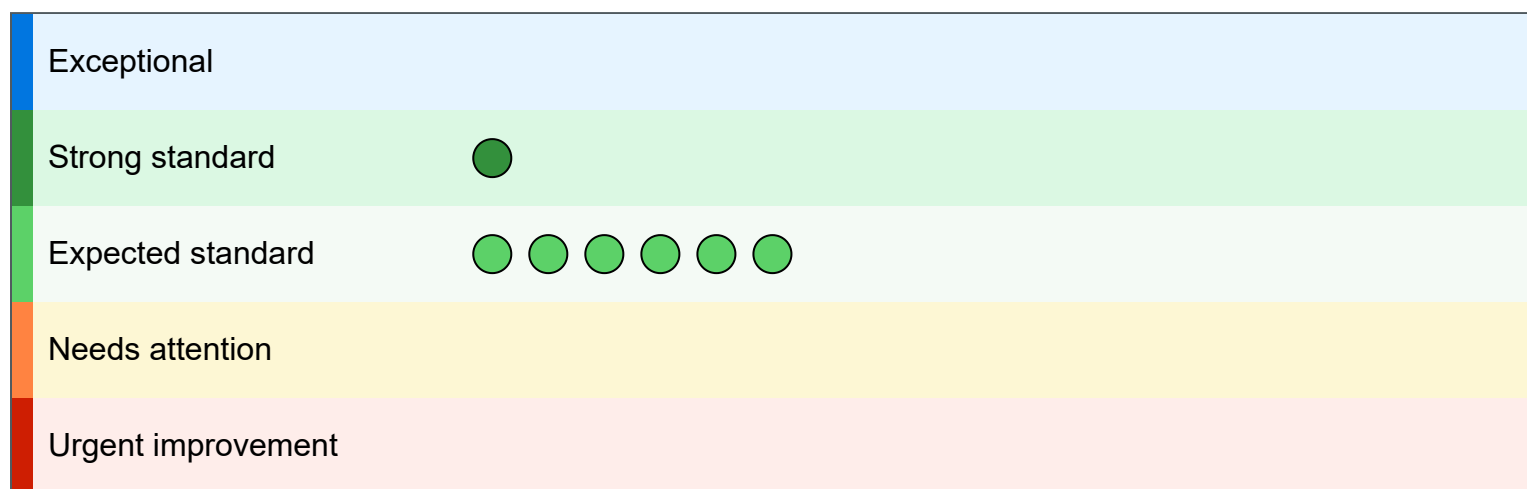


# Bishop Wilson Church of England Primary School

**Address:** Puddington Lane, Burton, Neston, Merseyside, CH64 5SE

**Unique reference number (URN):** 111312

## Inspection report: 3 March 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 ●

### Attendance and behaviour

Strong standard ●

Leaders prioritise high attendance. They are tenacious in making sure that daily procedures to reduce any absence are followed steadfastly. Staff greet parents and carers at the gate every morning and know families individually. This helps them understand any potential concerns. As a result, pupils' rates of attendance are above national average levels. This includes for pupils with special educational needs and/or disabilities and those who are disadvantaged. Older pupils can clearly explain why it is important to be in school every day and fully engaged in their lessons.

Behaviour across the school is extremely positive and reflects a calm, respectful culture in which pupils feel safe and well supported. Consistent reward strategies are in place. Pupils know the school's expectations well. They respond quickly to staff guidance, keen to ensure that everyone feels included. The school's 'culture crew' ethos encourages pupils to be accountable and exercise self-discipline. Leaders record any behaviour incidents accurately and respond to them sensitively. Incidents of poor conduct requiring any noteworthy action, including those of a discriminatory nature, are extremely rare. Pupils are cheerful and courteous. In lessons, they are curious and immerse themselves fully in learning, making the most of opportunities to collaborate and to support each other. They describe their school as 'a big family'.

---

## Expected standard ●

### Achievement

Expected standard ●

From the Reception Year onwards, pupils make steady progress through the curriculum. They achieve results in national tests that are mostly above average expectations. Leaders recognise that further work is needed to increase the proportion of pupils who attain the higher standard, particularly in mathematics. Leaders are committed to ensuring that all pupils, including those who have special educational needs and/or disabilities and those who face barriers to learning, secure important foundational skills in communication, reading, writing and mathematics. Across the school, pupils' books show accurately written work that reflects the breadth of the curriculum.

Pupils speak with enthusiasm about their learning and, in many cases, they demonstrate deep knowledge. For example, in geography, older pupils described the climates of North and South America and some specific geographical features, while younger pupils can make links between river formations and their local waterways. Pupils are prepared thoroughly for the next steps in their learning.

### Curriculum and teaching

Expected standard ●

The school has carefully constructed ambitious subject curriculums that identify the key knowledge and skills pupils will learn at each stage. These are mapped against the school's

4 core drivers: communicators, explorers, readers and believers. Leaders have made securing pupils' knowledge of language, reading, writing and mathematics a priority. If pupils need to catch up, they are supported to do so by skilled staff. Leaders have a well-informed understanding of the strengths of the curriculum, teaching and next steps for further improvement. For instance, they are introducing self-assessment cover sheets for older pupils as part of encouraging greater rigour in pupils' learning.

Leaders ensure that staff have secure subject knowledge so that they can teach confidently. Generally, staff make well-considered decisions about what to teach and when. However, in a minority of instances, staff do not make the most effective choices with regard to pupils' starting points. This means some pupils do not learn as well as they could.

Staff use skilful questioning and modelling strategies. These guide pupils to confidently apply their skills with increasing independence. Additional staff are used effectively so that pupils who face barriers to learning get the support that they need to learn alongside their peers.

## Early years

Expected standard 

Leaders have designed a coherent, well-sequenced early years curriculum. Clear attention has been given to how children progress through the curriculum, including meaningful links from early learning strands to the Year 1 curriculum. Communication and reading are prioritised, with vocabulary chosen carefully at each stage to deepen children's understanding of language.

Children enjoy listening to stories and sharing books. Staff teach phonics skilfully following a systematic approach. Storytelling and learning to form letters help children to start learning to write. Staff make sure that any children who struggle with reading and writing are supported to catch up quickly.

Staff have nurturing relationships with children. They know individuals well and make appropriate adjustments for those who face barriers to their learning. Children feel safe and well cared for. Staff model rich language effectively, finding opportunities to engage children in conversation or talk through learning activities in detail. Children access a wide range of experiences through their learning environment, such as construction, creative arts, role play and outdoor learning.

Staff forge positive relationships with parents and carers from the outset. Learning is shared with families on an online platform, strengthening home to school communication and encouraging them to be involved in school life. By the end of Reception, children are well prepared for Year 1.

## Inclusion

Expected standard 

An inclusive, caring ethos, where every child is celebrated, permeates this school. Leaders ensure that pupils' needs are identified quickly and accurately through a well-established staged approach. Parents and carers are involved at every stage of the process.

Leaders set high expectations for pupils who face barriers to their learning. These pupils speak confidently about feeling supported by teachers and peers, knowing whom to ask for help, and understanding that everyone learns differently. Leaders collaborate with external agencies, such as speech and language therapy and autism outreach services. This ensures they establish effective support for pupils. The adaptations that staff make to the curriculum are generally successful, and pupils with special educational needs and/or disabilities (SEND) make positive progress from their starting points.

On the whole, leaders ensure that staff receive the high-quality training needed to implement agreed approaches with confidence and consistency. However, on occasion, this is not the case, and adjustments do not keep pace with pupils' changing needs. In such cases, some pupils' progress is hindered.

Leaders track pupils' progress closely. This information is used to inform future teaching for pupils with SEND. It also makes sure that disadvantaged pupils benefit fully from the additional funding that they are entitled to.

## **Leadership and governance**

**Expected standard** ●

Leaders have an accurate understanding of the school's strengths and areas for improvement. They respond appropriately to any challenges they face. Leaders have a clear focus on ensuring that actions they take benefit all pupils, particularly those who are disadvantaged or who have special educational needs and/or disabilities.

Governors are knowledgeable and bring a wide range of skills to their roles. They are rightly proud of the leaders, staff and pupils in the school. Through structured visits and meetings, they gain accurate insight into school life, enabling them to make well-informed decisions, firmly rooted in the school's religious values. They deploy resources effectively to meet pupils' needs. Governors fully support staff's and leaders' wellbeing and workload, while also providing appropriate challenge to hold leaders to account for the outcomes that pupils achieve.

Leaders promote a collaborative culture with staff that is underpinned by open communication, professional trust and a shared commitment to improvement. Staff, including early career teachers, appreciate the breadth of professional learning and expertise that they can access. They feel valued, and say that leaders prioritise their wellbeing and professional development.

Relationships with families are positive and are built on trust. Parents and carers are full of praise about the school's inclusive ethos and responsiveness to any concerns they have. Parents appreciate the care that staff show their children. Similarly to pupils, they feel that they belong to the school 'family'.

## **Personal development and wellbeing**

**Expected standard** ●

The school's provision for pupils' personal development and wellbeing is thoughtfully designed and reflects the opportunities and challenges of its rural location. Leaders place an emphasis on broadening pupils' horizons and helping them develop an informed understanding of cultures and communities beyond their own, for example through the

school's links with a partner school in Uganda and through a project celebrating influential people of other cultures and religions. The school enriches learning through a wide range of experiences, including trips to the zoo, the neighbouring bird reserve and the museum and residential visits to undertake outdoor pursuits.

Leaders track participation in extra-curricular clubs and trips to make sure that pupils who are disadvantaged, and those who face other barriers to learning, benefit fully from what is on offer. Pupils learn about physical fitness, and they participate proudly in sports competitions with other local schools. Pupils rehearse for and produce regular theatre performances in their own school and at a local high school. These opportunities help to develop pupils' confidence and social skills.

The personal, social and health education curriculum ensures that pupils learn to stay healthy and develop positive citizenship. They take pride in carrying out roles of responsibility such as 'worship leaders' and class monitors. From the early years onwards, pupils are taught how to recognise their emotions, develop resilience and identify the difference between healthy and unhealthy relationships. Pupils have a secure understanding of fundamental British values and can explain concepts such as democracy and mutual respect. They recognise that discrimination is wrong and believe everyone should be treated equally. Pupils are prepared well for life in modern Britain.

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

Pupils at this rural, welcoming school are individually known and cherished by staff. This helps pupils feel safe. Pupils come into school happy and excited to see what the day ahead holds. The school's 'culture crew' ethos helps each pupil to be confident and accountable for their decisions, and to develop more resilience. Pupils, including those who face barriers to their learning, behave well and are kind to one another. They do not worry about bullying because they are confident that the staff in school will resolve any concerns.

Staff have high expectations of pupils' achievement. Children in the early years learn to follow routines from the very start of their time at school. Pupils increasingly gain a secure understanding of what they have been taught as they move through the curriculum. Pupils with special educational needs and/or disabilities thrive in their learning thanks to the support they receive. Pupils across the school give their best, attend highly and are prepared well for the next stage in their education. Parents' and carers' views of the school are extremely positive. One parent's comment was typical of many, 'My child loves their school, is so confident and enthusiastic to learn and that is down to the school's encouragement.'

Pupils benefit from a wide range of opportunities that broaden their curriculum offer. They make the most of their beautiful school grounds, where they take part in regular outdoor learning sessions. Pupils talk enthusiastically about how they play compass games and learn to light fires safely. They enjoy constructing dormouse nests, then investigating which one is the warmest as part of their science learning. Pupils learn how to stay safe and care for their wellbeing, including with regard to online safety and mental health. This helps them to prepare successfully for life beyond school.

---

## Next steps

- Leaders should ensure that staff have the knowledge and skills they need to make timely and effective adaptations for pupils with special educational needs and/or disabilities, and that these adjustments evolve in line with each pupil's needs so their learning is supported with precision.
  - Leaders should continue to strengthen staff's ability to make well-judged decisions about what to teach and when, ensuring that these choices are closely aligned with pupils' stages of development and individual starting points.
- 

## About this inspection

The co-chairs of the board of governors are Sarah Linari and Danielle Sayers.

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, other senior leaders and staff. They also met with members of the governing board, including the chair of governors, and spoke with representatives from the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's last section 48 inspection was in September 2024.

The school does not currently use alternative provision.

Executive headteacher: Freda Davies

---

### **Lead inspector:**

Ruth Moran, His Majesty's Inspector

### **Team inspector:**

Samantha Birchall, 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 3 March 2026

## School and pupil context

### Total pupils

**61**

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

**105**

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)

**1.64%**

Well below 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

**1.64%**

Below 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**

**11.48%**

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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	61%	Above
<b>2024/25 (revised)</b>	73%	62%	Above
<b>2023/24 (final)</b>	93%	61%	Above
<b>2022/23 (final)</b>	57%	60%	Close to average

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	92%	74%	Above
<b>2024/25 (revised)</b>	82%	75%	Above
<b>2023/24 (final)</b>	93%	74%	Above
<b>2022/23 (final)</b>	100%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	87%	72%	Above
<b>2024/25 (revised)</b>	82%	72%	Above
<b>2023/24 (final)</b>	100%	72%	Above
<b>2022/23 (final)</b>	79%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	73%	Close to average
<b>2024/25 (revised)</b>	82%	74%	Above
<b>2023/24 (final)</b>	100%	73%	Above
<b>2022/23 (final)</b>	57%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		46%	
<b>2024/25</b>		47%	
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		62%	

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25</b>		63%	
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		59%	
<b>2024/25</b>		59%	
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		60%	
<b>2024/25</b>		61%	
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	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		68%	
2024/25		69%	
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		80%	
2024/25		81%	
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
<b>Latest 3 year average</b>		78%	
<b>2024/25</b>		78%	
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	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
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>		81%	
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23 (final)</b>	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 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	4.3%	5.9%	Below

## 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 (2 term)	11.9%	13.3%	Close to average
2023/24 (3 term)	17.6%	14.6%	Close to average
2022/23 (3 term)	10.7%	16.2%	Below

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright