

Bere Regis School

Rye Hill, Bere Regis, Wareham, BH20 7LP

Inspection dates 2–3 May 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, there has been significant improvement and all previously identified areas for development have been successfully addressed. The headteacher, staff and governors share responsibilities especially well, forming a strong team who readily learn from each other.
- This is an excellent role model for pupils and as a result they continue to make good progress and reach above average attainment. Pupils in the newly established Year 5 are making especially good progress and attainment is above average. Standards in writing are particularly good.
- Teaching is good and sometimes outstanding. This ensures that the school is closing the gap in attainment and progress between pupils whose circumstances might make them vulnerable and other groups of pupils.
- Pupils really enjoy coming to school so attendance is high. Their behaviour is exemplary. They say they feel very safe in school and bullying is very rare. They behave impeccably in lessons and get on exceptionally well together on the playground. Almost all parents fully support this view.
- The relationship between the school and the village is extremely strong forming a very cohesive community from which both benefit significantly.
- Governors are exceptionally knowledgeable about the school's strengths, weaknesses and the quality of teaching. They bring a wide variety of important skills to the life of the school from the world of work. They consistently ask challenging questions about its performance and are very supportive of all the school's activities.

It is not yet an outstanding school because

- Although teaching is consistently good, more needs to be outstanding.
- In some lessons, tasks are not sufficiently challenging so pupils do not make the rapid progress of which they are capable.

Information about this inspection

- The inspector visited nine lessons, observing five teachers. She also talked to pupils about their work and heard pupils read from Years 2, 4 and 5.
- A wide range of documents was scrutinised, including pupils' work, systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone conversation took place with a school adviser from the local authority.
- Fifteen questionnaires from members of staff were analysed. The inspector took account of the views expressed in 33 on-line responses from Parent View and during informal meetings with parents before school.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Full report

Information about this school

- Bere Regis is much smaller than the average-sized primary school and some pupils are taught in mixed-age classes, Reception with Year 1, and Years 3 and 4 together. Years 2 and 5 are currently taught in single age classes. Pupils attend from the village and the surrounding area.
- The school is in the process of becoming a through primary school with pupils from the age of 4 to 11. This will be completed next academic year when the current Year 5 becomes the school's first Year 6.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed services) is below average.
- There are no disabled pupils in the school at the present time.
- The proportion of pupils with special educational needs supported through school action is above the national average. The proportion of those at school action plus and with a statement of special educational need is average.
- There are a very small number of pupils from minority ethnic groups for whom English is not their first language, but they are not in the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a privately managed pre-school on site which was not part of this inspection.

What does the school need to do to improve further?

- Ensure more outstanding teaching so that all groups of pupils make rapid progress by:
 - providing challenging tasks in lessons and planning questions that match pupils' varying needs and extend and develop their understanding
 - creating opportunities for more able pupils to reflect on their learning and sometimes set their own challenges.

Inspection judgements

The achievement of pupils is good

- Children join the school in Reception with the levels of knowledge and skills expected for their age. Teachers plan learning exceptionally well for the mixed age class, taking full advantage of the flexibility it offers to group pupils according to their learning needs and stages of development rather than their age. This allows pupils to make rapid progress.
- Similar organisation across Reception, Year 1 and 2, along with expert modelling by teachers and teaching assistants, ensures that pupils learn letters and sounds quickly. They use this knowledge well to help them tackle unfamiliar words when reading and writing.
- Pupils are encouraged to read at home and at school. As a result, a strong reading culture is developing. Pupils enjoy reading and most read fluently and with expression at their appropriate stage.
- Pupils' quick progress is maintained in Year 2 and attainment is above average. In an exciting and imaginative mathematics lesson, pupils selected their own resources, practised their multiplication and division skills and worked industriously as they planned the car parking facilities for the new school. More able pupils were challenged well by an extension task asking them to work out the weekly cost for parking.
- Occasionally tasks in some lessons are too easy for some groups of pupils and they spend too much time practising skills that are already secure.
- However, pupils continue to make good progress in the junior years and attainment in the current Year 5 is above average. Standards in writing are especially high. During a lesson using *Gulliver's Travels* as a stimulus, pupils were totally engrossed in their work and many demonstrated writing skills well above those expected for their age.
- Flexible teaching arrangements and carefully planned tasks that meet their needs means that pupils whose circumstances might otherwise make them vulnerable, and disabled pupils and those with special educational needs, make the same good progress as all other pupils. These pupils are exceptionally well supported by highly trained teaching assistants.
- The school is in receipt of a small amount of pupil premium funding. This is currently being used effectively to support these pupils so that the gap between their attainment and that of all other pupils is closing, for example in Year 4, where progress is good for an unusually high number of pupils with special educational needs.
- Homework, especially for older pupils, is very well organised and interesting. A wide variety of practical tasks and those requiring research encourage a strong home/school partnership.

The quality of teaching is good

- Teachers are skilled in teaching pupils across a wide range of age and ability and use the mixed age classes to advantage, allowing pupils to join groups for different subjects according to their learning needs rather than their age.
- Outstanding relationships exist between pupils and teachers. These, together with interesting work, engage pupils in their learning quickly and with enjoyment.
- Teachers manage behaviour exceptionally well, ensuring that there is no disruption to lessons.
- In most lessons, pupils are challenged appropriately and as a consequence they make at least good and sometimes outstanding progress. In the very best lessons, teachers use skilful questioning to probe pupils' understanding and encourage pupils to talk and discuss questions with a partner. However, there are some missed opportunities to extend pupils' thinking where tasks are too easy, the level of challenge is not high enough and progress slows.
- Teachers ensure that pupils are very clear about what it is they are learning. Pupils competently use success criteria to assess for themselves if they have achieved the objective for the lesson.

- Pupils work hard and remain focused, whether working independently or as a member of a group. Reception and Year 1 pupils thoroughly enjoyed their art and information and communication technology lesson using the work of Arcimboldo as a stimulus. As well as demonstrating their powers of concentration, the lesson made excellent links across subjects and supported pupils' personal and cultural development very well.
- Teachers make very helpful comments when marking pupils' work and pupils say 'because of this, we know what to do to make our work better'.
- Disabled pupils and those with special educational needs make good progress because assessment procedures are thorough and strategies used to help them are carefully monitored.

The behaviour and safety of pupils are outstanding

- Records over time show that there have been no exclusions or bullying since the last inspection. Exemplary behaviour is typical, a view fully supported by the pupils and adults in the school and parents.
- Pupils say they feel very safe in school. The school holds an anti-bullying week annually to help pupils' very good understanding of the different types of bullying, especially when using the internet.
- During the inspection, pupils' behaviour was impeccable. An outstanding feature is pupils' ownership of the management of behaviour. Peer Mediators and Playground Friends make a significant contribution to very happy playtimes, ensuring that everyone gets on really well together and no one is isolated. Pupils successfully help each other to resolve minor difficulties but they know whom to go to for help should the need arise.
- The school's high profile in the village enables it to influence other groups that pupils belong to outside of school. One parent spoke of the strong continuity and consistency to the management of behaviour and high expectations for pupils both during and beyond the school day. This supports pupils' personal, spiritual, moral and social development very well.
- Pupils enjoy taking responsibilities around the school and being members of the school council. They are justly proud of their involvement in designing their school grounds and the new Village Play Park.

The leadership and management are good

- The leadership and management of the school is very clearly a shared responsibility. The headteacher teaches alongside colleagues and values highly everyone's contribution. This is a school where everyone plays a full part in its successful development. Staff form a strong, experienced and stable team where they consistently share professional views and learn from each other. This is an excellent role model for pupils.
- The staffing team know what has to be done to drive forward plans for improvement. They evaluate and identify priorities accurately and have clear action plans for the future. Since the last inspection, there have been many challenges and successes, especially improvement in the standard of writing and mathematics. The school is now poised to become a through primary school from September 2013 and demonstrates a good capacity for further development.
- Since the last inspection, thorough tracking has been introduced and pupils' progress is regularly discussed. If pupils are not doing as well as they should then programmes are immediately put into place to help them.
- The headteacher monitors the quality of teaching consistently and uses the national teaching standards to manage teachers' performance rigorously and to report on the quality of teaching to the governing body. Room for improvement is recognised by the headteacher.
- Through a professional development opportunity entailing considerable commitment from two members of staff, pupils have been successfully enabled to take ownership of their behaviour. Further development has been correctly identified in order to prepare teachers for the school

having full primary status next year.

- Children make a seamless and calm transfer into school life and quickly become confident learners because of the excellent leadership and management of Reception, especially through links with the pre-school on site, home visits and extensive induction arrangements for both parents and children.
- Parents generally are exceptionally supportive of the school and there is a very active 'Friends of the School' group.
- Learning is brought alive for pupils because of the creative way in which it is presented. Activities such as the whole school Music Week are unforgettable experiences for pupils and involve many people from the village. These demonstrate a truly cohesive community and rich cultural provision for pupils. Subjects are regularly enhanced by a wide selection of visits, visitors and clubs.
- This small school benefits considerably from all its many partnerships, including those with other schools and outside agencies. These are reciprocal and staff share their expertise well with others.
- Equal opportunity for different groups of pupils is promoted well and the school does not tolerate any form of discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously. Regular training and thorough monitoring ensure that high standards of safety are maintained.

■ **The governance of the school:**

- Governors have many skills and a wide spectrum of experience outside of education. Through access to information and data, visits to lessons and discussions with staff and pupils, they are able to ask searching questions about the school's performance and other aspects of its work. As a result, they are very knowledgeable about its strengths and areas for development. This enables them to constantly challenge the school to improve on its previous best. Governors fully understand how the pupil premium is being used and its impact on the progress of more vulnerable pupils. The headteacher's performance is rigorously assessed through annual objectives. Governors have a very good understanding of the management of teachers' performance and salary progression. They are very proactive in the school's quest for a new school building.

What inspection judgements mean

School		
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

Unique reference number	113658
Local authority	Dorset
Inspection number	412629

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Annetta Allen
Headteacher	Steve Battishill
Date of previous school inspection	10–11 November 2009
Telephone number	01929 471334
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Email address	office@bereregis.dorset.sch.uk

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