

Inspection of Becket Primary School

Tavistock Road, Worle, Weston-super-Mare, Somerset, BS22 6DH

Inspection dates: 14 and 15 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

The head of school is Zoe Bembridge. There is also an executive headteacher, Luci Amos, who is responsible for this school and one other. This school is part of the Kaleidoscope Multi 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, Simon Marriott, and overseen by a board of trustees, chaired by Tristan Cogan.

What is it like to attend this school?

Pupils at Becket Primary School are polite and welcoming. They describe their school as 'a happy place where learning is fun'. Pupils understand how the school values help them to be respectful and honest.

Despite this, the quality of education that pupils receive is not yet good. In some subjects, pupils do not learn as well as they could. The implementation of the curriculum does not enable them to know more and remember more over time.

The school has clear systems in place to manage pupils' behaviour. However, these are not always used effectively. Some staff do not address low level disruption quickly enough. As a result, learning is interrupted because some pupils struggle to engage with their learning or maintain their focus.

Pupils feel safe. Relationships are positive across the school. Pupils talk confidently about how the 'worry boxes' enable them to share concerns. They trust adults to listen and help them to resolve any friendship issues that may arise.

Pupils enjoy taking part in residential visits. They are eager to take on a range of responsibilities which develop them as leaders. Pupils value becoming house captains and play leaders. They say these roles help others and make the school a better place.

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

The school is ambitious for all pupils and wants them to do well. However, this vision is yet to be fully realised. The implementation of the curriculum does not yet enable pupils to remember the most important knowledge or make connections in their learning across all subjects.

The school promotes a love of reading. Pupils enjoy listening to, and reading, a range of texts, such as 'Varjak Paw'. Children learn to read as soon as they start school. In the Nursery, staff develop children's language skills effectively. Children in the Reception Year learn and remember new sounds well. If pupils fall behind, they receive the support they need to help them to catch up quickly. However, some books are not matched well enough to the letters and sounds that some pupils are learning. Consequently, pupils find these books too hard to read. This inhibits some pupils building their fluency.

With the support of the trust, the school has ensured that the curriculum makes clear what pupils need to know and when they need to know it. In mathematics for example, the curriculum is designed well. As they move through the school, pupils build their mathematical understanding effectively. Children in the Nursery recognise and use numbers confidently when counting. Older pupils use their understanding of terms such 'product' to solve more complex multiplication problems.

In some other subjects, the implementation of the curriculum is less effective. Some teachers do not routinely check well enough what pupils know before moving on to new learning. As a result, some pupils are not clear about what is expected of them. They do not build their knowledge over time. While plans are in place to address this, it is too early to see the impact. In art, for example, pupils find it difficult to remember key vocabulary, such as sculpture. In history, some pupils struggle to order events from different periods of time, such as the Egyptians. This hampers the progress pupils make through the curriculum.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). Individual support plans are precise and routinely reviewed. However, some staff do not adapt learning well enough. This prevents some pupils from getting the right help and slows the progress they make through the curriculum.

Children in the early years develop positive attitudes to learning. They listen carefully and follow the routines that are in place. Pupils move around the school calmly. They play well together during social times.

The school has clear processes in place to monitor pupils' attendance and to follow up absence robustly. The attendance of some individual pupils whose attendance is low is improving because of this. Despite this, reducing the rate of persistent absence remains a priority for the school.

The well-planned curriculum for personal development enables pupils to develop their understanding of concepts such as democracy and tolerance. Pupils confidently share their knowledge of faiths and cultures. They talk about different relationships with maturity.

Trustees and local governors fulfil their statutory duties. The support and challenge they offer to the school is bringing about some improvements, particularly with the design of the curriculum. Staff value the team spirit that exists and the opportunities to develop professionally. Most parents speak positively about the care that staff show to pupils. However, some feel that they do not receive enough information about the progress that their children make or that the school considers their concerns carefully enough.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not provided with books that match closely enough to the sounds that they are learning. Consequently, they find their books too hard to read. This

holds them back in becoming fluent readers. The trust needs to ensure that the books that pupils read match well the sounds they are learning.

- In some subjects, teachers do not adapt learning or check well enough what pupils know and remember. Subsequent learning does not take into account pupils' prior knowledge. As a result, some pupils do not build their knowledge well over time. The trust needs to ensure that teachers check what pupils know and remember across all subjects and that learning is suitably adapted so that all groups of pupils progress through the curriculum well.
- Expectations of behaviour are not high enough. Some pupils do not show positive attitudes to their learning and disrupt others. The trust needs to ensure that staff have high expectations of pupils' behaviour by consistently applying the recently introduced behaviour policy.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144923
Local authority	North Somerset
Inspection number	10315627
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trust	Tristan Cogan
CEO of the trust	Simon Marriott
Headteacher	Luci Amos (executive headteacher) Zoe Bembridge (head of school)
Website	www.becketprimary.co.uk
Date(s) of previous inspection	19 and 20 January 2022, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher has been in post since September 2020.
- There is a before-school club managed by the governing body.
- The school has pre-school provision for two-, three- and four-year olds.
- The school uses one registered alternative provider.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, head of school, subject leaders, the special educational needs coordinator, staff and pupils.
- The lead inspector met with the chair of trustees, the chief executive officer and representatives from the local academy board.
- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Jen Edwards

Ofsted Inspector

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