

# Inspection of Beer Church of England Primary School

Mare Lane, Beer, Seaton, Devon EX12 3NB

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Inspection dates: 21 to 22 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Rebecca Porter. This school is part of St Christopher's 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, Jo Evans, and overseen by a board of trustees, chaired by Andrew Bailey.

## **What is it like to attend this school?**

Pupils enjoy learning a range of subjects. Pupils are curious about the world around them. They have many opportunities to talk about their ideas. The school provides a safe, harmonious environment for pupils to express their views.

Through the curriculum, pupils learn how to be respectful and kind. The school prepares pupils well to be valued citizens of modern Britain. Children in the Reception class learn the routines of school very well. They share, take turns and forge strong relationships. Pupils are motivated to learn the exciting curriculum that the school has created. As a result, pupils behave well, both in class and around the school. Pupils state that bullying is rare, but that staff resolve it if it occurs.

Pupils learn about the importance of fundamental British values, such as democracy and freedom of speech. For example, pupils in Years 5 and 6 created posters about topical issues, such as climate change.

Pupils with special educational needs and/or disabilities (SEND) thrive in the school because of well-tailored approaches that support them to learn successfully.

Parents are overwhelmingly positive about the school. One parent's view echoed that of many others when they said, 'The school and its staff have been nothing but amazing.'

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

The school has worked hard to revise the curriculum so that all pupils learn successfully. Staff, parents and pupils share the school's vision for pupils to flourish academically, socially and emotionally. From Reception to Year 6, most pupils build on their subject knowledge to develop more complex understanding. For example, in history, pupils learn about events that have shaped people's lives, both locally and nationally. However, in some subjects, staff do not adapt the curriculum sufficiently well. For example, in mathematics, some pupils do not have secure understanding of concepts, such as multiplication, before they move on to more challenging problems.

From Reception to key stage 1, pupils engage positively when they learn how to read. In Reception, children respond extremely well to stories. Through careful planning, pupils are immersed in the imaginary worlds of the stories that they read. Pupils in Years 1 and 2 learn to read with fluency and understanding. Staff are knowledgeable about the early reading programme. They support pupils to read regularly and listen to a breadth of texts.

Older pupils are eager readers. They learn how authors create characters, settings and themes which, in turn, helps them to craft their writing. They learn how to select the most appropriate language to include in their own compositions. Pupils with special educational needs and/or disabilities (SEND) develop strong reading and writing knowledge through bespoke support.

In the Reception class, children excel in their learning. They are very well prepared for key stage 1. The curriculum is rich in its use of language, so that all children develop strong speech and language skills. Children learn about the world around them in depth. For example, children understand the scientific process involved in the melting of ice with warm water. Children develop very strong fine motor skills through well-structured activities, such as cooking with mud to make 'mustard and cheese'.

Pupils attend school regularly. They enrich their knowledge of the curriculum through trips to places, such as Charmouth, to learn about fossils. The school is at the heart of the village and pupils develop their understanding of the area well. For instance, they visit the church and the beach regularly. Pupils are overwhelmingly positive about the range of clubs they can join, such as karate and football.

Governors and the trust know the school well and have supported the school's improvement journey. Governors gather a breadth of information about the school to pose challenging questions of school leaders. Staff are overwhelmingly proud to work at the school and feel that leaders are mindful of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the teaching of the curriculum is not adapted well enough to pupils' needs and starting points. Where this is the case, pupils do not learn with as much success and confidence as they do in other subjects. The trust and the school should ensure that teaching is suitably adapted so that all pupils learn well.

## **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 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

<b>Unique reference number</b>	143190
<b>Local authority</b>	Devon
<b>Inspection number</b>	10288211
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Bailey
<b>CEO</b>	Jo Evans
<b>Headteacher</b>	Rebecca Porter
<b>Website</b>	<a href="http://www.beer-ce-primary.devon.sch.uk">www.beer-ce-primary.devon.sch.uk</a>
<b>Dates of previous inspection</b>	8 and 9 January 2020, under section 5 of the Education Act 2005

## Information about this school

- There is a breakfast club and after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## 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 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team. They also held discussions with trustees.

- Inspectors carried out deep dives in English, early reading, mathematics and history. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- An inspector listened to pupils from Years 1 to 3 read to an adult.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- 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 reviewed pupils' behaviour in lessons and around the school.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

### **Inspection team**

Susan Aykin, lead inspector

His Majesty's Inspector

Ian Robinson

Ofsted Inspector

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