

Inspection of Eaglesfield Paddle C of E Primary Academy

Eaglesfield, Cockermouth, Cumbria CA13 0QY

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Dawn Watson. This school is part of Eaglesfield Paddle C of E Primary 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 (CEO), Dawn Watson, and overseen by a board of trustees, chaired by Ann-Marie Steel.

Ofsted has not previously inspected Eaglesfield Paddle C of E Primary Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils are proud of their school. They are friendly, polite and kind. Pupils make a positive contribution to the school's calm and respectful atmosphere. Extremely positive relationships with staff help pupils to feel valued and to thrive. Pupils are happy and behave remarkably well.

The school has high aspirations for the achievement of all pupils. Most pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. They strive to be the best that they can be.

Pupils flourish through an impressive range of opportunities to develop their talents and interests. This includes cooking, music and sports clubs. At the 'Big Question' club, pupils learn to reflect on the moral and spiritual aspects of the world around them.

Pupils visit places of interest that link closely to the subjects that they study. For example, they learn about the history of the Roman Empire through visiting a local museum. Pupils enjoy residential trips where they take part in outdoor and adventurous activities. This helps them to develop their resilience and their independence.

Pupils aspire to the many leadership roles available to them. These include acting as library, playground and worship leaders. In the early years, children demonstrate perseverance and the ability to solve problems. The school provides rich and meaningful experiences that help pupils to become confident young people.

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

The school has designed an ambitious curriculum. It has thought in detail about the concepts and knowledge that pupils should learn and when this should happen. This helps pupils to make links between the broad range of subjects that they study. Most pupils are well prepared for each stage of their education. Children in the early years make a strong start to their time at school.

Staff make regular checks on what pupils know and remember. However, at times, staff do not address the gaps and misunderstandings that some pupils have in their learning in a timely manner. When this happens, these pupils move on to new learning before they are ready. They do not develop the depth of understanding that they should.

Typically, staff design activities well to help pupils to build their knowledge and understanding over time. The school accurately identifies the additional needs of pupils with SEND. Staff skilfully use this information to enable these pupils to learn alongside their peers.

Reading has a high profile across the school. Children in the Nursery class build their vocabulary through listening and joining in with many stories, rhymes and songs. They learn to communicate with accuracy and confidence. Pupils begin to learn phonics as soon as they start in the Reception Year. Staff deliver the phonics programme effectively. They make regular checks on pupils' phonics knowledge. Staff ensure that less-confident readers receive the support that they need to catch up. The school has ensured that the books that pupils read are well matched to the sounds that they already know. This supports most pupils to become confident and fluent readers.

Pupils read widely and often. They enjoy a variety of texts across many different subjects and topics. These cover themes, including homelessness, kindness and the differences that exist between people. The reading programme makes a strong contribution to pupils' understanding of the world.

Pupils have excellent attitudes to learning. They respect the views and opinions of others and work well with their classmates during group activities. The behaviour of a small number of pupils is improving quickly as a result of the expert guidance that staff provide.

Pupils benefit considerably from the school's personal development programme. They learn how to stay physically and mentally healthy. Children in the early years learn to recognise and manage risks, such as when they take part in adventurous activities. Pupils learn how to stay safe when online and in their local environment, for example when they spend time in the fells and near open water. Pupils are exceptionally well prepared for life in modern Britain.

Trustees have an accurate view of the school's strengths and areas for development. They hold the school to account for the quality of education that pupils receive, while being mindful of staff workload. Staff access a comprehensive programme of training. This helps them to carry out their roles with a high degree of success. Staff enjoy high levels of well-being and welcome opportunities to work as part of a team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, staff do not rectify the gaps and misconceptions in some pupils' knowledge quickly enough. This means that these pupils move on to new learning before they are ready. The school should ensure that pupils successfully embed the knowledge that they need to achieve as well as they should.

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	136784
Local authority	Cumberland
Inspection number	10242300
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	Board of trustees
Chair of trust	Ann-Marie Steel
CEO of the trust	Dawn Watson
Headteacher	Dawn Watson
Website	www.eaglesfieldpaddle.cumbria.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This Church of England school is part of the Diocese of Carlisle. The last section 48 inspection, for schools of a religious character, took place in November 2017. The next section 48 inspection is due to take place by November 2024.
- The school does not make use of any alternative provision.
- The school has nursery provision for children aged between three and four years old.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and leaders of SEND, behaviour and attendance, personal development and the early years.
- Inspectors carried out deep dives in English and early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- An inspector observed some pupils from the Reception Year to Year 2 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector held a meeting with representatives of the board of trustees, including the chair and vice-chair of trustees. He also spoke to the school's adviser at the diocese and a local authority general adviser.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They also took account of the responses from staff and pupils to Ofsted's online surveys.
- Inspectors spoke with pupils about their experiences at school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Joe Dryland

Ofsted Inspector

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