

Woodcocks' Well CofE Primary School

Address: Church Street, Mow Cop, Stoke-on-Trent, Staffordshire, ST7 3NQ

Unique reference number (URN): 111255

Inspection report: 14 July 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.

Expected standard

Attendance and behaviour

Expected standard 

In recent years, leaders have implemented effective strategies to improve how regularly pupils attend school. As a result, attendance rates are now in line with the national average. This includes pupils with special educational needs and/or disabilities. Leaders provide carefully tailored solutions for pupils who may otherwise face barriers to how often they attend school. This has been particularly impactful for disadvantaged pupils, whose attendance is now consistently above that of their disadvantaged peers nationally.

Leaders and staff share an ambitious vision of how pupils should behave. Their expectations are very high. Pupils consistently strive to meet these high expectations in lessons and during the school day. They understand the importance of kindness and they live this out in their daily activities. Bullying is very rare. Pupils know that staff will deal with incidents sensitively and promptly. Leaders work closely with families to support any pupils who may find it tricky to follow behaviour routines. They are adept at making careful modifications to policies for those who may need them. Consequently, pupils behave harmoniously. They share positive relationships with staff and their friends. There have been no suspensions or exclusions in recent years.

Curriculum and teaching

Expected standard 

Recently, leaders have strengthened the curriculum across all subjects and year groups. It is now logically sequenced and helps pupils to build on their learning from Reception to Year 6. Leaders have implemented renewed strategies to evaluate the quality of teaching. Now, they use their findings to develop effective professional development. Leaders provide impactful training to support teachers in developing their subject knowledge across all subjects. Consequently, teachers' subject knowledge is now typically secure.

Leaders place a clear emphasis on securing foundations in reading, writing and number skills. They have sharp systems in place to catch any pupils who may need further help to develop these skills. Some of these strategies are new and have not had time to fully embed.

Staff know pupils very well. Generally, teachers choose appropriate learning tasks to help pupils to reach their potential. They break down complex concepts for pupils. This includes those with special educational needs and/or disabilities. Typically, teachers check what pupils know and skilfully identify misconceptions. They use this information to provide personalised help to support pupils to build their knowledge. Generally, these minor adaptations are effective.

Early years

Expected standard 

Children get off to a positive start when they join in Reception. Leaders have designed an ambitious curriculum across all areas of learning. They make sure that it is generally taught well. This means that children confidently build their learning as they move through Reception. Most children achieve well and are ready to meet the challenges of Year 1.

Teachers quickly identify any obstacles to learning that children may have. This includes children with special educational needs and/or disabilities. They provide tailored solutions to help these children develop independence and secure learning habits. Staff liaise with parents and other settings to enhance the offer they have in place.

Staff have high expectations for children. They have clear routines and structures that children understand and follow. This helps children to settle quickly when they arrive in the morning. Children enjoy their learning. They move confidently between activities and share positive relationships with others in the class.

Staff make sure that they meet children's learning and wellbeing needs. They give children the right balance of support and encouragement. Staff make sure they prioritise the development of reading skills. They maximise the time spent on phonics and high-quality interactions. This helps children to develop their communication skills.

Inclusion

Expected standard 

Staff have created a warm and nurturing environment where everyone is included. Leaders have embedded effective systems to identify pupils who may need help to access the curriculum. Teachers know pupils very well. They work with leaders to create personalised support strategies for pupils with special educational needs and/or disabilities. Generally, these strategies are impactful in reducing barriers to learning.

Leaders have appropriate mechanisms in place to support pupils who are known to social care. They work with a variety of external agencies to further enhance the offer they provide in school. This means that these pupils thrive at school.

Pupil premium funding is used creatively to ensure that pupils who are disadvantaged have the same opportunities as their peers. Leaders ensure that staff swiftly offer wellbeing or learning support to these pupils should they need it. This means that, typically, these pupils are achieving as well as their classmates in the work they produce. Leaders are vigilant in spotting any other barriers pupils may encounter.

Staff have received impactful training from local alternative provision providers to help them to develop their practice. As a result, staff are now more skilled in their teaching of pupils who may find learning difficult.

Leadership and governance

Expected standard 

Leaders have taken appropriate action to improve the quality of the curriculum since the last inspection. It now builds sequentially across all subjects and year groups. Leaders have also improved the training for teachers to develop their practice. This means that the standard of teaching has improved. Leaders have also improved the rates of attendance. Consequently, more pupils regularly benefit from the rich curriculum in place. Leaders have plans to sharpen the systems in place to evaluate the impact of their actions.

Governors fulfil their statutory duties. They are part of the fabric of school life. Governors understand what is going well and what needs to continue improving. That said, at times, there is a lack of rigour in how they challenge leaders.

Staff are incredibly proud to work here. They trust leaders to make the right decisions in the best interests of pupils. Staff know that leaders, including governors, prioritise their workload and wellbeing. This is amplified by the close-knit family feel in school.

Recently, leaders have enhanced the training that staff receive. It is now tailored to meet pupils' needs. As a result, staff are now equipped to help pupils, regardless of any barriers they may have.

Parents are supportive of leaders and staff. They work closely with the school to continue to make improvements. For example, they conduct fundraising activities to secure additional equipment for the playground. This helps pupils to feel part of a wider community.

Personal development and wellbeing

Expected standard 

Leaders have designed and implemented a coherent programme for personal development. They check how well the curriculum is taught and make mindful changes when required. This curriculum is adapted for pupils who may need this. For instance, pupils with special educational needs and/or disabilities receive bespoke adjustments if needed.

Leaders make sure that pupils understand how to keep themselves safe online and in their local community. As a result, pupils display vigilance to their surroundings and understand the dangers they may encounter in the wider world. Leaders provide opportunities for pupils to encounter a range of faiths and cultures. This helps pupils to build their knowledge of the world beyond their doorstep.

Pupils understand the importance of healthy eating and its impact on staying healthy. Leaders make sure that pupils are aware of the changes to their bodies as they grow up. This helps pupils to be ready for the next stage of their educational journey.

Pastoral support is a real strength at this school. Staff use the detailed knowledge they have of pupils and their families to provide wellbeing support for those who may need it. Some pupils access additional sessions with skilled external specialists. Consequently, pupils report that they are happy.

Older pupils are leaders here. They develop their leadership skills through a plethora of leadership opportunities, for example as 'playleaders' and 'buddies' and on the safeguarding council. Younger pupils rightly know they can turn to older pupils for advice.

Leaders eradicate obstacles to pupils' access to clubs and experiences effectively. This includes through financial support and strategic adaptations to make sure trips are an entitlement for all. As a result, many pupils attend clubs such as darts, author club and athletics. Every pupil has the chance to take part in an adventure residential trip, and lots of pupils visit Paris. These opportunities enhance the academic curriculum and broaden pupils' horizons.

Needs attention ●

Achievement

Needs attention ●

Over time, pupils have not achieved as well as they should. This includes those who are disadvantaged. Generally, pupils attain below the national average in national tests. This is particularly the case for mathematics. That said, typically, pupils are attaining better than they did previously.

Leaders' focus on developing pupils' reading, writing and number skills is beginning to have a positive impact on how well pupils achieve. This is evident in the standard of work that pupils now produce. Pupils with special educational needs and/or disabilities achieve well in line with their starting points. This is because of the individualised help they receive.

Increasingly, pupils develop their knowledge securely across the curriculum. Children in Reception are well prepared to take on the challenges of Year 1. However, this is not consistently the case for pupils at the end of Year 6. This means that some pupils lack the knowledge required to move on to secondary school successfully. The improvements in the quality of teaching have not had sufficient time to have a sustained impact on pupils' attainment in national tests.

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

Pupils are proud of their school. They value the very positive relationships they have with staff and their peers. Pupils understand the importance of keeping themselves safe, including online.

Pupils are kind to each other. They respect their classmates' right to a calm learning environment. This means that classrooms are tranquil hives of activity where pupils can focus on their learning. At social times, pupils benefit from a variety of activities to help them develop their confidence and resilience. They love to make use of their peaceful, outdoor surroundings. For instance, lots of pupils play safely with sports equipment and outdoor LEGO sets. They understand how to share respectfully. Older pupils make sure that younger pupils are safe and happy. They truly are role models.

Typically, pupils relish their learning. They take pride in their work and strive to do their best. That said, over time, they have not achieved as well as they should in national tests, although this is improving.

Bullying and any form of unkindness are very rare here. Pupils know they can tell trusted adults if they have any worries or concerns. They are safe in the knowledge that this will be dealt with sensitively and quickly. Pupils celebrate differences and diversity. They have a secure understanding of a range of cultures and faiths. This helps everyone to feel welcome and part of the school family, including pupils who are disadvantaged and those with special educational needs and/or disabilities.

Pupils enjoy coming to school, increasingly so. Over recent years, more pupils have attended school regularly. This means they can benefit from the safe and peaceful learning environment at school.

Many pupils take part in the clubs and trips on offer. For example, craft club, yoga club and gardening club are popular options. These opportunities help pupils to build their teamwork skills and understanding of the wider world.

Next steps

- Leaders should continue to embed the improvements in teaching so that all pupils can achieve their potential in national tests.
 - Leaders should strengthen how well they evaluate the impact of their actions. They should use this information to continue to drive improvements across all areas of their work.
 - Governors should strengthen their oversight of the impact of leaders' actions so that they can provide consistently effective challenge and support to leaders.
 - Leaders should continue to enhance the support in place for pupils who have barriers to high attendance so that attendance rates improve to above the national average.
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About this inspection

The chair of the board of governors in this school is Maria Lawless.

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.

The inspection took place on 14 and 15 July 2026.

The inspectors met with the headteacher and other leaders during the inspection. The lead inspector met with a group of governors, including the chair, and a representative of the local authority.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Chester. Its last section 48 inspection of its religious character took place in September 2023.

The school currently uses no alternative provision.

Headteacher: Stephanie Beckett

Lead inspector:

Helen Fowler, His Majesty's Inspector

Team inspector:

Katherine Muncaster, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

100

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

120

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)

14.00%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.00%

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

12.00%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	28%	61%	Below
2024/25 (final)	33%	62%	Below
2023/24 (final)	36%	61%	Below
2022/23 (final)	18%	60%	Below

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	60%	74%	Below
2024/25 (final)	58%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	53%	73%	Below

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	53%	72%	Below
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	50%	72%	Below
2022/23 (final)	47%	71%	Below

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	49%	73%	Below
2024/25 (final)	58%	74%	Below
2023/24 (final)	50%	73%	Below
2022/23 (final)	41%	73%	Below

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	38%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
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	63%	62%	Close to average
2024/25 (final)	S	63%	S
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	50%	59%	Below
2024/25 (final)	S	59%	S
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	88%	60%	Above
2024/25 (final)	S	61%	S
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	38%	68%	-30 pp
2024/25 (final)	S	69%	S
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	63%	80%	-17 pp
2024/25 (final)	S	81%	S
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	50%	78%	-28 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
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	88%	80%	8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	4.6%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.7%	5.9%	Above

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)	8.1%	13.0%	Below
2023/24 (3 term)	15.6%	14.6%	Close to average
2022/23 (3 term)	17.2%	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.

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