

Inspection of a good school: Beckermat CofE School

Mill Lane, Beckermat, Cumbria CA21 2YD

Inspection date:

23 March 2023

Outcome

Beckermat CofE School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Beckermat CofE Primary School. They feel safe and happy. Children in the early years settle in well. This is because skilled staff help them to make a smooth start in the Reception class.

Pupils behave well around the school and during lessons. They are well mannered and eagerly welcome visitors. Pupils readily uphold the school's values. They respect people of different faiths and backgrounds.

Leaders and staff know pupils well. Pupils are confident that, if any bullying occurs, staff will act quickly to resolve it. Parents and carers who shared their views with inspectors spoke positively about the school. Parents said that they feel a valued part of their child's education.

Leaders expect pupils to try their best and to work hard. Pupils easily live up to these expectations. Pupils, including those with special educational needs and/or disabilities (SEND), have many opportunities to develop their skills and knowledge through the wide curriculum on offer. They are well prepared for the next stage of their education.

Pupils benefit from a wealth of extra-curricular opportunities, including a variety of after-school clubs and activities. They enjoy reading. Pupils told inspectors that they enjoy borrowing books from the well-resourced library.

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

Leaders have developed a broad and ambitious curriculum. They ensure that the curriculum, including in the early years, meets pupils' interests and aspirations. Leaders have thought carefully about what they want pupils to learn from Reception to Year 6. This includes addressing any gaps in knowledge that pupils may have as a result of the COVID-19 pandemic. Leaders have carefully organised the curriculum content so that pupils can build a deep body of subject knowledge. Leaders make sure that staff are well

trained to deliver the curriculum effectively. In most subjects, pupils learn well. Older pupils are well prepared for secondary school.

In most subjects, teachers assess pupils' knowledge of key content regularly. This helps staff to accurately identify pupils' misconceptions. Staff use this information to design appropriate learning, for example by reteaching concepts or providing pupils with opportunities to revisit prior learning. However, in a small number of subjects, leaders' assessment strategies are less well developed. This means that, in these subjects, some teachers do not know how well pupils are retaining key knowledge and vocabulary over time. On occasion, some pupils develop gaps in their knowledge as a result.

Leaders are ambitious for all pupils to read successfully. Reading is promoted well across the school. For example, from the beginning of the Reception Year, staff support parents well in helping children to read at home. Pupils learn to read with confidence and fluency. They experience a wide range of high-quality fiction and non-fiction texts. Pupils enjoy listening to the stories that their teachers share with them.

Leaders have implemented an effective phonics programme. They ensure that staff are fully equipped to deliver the phonics programme consistently well. Staff successfully identify and support less-confident readers. They act promptly when a pupil is at risk of falling behind with their phonics knowledge. This helps pupils to keep up with their peers.

Leaders quickly identify any pupils with SEND. Leaders and staff ensure that all pupils, including those with SEND, follow the same curriculum. Staff expertly adapt the delivery of the curriculum so that pupils with SEND can learn essential information easily. As a result, these pupils explain their learning across different subjects confidently.

Pupils, including those with SEND, have positive attitudes to learning. They listen attentively. Poor behaviour very rarely disturbs learning.

Pupils relish the many opportunities that leaders provide to enrich and extend the curriculum and prepare them for life in modern Britain. For example, pupils enjoy representing the school in community events, including supporting many charities. They told inspectors that they eagerly look forward to the annual residential visit.

Governors have a secure oversight of the school. They support and challenge leaders effectively. Leaders and governors take staff workload and well-being into account when making decisions about the school. Staff value this support. They were unanimously positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure a strong safeguarding culture in the school. Staff have regular training to make sure that they are knowledgeable about a range of safeguarding issues. They know what actions to take if they become concerned about the safety or

well-being of a pupil. Leaders and staff liaise well with other agencies to support pupils and their families when necessary.

Through the curriculum, pupils learn to keep themselves safe in different ways. This includes when using the internet. Pupils also know about any risks or dangers in their local area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not know how well pupils have learned the most important concepts and vocabulary in the curriculum over time. From time to time, some pupils develop gaps in their knowledge. Leaders should ensure that, in these subjects, staff are equipped to check that pupils' knowledge is secure before introducing new learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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.

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

Unique reference number	112345
Local authority	Cumberland
Inspection number	10226203
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair of governing body	Paul Turner
Headteacher	Claire Birkett
Website	www.beckermetschool.cumbria.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been several changes to the senior leadership team. This includes the appointment of a new headteacher. There have also been changes to the governing body.
- The school is part of the Diocese of Carlisle.
- Leaders do not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 8 of the Education Act 2005.

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other leaders and staff.
- Inspectors spoke with a representative of the local authority and a representative of the diocese.

- Inspectors met with governors, including the chair of the governing body.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the responses to Ofsted's online staff survey. There were no responses to Ofsted's online pupil survey.
- Inspectors met with those leaders with overall responsibility for safeguarding at the school. They scrutinised a range of documentation in relation to safeguarding. Inspectors spoke with staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' conduct.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning, and reviewed samples of pupils' work.
- Inspectors also observed pupils reading to a familiar adult, and looked at pupils' work from other subjects in the wider curriculum.

Inspection team

Keith Wright, lead inspector

Ofsted Inspector

Linda Griffiths

Ofsted Inspector

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