

# Inspection of Bishop Rawstorne Church of England Academy

Highfield Road, Croston, Leyland, Lancashire PR26 9HH

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Inspection dates: 16 and 17 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Bishop Rawstorne Church of England Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Bishop Rawstorne Church of England High School to be outstanding, before it opened as Bishop Rawstorne Church of England Academy as a result of conversion to academy status. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Bishop Rawstorne Church of England High School's effectiveness before it closed. Changes in the effectiveness of Bishop Rawstorne Church of England Academy may have happened at any point since it opened.

## **What is it like to attend this school?**

Bishop Rawstone Church of England Academy is an oasis of calm, where pupils are warm and courteous towards one another. Pupils wear their uniform with pride.

Relationships between pupils and staff are built on mutual respect. Pupils said that they appreciate how staff give their time willingly to support them. Pupils are happy and they feel safe.

Pupils are kind. They support each other well. Pupils value the sense of belonging that they feel at school. They respect one another's differences. Pupils were unanimous in their view that any form of bullying or discrimination is not tolerated. Staff deal effectively with any rare incidents of name-calling or bullying.

Teachers have incredibly high expectations of pupils' behaviour. Pupils' conduct is exemplary in lessons and around the site. Pupils engage in their learning exceptionally well. They are conscientious and resilient learners.

Teachers have high aspirations for pupils. Pupils are highly motivated. They relish the academic rigour that teachers expect from them. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across the curriculum.

Pupils' experiences are enriched through a variety of opportunities that enable them to learn about the real world. Leaders ensure that pupils develop into confident, articulate young people. Pupils take pride in helping in the local community.

## **What does the school do well and what does it need to do better?**

Leaders and governors are passionate about giving all pupils, including those with SEND, the best possible start in life. Governors successfully hold leaders to account for the quality of education that the school provides.

In key stage 4, pupils choose freely from a wide range of predominantly academic subjects. Over two thirds of pupils study the English Baccalaureate suite of subjects. Pupils at this school flourish by the end of Year 11. Their achievement is strong across the key stage 4 curriculum. Leaders ensure that all pupils leave key stage 4 well prepared for the next stage of their education.

In many subjects in Years 7 to 9, leaders have thought carefully about the knowledge and skills that pupils must learn. In these subjects, leaders' curriculum plans are well organised. Pupils build on prior learning effectively. Pupils explained how teachers help them to know more and do more of each subject. This includes pupils with SEND. Leaders accurately identify these pupils' needs. Teachers are furnished with rich information that equips them to support pupils with SEND well.

However, in a small number of subjects in key stage 3, leaders have not thought deeply enough about the essential knowledge that pupils must learn. The content of these subject curriculums is not always as ambitious as it should be. As a result, in these subjects, pupils' learning is sometimes unnecessarily hindered. Leaders are fully committed to strengthening the curriculum in key stage 3. They are well on their way with this work. They have secure plans in place to address the remaining weaknesses.

Teachers are typically proficient in selecting activities to help pupils apply new learning to increasingly sophisticated concepts and ideas. Across the curriculum, pupils engage in meaningful debates, which enable teachers to address misconceptions efficiently. Teachers use assessment strategies well to check that pupils have learned the intended curriculum.

Most pupils read avidly and with fluency and confidence. However, a small number of pupils are not as adept at reading. Skilled staff help many of these pupils to catch up quickly. However, while most pupils get the support that they need, leaders' systems do not currently identify where pupils have missing phonics knowledge. Therefore, a small number of pupils who find reading more difficult do not access the curriculum as well as they should.

Pupils' excellent behaviour in lessons and during social times is noteworthy. Their exceptional attitudes to learning pervade all aspects of school life. Pupils attend school regularly.

Leaders are recognised, within the community, for the work that they do to develop pupils' character. Leaders provide pupils with a rich set of cultural experiences to enhance their learning and prepare them for modern life.

Staff are proud to work at the school. They feel respected. Staff appreciate leaders' consideration of their workload. Staff said that the school is well led and managed by leaders and governors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff understand, and exercise, their safeguarding responsibilities well. Staff are well trained to be alert to the dangers that pupils may face. All staff understand how to report concerns about pupils who may be at risk of harm. They do so in a timely manner.

Leaders manage information about safeguarding concerns appropriately. They work effectively with external partners to ensure that pupils and their families get the help that they need.

Leaders have a secure understanding of what makes pupils feel unsafe. Leaders ensure that these areas are addressed through an effective personal development

curriculum. Pupils learn about how to keep themselves safe in a variety of situations, including when online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects in key stage 3, leaders have not thought deeply enough about the most important content that pupils should know and remember. As such, the content of these curriculums is not always suitably ambitious. This hinders how well some pupils learn in these subjects. Leaders should continue to review the curriculum in those remaining subjects that require further development. They must ensure that these plans are in place by November 2022.
- Leaders' systems to check how well pupils are learning to read do not always identify pupils' missing phonics knowledge quickly enough. A small number of pupils are not receiving the support that they need to enable them to catch up quickly with their reading knowledge. Leaders should continue to roll out their plans, so that those pupils who need additional support with their phonics knowledge are identified and supported to catch up quickly with their reading.

The transitional arrangements were used on this inspection to confirm that pupils benefit from a good-quality education.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137296
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10199428
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	964
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Andrew Marston
<b>Headteacher</b>	Paul Cowley
<b>Website</b>	<a href="http://www.bishopr.co.uk">www.bishopr.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses no alternative provision.
- The school is part of the Diocese of Blackburn. The school had its most recent section 48 inspection in December 2017.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the senior leadership team, middle leaders and a range of teaching and support staff. An inspector spoke with the chair of governors

and nine members of the local governing body. An inspector also spoke with the school improvement partner and two representatives of the Diocese of Blackburn.

- As part of this inspection, inspectors carried out deep dives in English, mathematics, history, modern foreign languages and physical education. Inspectors met with subject leaders, looked at curriculum plans, visited some lessons, looked at pupils' work and spoke with pupils and teachers.
- Inspectors met with groups of pupils from Years 7 to 11. Inspectors also observed breaktimes and lunchtimes.
- Inspectors checked the school's safeguarding procedures and the checks made on staff. Inspectors met with leaders, staff and pupils to evaluate the culture of safeguarding.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, the school development plans, self-evaluation documents, curriculum plans, minutes from meetings of the governing body, and behaviour and attendance records.
- Inspectors considered the responses to Ofsted's online questionnaire for staff and the 512 responses to Ofsted's online questionnaire for pupils. Inspectors also considered the views of the 438 parents and carers who responded to Ofsted's online survey, Parent View. This included the 435 comments received via the free-text facility.

### **Inspection team**

Rachel Goodwin, lead inspector

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