leaders and the care shown towards pupils. Leaders work effectively with families and external partners. This strong sense of shared purpose helps to establish the school as an important and respected part of the local community.

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

Pupils are proud to be part of this welcoming and inclusive school community. They are greeted warmly each morning by staff who know them well and genuinely care about their wellbeing. This consistent care helps pupils to feel safe and valued and to thrive. Across the school, there is a strong sense of belonging. Pupils speak positively about their school and describe it as a place where everyone is welcomed and encouraged to do their best.

Pupils enjoy learning and show positive attitudes in lessons. They engage enthusiastically with the curriculum and typically take pride in their work. Teachers support pupils well to build knowledge over time and help them to see links between what they have learned previously and new learning. As a result, most pupils achieve well, attend regularly and are

prepared effectively for the next stage of their education. Pupils who are disadvantaged and those with special educational needs and/or disabilities receive timely and thoughtful support. These adaptations help pupils to participate fully alongside their peers.

Behaviour across the school is calm and purposeful. Pupils understand the school's expectations and follow routines well in lessons and at social times. Relationships between pupils and staff are highly positive. Pupils are kind and considerate towards one another and value fairness. Bullying is rare, and pupils are confident that adults will listen and act quickly if they have any concerns.

The school's vision, 'Going for Gold with God', is lived out daily by pupils. They show resilience when learning is challenging and support one another with compassion and respect. Pupils readily demonstrate the school's values of trust, mindful, peace and friendship in their learning and interactions with one another.

Pupils value the wide range of opportunities available to them beyond the classroom. These include clubs, educational visits and leadership roles such as school councillors and worship leaders. These experiences help pupils to become socially responsible and active citizens.

Next steps

- Leaders should ensure that staff consistently apply the school's approach to handwriting in every subject and in every class, so pupils write with more fluency and accuracy.
 - Leaders should ensure that they support teachers to develop their expertise in selecting learning activities that are consistently and appropriately demanding for all pupils, including those who are ready to work at greater depth, so that more pupils deepen their understanding and achieve highly across the curriculum.
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About this inspection

This school is part of The Moorlands Primary Federation, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jared Eccles, and overseen by a board of trustees, chaired by Lee Yates.

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, senior leaders, the special educational needs and disabilities coordinator and a group of staff to consider their views. The lead inspector spoke with a representative of the Diocese of Lichfield, the CEO and representatives of the trust, including vice chair of the trust board, during the inspection.

Inspectors visited lessons to look at pupils' work and the curriculum and to speak with pupils about their learning and wider school activities. Inspectors also spoke to pupils at social times and met with groups of pupils.

Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey.

The inspectors confirmed the following information about the school:

The headteacher took up post in September 2025.

This school is registered as having a Church of England religious character. The school is part of the Diocese of Lichfield. Its most recent section 48 inspection, for schools of a religious character, took place in October 2023.

The school currently uses one alternative provision.

Headteacher: Lindsay Brayford

Lead inspector:

James Dean, His Majesty's Inspector

Team inspector:

Rob Johnstone, 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 28 April 2026

School and pupil context

Total pupils

150

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)

29.33%

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

2.67%

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

13.33%

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

Above 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% | 61% | Close to average |
| 2024/25 (final) | 60% | 62% | Close to average |
| 2023/24 (final) | 57% | 61% | Close to average |
| 2022/23 (final) | 65% | 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 | 75% | 74% | Close to average |
| 2024/25 (final) | 87% | 75% | Above |
| 2023/24 (final) | 62% | 74% | Below |
| 2022/23 (final) | 80% | 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 | 66% | 72% | Below |
| 2024/25 (final) | 67% | 72% | Close to average |
| 2023/24 (final) | 62% | 72% | Below |
| 2022/23 (final) | 70% | 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 | 82% | 73% | Above |
| 2024/25 (final) | 73% | 74% | Close to average |
| 2023/24 (final) | 86% | 73% | Above |
| 2022/23 (final) | 85% | 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 | 50% | 46% | Close to average |
| 2024/25 (final) | 57% | 47% | Close to average |
| 2023/24 (final) | 45% | 46% | Close to average |
| 2022/23 (final) | 50% | 44% | Close to average |

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 | 68% | 62% | Close to average |
| 2024/25 (final) | 86% | 63% | Above |
| 2023/24 (final) | 55% | 62% | Close to average |
| 2022/23 (final) | 70% | 60% | Close to average |

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 | 57% | 59% | Close to average |
| 2024/25 (final) | 71% | 59% | Above |
| 2023/24 (final) | 45% | 58% | Below |
| 2022/23 (final) | 60% | 58% | Close to average |

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 | 75% | 60% | Above |
| 2024/25 (final) | 71% | 61% | Close to average |
| 2023/24 (final) | 73% | 59% | Above |
| 2022/23 (final) | 80% | 59% | Above |

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 | 50% | 68% | -18 pp |
| 2024/25 (final) | 57% | 69% | -12 pp |
| 2023/24 (final) | 45% | 67% | -22 pp |
| 2022/23 (final) | 50% | 66% | -16 pp |

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 | 68% | 80% | -12 pp |
| 2024/25 (final) | 86% | 81% | 5 pp |
| 2023/24 (final) | 55% | 80% | -25 pp |
| 2022/23 (final) | 70% | 78% | -8 pp |

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 | 57% | 78% | -21 pp |
| 2024/25 (final) | 71% | 78% | -7 pp |
| 2023/24 (final) | 45% | 78% | -32 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------|--------------------|---|--------------------------------|
| 2022/23 (final) | 60% | 77% | -17 pp |

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 | 75% | 80% | -5 pp |
| 2024/25 (final) | 71% | 81% | -9 pp |
| 2023/24 (final) | 73% | 79% | -7 pp |
| 2022/23 (final) | 80% | 79% | 1 pp |

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) | 4.6% | 5.2% | Close to average |
| 2023/24 (3 term) | 5.6% | 5.5% | Close to average |
| 2022/23 (3 term) | 5.9% | 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) | 7.4% | 13.0% | Below |
| 2023/24 (3 term) | 16.2% | 14.6% | Close to average |
| 2022/23 (3 term) | 19.8% | 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.

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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