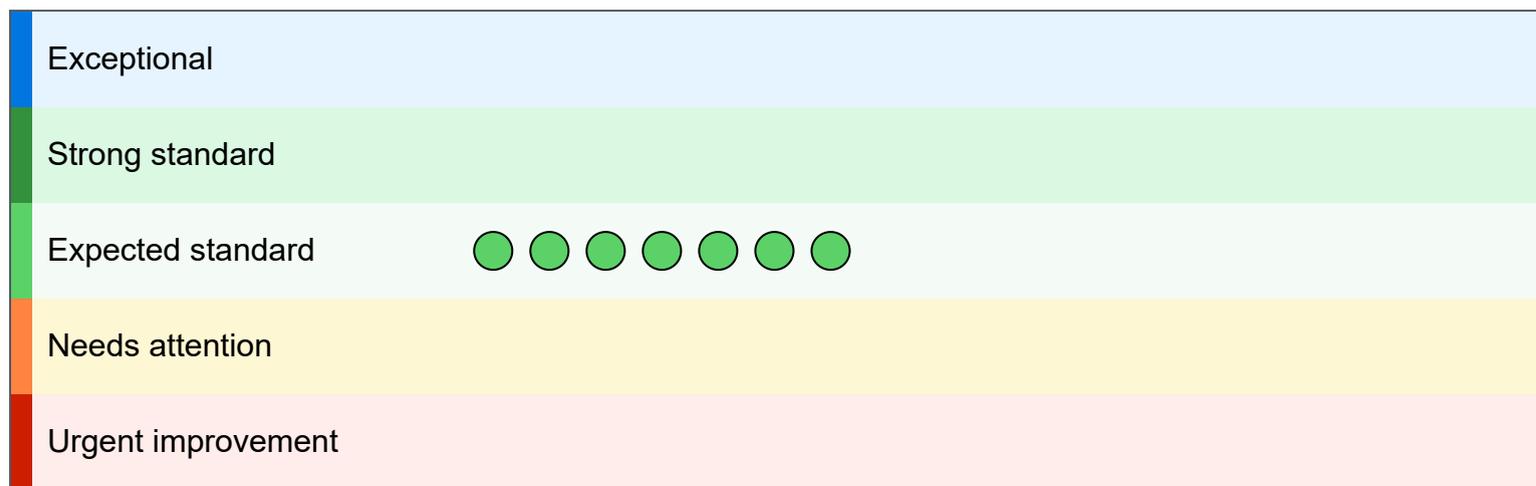


# Cheriton Bishop Community Primary School

**Address:** Church Lane, Cheriton Bishop, Exeter, Devon, EX6 6HY

**Unique reference number (URN):** 145397

## Inspection report: 3 February 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.

## Expected standard

### Achievement

Expected standard 

Over time, most pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve well. Children in the early years and key stage 1 develop the basic skills that they need to be successful. In key stage 2, pupils generally build on these foundations to learn more challenging concepts.

Pupils achieve well in reading. The proportion of pupils passing the Year 1 phonics screening check is above the national average. This enables pupils at the early stages of learning to read to access the curriculum well. Most pupils leave Year 6 having achieved the expected standard in national tests. Pupils achieve more highly in reading and writing than they do in mathematics. However, there are signs that recent work on the mathematics curriculum is having a positive impact on current pupils' achievement. When pupils leave the school, they are well prepared for the next stage of their education.

### Attendance and behaviour

Expected standard 

All pupils attend school regularly and have done so for some time. Pupils enjoy coming to school. Nevertheless, there are effective systems in place to support pupils who struggle to attend school.

Since the last inspection, leaders have implemented a new approach to behaviour. This starts in the pre-school and has had a positive impact. Children learn the school's routines and expectations very early on.

Warm and caring relationships underpin the school's ethos. The school is calm and orderly. Typically, pupils behave well. They are polite and respectful towards one another in lessons and during social times. There are clear expectations in place, and most staff model these consistently. Pupils who may need extra help to manage their behaviour receive appropriate support. Leaders recognise that where high expectations are not consistently upheld, there are lapses in some pupils' concentration.

Pupils view Cheriton Bishop as one big happy family. Bullying is rare, and pupils are confident that it is not tolerated. Pupils know who to speak to should they have any concerns. They speak with pride about their school and the staff who work with them.

### Curriculum and teaching

Expected standard 

Leaders have designed a broad and balanced curriculum. The impact of the curriculum is monitored closely. Pupils develop and build their knowledge as they learn the curriculum. For example, pupils in key stage 1 know how key moments in history are connected to today's world.

Leaders have made recent changes to the curriculum to bring about further improvements. These changes have mostly brought about success in helping pupils get the basics right in reading, writing and mathematics.

Phonics is taught with precision, enabling most pupils to read well. Effective support is in place for any pupil who needs to catch up. However, a small proportion of pupils read books that are occasionally too difficult for them. This slows down their ability to read as fluently as they could.

Leaders have completed much work to improve the quality of teaching. Teachers receive regular professional learning. They typically demonstrate secure subject knowledge and explain new concepts clearly. Teachers make appropriate adaptations to support the needs of pupils with special educational needs and/or disabilities. However, sometimes, expectations for some pupils are not as high as they could be. When this is the case, pupils do not achieve as well as they could.

## Early years

Expected standard 

Children in the early years get off to a flying start in the pre-school. Routines are established quickly and staff set high expectations. The environment supports children's learning well. Leaders have designed a curriculum that prepares children successfully for Year 1 and beyond. The curriculum is taught effectively. Early reading is a priority. Children benefit from effective phonics teaching that helps them learn to read quickly.

There is a focus on ensuring children master the basic knowledge and skills that they need in reading, writing and mathematics. There is a clear focus on developing children's early language and communication skills. Staff provide purposeful opportunities for children to develop their language and vocabulary skills. They interact well with children. Staff ensure that any children at risk of falling behind catch up quickly.

Staff work closely with parents and carers. As a result of these positive partnerships, staff know their children well. They ably adapt the provision for any pupils who require additional support. Disadvantaged children and those with special educational needs and/or disabilities typically achieve as well as their peers.

## Inclusion

Expected standard 

Leaders and staff have established an inclusive culture. It is driven by leaders' intention that all pupils should feel at home at Cheriton Bishop. Leaders quickly identify the specific needs of pupils with special educational needs and/or disabilities (SEND) on entry to the school. This often starts in the pre-school. Staff support pupils with SEND to overcome challenges they face. Staff make effective use of adult support and carefully adapted resources. These adaptations are monitored closely to ensure they have a positive impact. Leaders work effectively with other professionals and parents and carers. Leaders are quick to escalate any concerns they have to ensure that pupils and their families get the support they need. They ensure staff receive appropriate training. As a result, pupils with SEND typically achieve well.

The school uses additional funding effectively to support disadvantaged pupils. Leaders monitor disadvantaged pupils closely to ensure that they overcome any barriers. Leaders use this information effectively to redirect resources. This is a similar picture for those

known, or previously known, to social care. There are rigorous systems in place to ensure that pupils receive appropriate support if they need it.

## **Leadership and governance**

**Expected standard** 

There have been significant changes to leadership and staffing since the last inspection. Leaders have a clear understanding of the school's strengths and areas for development. They work diligently to improve the school. Leaders recognise that there is further work to do to ensure the quality of teaching is of a consistently high standard. They are highly committed to ensuring that all pupils thrive. Pupils who are disadvantaged, pupils with special educational needs and/or disabilities and those who face other barriers to their learning are pivotal to their decision-making. Consequently, the majority of these pupils achieve as well as their peers.

Governance is effective. The governing body meets its statutory duties securely. Trustees and the local committee provide leaders with a balance of effective support and challenge. They work closely with school leaders to be assured that planned improvements are having the desired impact on pupils' achievement.

Leaders are committed to continued improvement. Staff appreciate the professional learning they receive to improve their classroom practice. Leaders often use professionals from within the trust to help support staff to develop their knowledge. Staff feel valued. Leaders are mindful of the challenges associated with working in a small school. They are considerate of staff wellbeing and workload, and offer support to ensure a manageable workload.

## **Personal development and wellbeing**

**Expected standard** 

The school's personal development programme fully considers pupils' experiences associated with living in a rural location. The personal, social and health education and relationships education curriculums are suitable for all pupils.

From pre-school onwards, staff develop children's social skills and confidence to make a positive contribution to the community. A key feature is how pupils learn about life outside of Cheriton Bishop. They enjoy a variety of cultural experiences, including visits to different places of worship. The school has links with schools in Birmingham and Manchester. Leaders use these links to develop pupils' understanding of different religions and cultures. Pupils are considerate of others' views and differences. They know it is acceptable to be different.

Pupils enjoy the opportunities for residential visits, particularly the chance to go to Dartmoor. They say these experiences help them develop their independence. Older pupils speak of how the 'civic award' builds their resilience. The extra-curricular offer is broad. Leaders review pupils' attendance at clubs carefully to ensure that they meet the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders ensure that all wider opportunities are fully accessible for all pupils. They successfully remove barriers so all pupils can participate.

The online safety curriculum equips pupils with the knowledge they need to use the internet and mobile phone technology safely. Pupils know what to do if they have a concern. Older pupils speak confidently about wider topics they learn, such as consent and respect. They understand how to make healthy choices.

Pupils enjoy the responsibilities they have in school and in the community. They earn the right to have a leadership role, such as being an eco-councillor. Pupils learn about modern British values, such as democracy, and are well prepared for life in modern Britain.

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

Cheriton Bishop Primary School is a small village school that is at the heart of the community. Most pupils begin their school life at the pre-school and get off to a flying start. Children arrive at pre-school with big smiles and are keen to learn and play together. The pre-school is a hive of activity that prepares children well for Reception Year.

Pupils are proud of their school. They live out the school values of community, curiosity, ambition, integrity, respect and joy in all that they do. Pupils have caring relationships with each other and close bonds with staff. They learn in a nurturing environment. Pupils know staff care about them and swiftly respond to any concerns they may have. The school is inclusive. Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve well from their starting points. This is because staff know the individual needs of these pupils well and successfully reduce the barriers that some pupils face.

Pupils attend school regularly because they enjoy learning. Changes to the curriculum are helping pupils build firm foundations in English and mathematics. This is reflected in the most recent published outcomes from national tests. Recent changes to the behaviour policy are enabling pupils to typically learn without disruption. Classrooms are calm and social times are joyful. Pupils feel safe. They are adamant that bullying does not happen.

Pupils enjoy a wide range of clubs, trips and leadership opportunities that broaden their experiences. A well-thought-out programme of visits supplements the curriculum to prepare pupils for life outside of Cheriton Bishop. Pupils speak positively of how educational visits enhance their learning experiences. They are proud of the work they do in the community and the support they provide to many local and national charities.

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## **Next steps**

- Leaders should build on their work to ensure that teaching and expectations of what pupils can achieve are consistently high quality across all year groups.
  - Leaders should ensure that all groups of pupils achieve consistently well, particularly those who are in the early stages of developing their reading fluency.
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## About this inspection

This school is part of The Link Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachael Sharpe, and overseen by a board of trustees, chaired by Cheryl Mathieson.

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.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They met with members of the trust, the local governing board and a representative of the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school also, under the same registration, runs a pre-school.

The school has undergone a significant change since the last inspection. Most of the teaching staff are new to the school. The headteacher was appointed in September 2024.

Headteacher: Alex Cross

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### Lead inspector:

Matt Middlemore, Ofsted Inspector

### Team inspector:

Sarah Jane Tustain, 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 February 2026

## School and pupil context

### Total pupils

**115**

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**

**70**

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)**

**9.89%**

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**

**3.48%**

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

**29.57%**

Well above average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

**Close to 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	64%	61%	Close to average
2024/25 (revised)	64%	62%	Close to average
2023/24 (final)	63%	61%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2022/23 (final)</b>	64%	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>	82%	74%	Above
<b>2024/25 (revised)</b>	82%	75%	Above
<b>2023/24 (final)</b>	75%	74%	Close to average
<b>2022/23 (final)</b>	86%	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>	76%	72%	Close to average
<b>2024/25 (revised)</b>	82%	72%	Above
<b>2023/24 (final)</b>	88%	72%	Above
<b>2022/23 (final)</b>	64%	71%	Below

### **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>	64%	74%	Below
<b>2023/24 (final)</b>	63%	73%	Below
<b>2022/23 (final)</b>	100%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	S	46%	S
<b>2024/25 (revised)</b>	S	47%	S
<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>	S	62%	S
<b>2024/25 (revised)</b>	S	63%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<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>	S	59%	S
<b>2024/25 (revised)</b>	S	59%	S
<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>	S	60%	S
<b>2024/25 (revised)</b>	S	61%	S
<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
<b>Latest 3 year average</b>	S	68%	S
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	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
<b>Latest 3 year average</b>	S	80%	S
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	S	78%	S
<b>2024/25 (revised)</b>	S	78%	S
<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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	S	80%	S
<b>2024/25 (revised)</b>	S	81%	S
<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)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.6%	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)	9.6%	13.3%	Below
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	5.4%	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.

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