

# Berkley Church of England First School

## Inspection report

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<b>Unique Reference Number</b>	123743
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359503
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Martin James

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	null null
<b>Headteacher</b>	Carole Brautigham
<b>Date of previous school inspection</b>	9 February 2011
<b>School address</b>	Berkley Frome, Somerset b BA11 5JH
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Three members of staff were observed teaching. The inspectors held meetings with the Chair and Vice Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation, including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the 60 responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What provision is made for raising attainment in writing?
- Is provision in the Early Years Foundation Stage adequately supported through the use of outdoor play?
- To what extent has the school developed national and global links to enhance community cohesion?

## Information about the school

Berkley Church of England First School is much smaller than the average-size primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average. These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. There are no pupils with a statement of special educational needs. The Early Years Foundation Stage consists of Reception-age children, who are integrated into one class with a number of Year 1 pupils. Throughout the rest of the school, pupils are organised into mixed Years 1/2 and 3/4 classes. In recognition of its work, the school has received a number of awards, including the Green Flag Eco award and the Activemark award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school, where pupils achieve exceptionally well. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute very well to the local community, with the school being very much part of that community. Care, guidance and support are also outstanding, with the welfare of its pupils being a high priority of the school. Parents and carers are extremely positive about the school, and, for example, one said, 'This small rural school has provided a wonderful springboard for my child's education.' Another added simply, 'An excellent school with excellent staff.' During their time in the Early Years Foundation Stage children achieve very well, and they normally reach standards that are just above average by the time they leave Reception. In Years 1 to 4, pupils continue to make exceptional progress, with the result that at the end of Year 4 attainment is high in all key subjects.

Excellent teaching and an outstanding curriculum are crucial factors in the exceptional progress made by all groups of pupils. In class, relationships are strong, teaching assistants are deployed very well and teachers make very good use of a variety of resources and strategies to make the lessons interesting. In particular, teachers ensure there is considerable challenge in all the tasks provided, and they have the highest expectations of their pupils' work. Pupils for their part are most keen to rise to the challenges presented. The curriculum is innovative and exciting and contributes very significantly to the development of pupils' academic and social skills. It is constantly being adapted to inspire excellence in both learning and enjoyment, and staff are very confident in the way they deliver it. The school has done a great deal to promote community cohesion, both in school and locally. However, it has not yet done as much to further improve pupils' understanding of the cultural diversity to be found within the United Kingdom and internationally.

The headteacher, other staff and members of the governing body are a dedicated team, highly committed to improving the provision they make for their pupils, especially as regards helping them make the best possible progress with their work. Self-evaluation is very successful in pinpointing where improvement is needed and the school has moved on very significantly since the previous inspection. Morale is high, planning illustrates continuing high intentions and there is a strong determination to succeed. The improvements that have been made since the last inspection, and the exceptional quality of the current provision, mean that the school has an outstanding capacity to improve even further.

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

- Extend community cohesion further by:

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- providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

## Outcomes for individuals and groups of pupils

**1**

The work seen in lessons and in pupils' books confirms that their achievement is outstanding, accurately reflecting school data. Consequently their attainment at the end of Year 4 is high. In an English lesson seen in Key Stage 2, the skilful use of questioning by the teacher allowed pupils to develop a wide range of appropriate vocabulary, particularly adverbs and adjectives. This ensured that pupils then made excellent progress in confidently producing their own stories. Pupils' targets were also discussed with them, to ensure that they knew clearly how to raise the standard of their own work. Pupils with special educational needs and/or disabilities also achieve very well. In a mathematics lesson observed in Key Stage 1, the teacher was most careful to include them fully in discussions, so that they knew exactly what was expected of them, thus greatly benefiting their learning. Boys and girls perform equally well. The pupils' outstanding progress from their lower-than-expected starting points, together with their full, enthusiastic participation in their learning, illustrates that the school is preparing them exceptionally well for their future education and their life at work.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and above-average attendance. They are courteous to each other and to adults, and they move around the school in an orderly manner. Pupils have very sensible attitudes to their work and they take a great pride in what they produce. They have a strong sense of safety, illustrated well by one pupil who commented, 'The gates and fences keep out any strangers.' Pupils eat healthy meals and they benefit from the very good range of physical exercise activities provided, including swimming. Pupils are particularly enthusiastic about 'Take Ten', a daily physical activity that they undertake. They say they are pleased with their role in helping the school gain its Activemark award. While good, pupils' cultural awareness is not as strong as their excellent spiritual, moral and social development. Pupils are very keen to take on the many responsibilities that the school offers them. For example, the school council takes its role very seriously and members are proud of the booklet they produced for other pupils on keeping safe. Pupils are also very involved in the wider village community through such events as visiting farms, attending the fete, welcoming residents into school and taking part in musical activities in the local church. Pupils particularly enjoy producing items for the parish magazine.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers organise their classrooms very well, and they create a most interesting and welcoming learning environment for pupils, despite the school's rather limited accommodation. Classes are very well managed and relationships are excellent. As a result, pupils are keen to learn and ready to work hard. One pupil reported that, 'Teachers make lessons fun.' Explanations are clear and reflect teachers' exceptional subject knowledge. Teaching assistants are very well deployed to promote learning, especially for pupils with special educational needs and/or disabilities. This ensures they are able to join in all class activities and make rapid progress. Teachers' on-going assessment of pupils' work is a particular strength, resulting in pupils' clear understanding about how to improve. Their involvement as learners in self-assessment is exemplary. Planning is very good, providing tasks well matched to pupils' interests and competences and demonstrating high expectations. Pupils therefore progress exceptionally well in their academic work and become responsible, mature young people.

The school provides a rich, exciting and well-structured curriculum, where links between subjects are used particularly well to enhance pupils' learning. Discussions with pupils suggest that the topic on 'Flight and Space' was a special favourite. The provision of extended opportunities for pupils to discuss the possible contents of their stories, together with a strong emphasis on handwriting skills, has successfully addressed previous minor weaknesses in pupils' writing. Pupils also benefit from the exceptional learning experiences

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provided in the school's own grounds and the surrounding area. Opportunities are routinely provided for pupils to develop their independent learning skills. Pupils speak enthusiastically about this, as well as the excellent range of outings and after-school clubs that enhance the curriculum. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Parents and carers say they much appreciate this pastoral care of their children. Pupils are very well known to staff members and they give their welfare a high priority. Pupils are keen to point out that they also delight in looking after each other and keeping each other safe. Effective arrangements ensure the smooth entry of pupils into the school, as well as into the middle school when they leave. Pupils are regularly reminded about the need to take care, for instance, during the inspection an assembly was given over to informing pupils very clearly about how to be safe when using computers. ♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, supported very well by other members of staff, has been extremely successful in creating a very caring school with a strong ambition to improve. There are excellent arrangements to oversee the quality of teaching and learning, which has helped to ensure high standards and outstanding progress. Exceptional care is taken to ensure that no form of discrimination is tolerated in the school and that equal opportunities are promoted highly effectively. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected. For instance, the identity of all visitors to the school is carefully checked and confirmed. Community cohesion is promoted well in the school. There are excellent community links, both in school and locally. However, in its own evaluation, the school recognises that links beyond the local community are not so well developed. A useful start has been made through contacts established with a school in Ghana and another in Weston-super-Mare.

Subject leaders demonstrate a very good understanding of their various subjects, and they have actively supported strategies for making improvements. The governing body plays its part very well, both supporting the school and keenly monitoring all aspects of its provision. Links with parents and carers are strong. Some noted the interest generated in their children by the school's curriculum, leading to a real enthusiasm in tackling all forms of work, including that done at home. They in turn support the school very well in the overall provision for their children. ♦♦

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

When the children start Reception their knowledge and skills are below those expected for their age. However, through the year they achieve exceptionally well, and by the end, standards are just above average. The children are very happy in school; they enjoy themselves and they particularly value the company of the older pupils in the class. Their behaviour is excellent. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the strong links that are established with the parents and carers and the pre-school settings. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves; they have high expectations and they take every opportunity to help the children develop their various skills. Teaching is outstanding. In one lesson observed, on healthy food, the interesting activities provided by the teacher ensured that the children tackled their work with much enthusiasm, applying great concentration to their tasks. This helped them to make very good progress. The children show exceptional social skills in sharing and taking turns with others. Staff know the children very well, and the frequent observations and assessments of their work result in new tasks that are well suited to their particular needs and provide very good levels of challenge.

The extremely well-planned curriculum is enhanced by a good range of resources, with the new outdoor area being used very effectively in all aspects of the curriculum. This is a significant improvement since the previous inspection. Excellent, well-informed leadership successfully ensures exceptional provision for the children, and staff members ably complement each other in helping them to achieve very well. Great care is taken to guarantee that all children are equally involved, and that safety and safeguarding are given high priority.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A high proportion of parents and carers responded to the questionnaire they received asking for their views about the school. An overwhelming majority of them are positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. Comments such as, 'There is a very caring and loving attitude to the children,' and, 'My child has made amazing progress in all aspects of his work,' confirm these views. No concerns were raised.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	65	21	35	0	0	0	0
The school keeps my child safe	52	87	8	13	0	0	0	0
My school informs me about my child's progress	39	65	20	33	1	2	0	0
My child is making enough progress at this school	43	72	17	28	0	0	0	0
The teaching is good at this school	49	82	11	18	0	0	0	0
The school helps me to support my child's learning	43	72	17	28	0	0	0	0
The school helps my child to have a healthy lifestyle	46	77	14	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	68	16	27	0	0	0	0
The school meets my child's particular needs	45	75	15	25	0	0	0	0
The school deals effectively with unacceptable behaviour	38	63	22	37	0	0	0	0
The school takes account of my suggestions and concerns	34	57	26	43	0	0	0	0
The school is led and managed effectively	50	83	10	17	0	0	0	0
Overall, I am happy with my child's experience at this school	53	88	7	12	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2011

Dear Pupils

**Inspection of Berkley Church of England First School, Frome BA11 5JH**

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We especially liked joining you in assembly, and it was good coming to some of your lessons. Thank you for filling in the forms about your views of the school; it was most helpful. You will be pleased to know that you are in an outstanding school, where you are making excellent progress with your work.

These are some of the strengths of the school.

- Children in Reception make an excellent start in the school.
- Teaching is outstanding, and teachers provide you with lessons which you really enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You are provided with exciting topics that greatly help your learning, such as the one about 'Flight and Space'.
- The staff know you very well and take very good care of you. As a result you feel very safe. Your parents and carers are very pleased with the school.

This is the one thing the school has been asked to improve:

- Give you greater opportunities to become more aware of people from different communities and cultures in both the United Kingdom and around the world.

You can help, too, by listening very carefully when your teachers are telling you about people from these different places.

I wish you all well for the future.

Yours sincerely

Martin James Lead inspector

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