

# Inspection of Bishop Rawle Church of England Primary School

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

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Inspection dates: 15 and 16 February 2022

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

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

Bishop Rawle Church of England Primary School is a warm and welcoming place. Pupils love school. They say that they are happy and that they feel safe. They know that they can go to any adult in school for help or guidance at any time. Staff know the pupils very well across the whole school, and relationships between staff and pupils are very positive. There is a strong sense of community and mutual respect.

Leaders have high expectations of all pupils. Pupils are polite and courteous and have positive attitudes to learning. They understand what bullying is, and although they say that it is extremely rare, they are confident that adults would deal with it were it to happen.

The school is a place where pupils cooperate and value each other. It is an inclusive environment where pupils respect each other's differences. One pupil summed up the views of many when they said, 'Everyone is the same inside.'

Pupils benefit from a range of opportunities that enrich the curriculum. These promote pupils' confidence and sense of responsibility. Pupils can become eco-councillors, IT monitors or worship leaders. They enjoy these roles and take their responsibilities seriously.

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

All leaders and staff have a clear vision for the school. They want pupils to achieve the best that they can. Leaders have created a purposeful environment where pupils are keen to learn. The curriculum is broad and balanced, ensuring that pupils are well prepared for their next steps.

Children get off to a good start to life in school. In early years, daily phonics sessions help them to learn their sounds quickly. Leaders promote a love of reading. They select high-quality texts for teachers to use in lessons. There is a structured approach to reading across the school. Staff encourage pupils to read regularly, and are quick to spot any pupils who need extra help to keep up. This support is quickly put in place and carefully monitored for impact. Most pupils read fluently by the end of key stage 1. They continue to read widely as they move up through the school. However, for a small number of older pupils who are at the earlier stages of learning to read, the books they are reading do not closely match the sounds that they know. This slows their progress in learning to read.

Teachers have a good understanding of the subjects they teach. They provide clear explanations, ensuring that pupils know the things they need to before completing tasks. Staff also make sure that pupils have time to revisit their learning when they have not understood something. This helps them to remember and understand more over time.

Leaders have worked with staff across the trust to develop curriculum leadership teams. These teams have considered the progression of skills and vocabulary across subjects. For example, in mathematics and reading, there is a coherent curriculum that helps build pupils' knowledge over time. The knowledge and skills build year on year. In physical education (PE), the curriculum ensures that pupils can master the necessary skills and knowledge over time. Pupils are able to successfully participate in a range of activities, both individually and as part of a team. However, leaders have not set out the important information that pupils need to remember each term and each year in some subjects. This means that learning does not always build on what pupils already know and can do. Leaders recognise this and have plans in place to develop the curriculum further.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Teachers make appropriate adaptations to the curriculum. For example, pupils with SEND may receive extra adult support or practical equipment to help them to learn. As a result, pupils participate fully in lessons, and have work and support matched to their needs.

Leaders ensure that lessons in various subjects promote pupils' spiritual, moral, social and cultural development well. These lessons help pupils understand how to care for themselves and how to maintain healthy relationships with others. They learn about different faiths and cultures. Staff and pupils actively promote their Christian values of trust, being mindful, peace and friendship.

Staff work closely together and support each other well. They are reflective and thoughtful about their work. They say that leaders consider their well-being and work-life balance. The school receives good support from The Moorlands Primary Federation.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training that ensures that they can identify any problems pupils may face. Safeguarding records are thorough and well maintained. Strong communication ensures that staff share concerns swiftly. Leaders make sure that pupils develop the knowledge they need to keep themselves safe. Leaders work closely with pupils and families who need extra help and support. They also work with any relevant agencies. Leaders are strong advocates for families and pupils.

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

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

- Some older pupils practise reading using books that are not precisely matched to the sounds they know. This prevents these pupils from becoming better readers.

Leaders should ensure that pupils practise reading from books that are closely matched to their phonics ability.

- Leaders have not specified the precise knowledge that they want pupils to learn in some foundation subjects. As a result, learning does not build on previous knowledge as it could. Leaders should ensure that they identify and sequence the important knowledge that they want pupils to learn in these subjects, enabling pupils to deepen their understanding and to know and remember more.

## 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>	145053
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10212193
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Chesters
<b>Executive Principal</b>	Jared Eccles
<b>Website</b>	<a href="http://www.tmpf.staffs.sch.uk">www.tmpf.staffs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use any alternative providers.
- The school is within the Diocese of Lichfield. Its most recent section 48 inspection took place on 21 April 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the most recent one.
- The school is part of The Moorlands Primary Federation, which consists of five schools.

## Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the head of school and other leaders.

- Inspectors met with representatives of the trust board.
- The inspection focused on reading, mathematics, geography and PE. Inspectors discussed the curriculum with subject leaders and undertook joint visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school's development plans.
- Inspectors talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with pupils and observed lunchtime.
- Inspectors reviewed responses to Ofsted's online survey, Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.

### **Inspection team**

Emma Gater, lead inspector

Her Majesty's Inspector

Susan Hughes

Ofsted Inspector

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