

Berkeley Primary School

Marybrook Street, Berkeley, Gloucestershire, GL13 9AZ

Inspection dates 15–16 October 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress in all year groups. There have been good improvements in attainment in writing in the last two years, reflected in the national assessments for writing at the end of Year 6 where standards have caught up with those in reading.
- There are good levels of challenge provided for more able pupils, reflected in the higher than average proportion achieving the higher levels in the assessments in both English and mathematics.
- Pupils' good progress is a direct result of good teaching. All teaching observed during the inspection was at least good with examples of outstanding practice. Teachers are particularly good at asking questions to extend pupils' learning.
- Teaching assistants play a key role in aiding pupils' progress, particularly, but not exclusively, for disabled pupils and those who have special educational needs.
- Pupils' behaviour is good. An especially positive feature is their keenness and enthusiasm in lessons. They maintain concentration very well and have taken good responsibility for their own learning. They are polite and courteous and behave well around the school. Pupils say that they feel very safe in school and that bullying is not an issue.
- The quality of leadership and management is good. There is a very evident sense of purpose, shared by all staff and governors, to continue to drive the school forward. Their monitoring of teaching and learning has been effective in developing teachers' practice and therefore pupils' achievement.
- The governing body has carried out an audit of their skills and has been proactive in seeking training, both for themselves and staff. The governing body takes its full share of responsibility for continuing improvements.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. Not all pupils are always provided with work that challenges them and they do not always know what the skills are that they need to master next.

Information about this inspection

- The inspectors visited 19 lessons. Three of the observations were carried out jointly with the headteacher.
- The inspectors held meetings with leaders and managers, staff, pupils and the Chair of the Governing Body and another governor. They also met with a representative of the local authority.
- The inspectors met informally with parents and carers at the beginning and end of the school day and analysed the results of the 31 responses to Parent View, the Ofsted online survey.
- The inspectors observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspectors evaluated the school's information on the progress that pupils are making.

Inspection team

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|----------------------------|----------------------|
| John Eadie, Lead inspector | Additional Inspector |
| Jeanne Simpson | Additional Inspector |

Full report

Information about this school

- Berkeley Primary School is a smaller than average-sized primary school. Pupils are grouped into eight classes, one for each age group from Nursery to Year 6.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is lower than average. At this school, all these pupils are known to be eligible for free school meals.
- There are very few pupils from minority ethnic groups. All of these are fluent in English.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well below average. The proportion supported at school action plus or who have statements of special educational needs is below average.
- The school met the government's current floor standards in 2012. These set the minimum expectations for pupils' attainment and progress.
- The school opened a pre-school just over a year ago, taking children from two years and nine months. The provision for children of Nursery age was not evaluated as part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that much of it is outstanding by:
 - ensuring that pupils of all ability levels are always given work that provides a good level of challenge
 - ensuring that individual pupils are aware of the specific skills they need to master to move their learning forward.

Inspection judgements

The achievement of pupils is good

- The opening of a Nursery class just over a year ago has had a positive impact on the attainment of children when they join the Reception class. Although still below expectations for their age in some areas of numeracy and literacy it has improved. Children make good progress in all areas of learning in the Reception class due to the thoughtful provision for them.
- This good progress continues through the school, with pupils in all year groups making good progress in reading, writing and mathematics. Some pupils make exceptionally good progress. For example, many of the pupils who are disabled and those with special educational needs make excellent progress due to the effectiveness of interventions that are put in place to aid their progress.
- In the national assessments at the end of Year 6, pupils' attainment has improved since the last inspection and has been above average for the last three years. Although attainment was not quite so high in 2013 this cohort had made good progress from their assessments when they were in Year 2. Pupils' attainment in mathematics, while still good, is not as good as that in reading or writing. The school has analysed the reasons for this and is putting in place initiatives to address them.
- Pupils' attainment in reading is above average by the time they leave from Year 6. An above average proportion of pupils exceeded the expected level in both the 2012 and 2013 national phonics (linking letters and sounds) screening check in Year 1. The majority of those few who missed the expected level in 2012 succeeded when they were rechecked this year, some making exceptional progress.
- The pupil premium funding is used well to support individual pupils. There were not enough of these pupils in 2012 to compare their attainment in the assessments in Year 6 with their classmates. However, these pupils through the school are achieving at least as well as their peers.
- The very few pupils from minority ethnic groups make the same progress as their classmates.

The quality of teaching is good

- There is a consistently good quality of teaching in the school, with examples of outstanding practice. The school has adopted a system of giving pupils considerable responsibility for their own learning, for example by choosing their own starting points when tasks are presented. This is successful as many choose work that challenges them from the start. However, there are occasions when the range of work provided is not sufficiently broad to challenge all ability levels and many do the same tasks. Pupils confirm this, saying that work is sometimes a bit too easy for them.
- Teachers are very good at assessing the success of pupils' learning in lessons. For instance several occasions were observed where a teacher or teaching assistant decided that a pupil or pupils were coping comfortably with what they were doing and encouraged them to go for more challenging work.
- A further strength is that teachers plan well to take pupils on from previous learning. For example, in a mathematics lesson, the teacher had identified that some pupils had called a shape an irregular square in the previous lesson. He therefore gave time at the start of the lesson for group discussion about the possibility of an irregular square. Understanding of regular polygons was considerably enhanced as a result.
- Examples of outstanding practice were observed. For instance, in a lesson with younger pupils where they were learning to write a letter, the teacher based the exercise on pupils' experiences and used excellent application of their phonic knowledge. This engaged them very well and their learning was advanced considerably.
- Pupils say that marking is helpful and gives them pointers to improve their work. However, there

is an inconsistent approach to helping them understand what specific skills they have mastered and which ones they need to focus on next to move their learning on faster. These skills sometimes become confused with the specific objective for the lesson when teachers are setting success criteria for pupils' learning in a lesson.

The behaviour and safety of pupils are good

- Pupils are very well behaved in and around the school, though a small minority of parents and carers do not agree with this view. Inspectors found pupils to be well mannered and considerate and that they relate very well to each other and to adults.
- Pupils say they feel very safe and almost all parents and carers agree. Pupils say that bullying is very rare, minor when it happens, and dealt with well. They have good knowledge of different types of bullying, being able to talk knowledgeably about cyber-bullying and racial discrimination, for instance. Discrimination of any kind is not tolerated and pupils have a good awareness of a range of world cultures.
- Pupils' attitudes to their learning are very strong. They are fully involved in taking responsibility for their own learning and this engages them and ensures that they concentrate well and persevere. However, there are occasions when this self-motivation slips and they have to be reminded more than once to stay on task.
- Rates of attendance have been improving and are now a little above average. Similarly, persistent absenteeism has almost been eliminated.

The leadership and management are good

- The headteacher leads a strong team. Their drive for improvement is shared by all staff and governors. Teachers take on management roles effectively. For instance, the improvements noted in writing are due to the clear analysis by the literacy leader of what needed to be done and how to implement these improvements.
- The management of teachers' performance has been used well to support and extend skills and to improve the quality of teaching and consequently pupils' achievement. There is a strong and active group of local schools that ensures that staff development can be shared and this has been effective. The school has also been proactive in seeking opportunities for the professional development of specific staff much further afield.
- The school has worked hard to build a partnership with parents and carers, specifically by appointing a learning and family support leader, who has been very effective in enabling parents and carers who might otherwise find it difficult to become involved in their children's learning. Despite this good work, the views expressed by parents and carers when responding to Parent View were not overwhelmingly positive and showed some concerns.
- A determination to provide equality of opportunity is central to the school's ethos and this is demonstrated in the way that pupils are prepared for their futures. For instance, the range of visits and visitors provides pupils with a breadth of experiences which build their confidence.
- The curriculum provides well for the needs of the pupils. Pupils enjoy the work on a variety of topics, which engage their interests well. Provision for pupils' spiritual, moral, social and cultural development is strong. They are provided with good opportunities to reflect on moral and social issues and their spiritual and cultural development is widened significantly. A good example was seen in the visit of a volunteer from the local food bank that the school is supporting in their Harvest giving, who raised the pupils' social conscience and awareness significantly.
- Funds are managed very carefully. Effective management is also demonstrated in the way that the funds provided for pupils eligible for the pupil premium are used. It is focused on the needs of these pupils and is effective in improving their progress and access to the curriculum.
- The new funding for physical education has been planned for well and a significant amount has already been spent on employing expertise. This expertise is not only providing the pupils with

experienced coaching in sports that they might not have tried, such as golf, but the coach is also working alongside staff to enhance their expertise in teaching physical education.

- Safeguarding procedures are thorough and pupils are kept safe.
- The local authority regards the school as being a 'light touch' school and therefore not in need of significant support.

■ **The governance of the school:**

- Governors have high expectations for the school. They have a secure knowledge of the ways in which the school is successful and what needs to improve. They have worked hard to develop an open, honest and productive relationship with the school so that they can provide an appropriate balance of challenge and support, based on accurate information. They use data increasingly effectively to play a part in self-evaluation and they invite leaders at all levels to meetings to report on aspects of the school development plan. They have carried out an audit of their skills and their committees have been adapted to make use of their strengths. They have undertaken training to increase their skills further. They know about the quality of teaching and how good teachers are rewarded by progression through the pay scale. They know how the pupil premium funding is used though they do not monitor sufficiently closely whether the support is helping these pupils catch up.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 115503 |
| Local authority | Gloucestershire |
| Inspection number | 426811 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 187 |
| Appropriate authority | The governing body |
| Chair | Nathan Wolstenholme |
| Headteacher | Debbie Marklove |
| Date of previous school inspection | 19 November 2008 |
| Telephone number | 01453 810254 |
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