

Bere Regis School

Southbrook, Bere Regis, Wareham, Dorset BH20 7DB

Inspection dates

5–6 April 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders' evaluations of the school are overly positive. As a result, they have not taken the action needed to improve outcomes for pupils.
- Senior and middle leadership roles are not sufficiently developed. As a result, leaders lack impact and there is limited capacity to improve.
- Teachers do not check and assess pupils' progress accurately. As a result, work is ill-suited to meet the full range of pupils, including those who have special educational needs and/or disabilities.
- Teachers lack the support and guidance to plan high-quality learning opportunities for pupils. As a result, pupils' skills in reading, writing and mathematics are developing too slowly.
- Governors lack rigour in holding leaders to account. As a result, there are significant shortfalls leading to weak teaching, learning and assessment.
- Teachers' expectations of pupils, including those who are disadvantaged and the most able, are too low. Consequently, pupils produce poor-quality work and are failing to reach the standards of which they are capable.
- Outcomes for pupils are unacceptably low. In particular, pupils' mathematical, reading, writing, spelling, punctuation, grammar and handwriting skills are weak.
- Children leave the early years ready for the next stage in their learning. However, a few of the most able children do not receive the challenge they need to work at the level of which they are capable, particularly in writing and mathematics.
- The curriculum is not meeting the needs of all learners, especially in Years 5 and 6. As a result, pupils lose interest in their learning.

The school has the following strengths

- The headteacher understands the priorities for improvement. As a result, he is making necessary changes to improve teaching, learning and assessment.
- Pupils and parents recognise strong improvements in pupils' behaviour and welfare. Pupils show genuine value and respect for each other.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Raise standards in reading, writing and mathematics across the school by ensuring that teachers:
 - Set the highest expectations for all pupils and refuse to tolerate low-quality work
 - use assessment information effectively to plan opportunities and set appropriately challenging work for pupils and children in the early years, including those who have special educational needs and/or disabilities and the most able pupils
 - check pupils' understanding and knowledge and take the right steps in building pupils' knowledge, skills and understanding
 - know how to deepen pupils' mathematical thinking and reasoning, especially in applying efficient methods of calculation and problem solving
 - rapidly develop pupils' reading and writing skills, including spelling, punctuation, grammar and handwriting, across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that:
 - governors fully understand their roles and responsibilities in holding school leaders to account
 - governors have an accurate view of the school's effectiveness, especially in terms of the quality of teaching, learning and assessment across the school
 - the school's assessment system is used to inform teaching and learning, including for pupils who have special educational needs and/or disabilities
 - the full range of senior leaders are able to lead effectively, including those who have specific responsibility for special educational needs and disadvantaged pupils
 - there is the capacity to improve through effective middle leaders, including subject leadership
 - the curriculum deepens pupils' skills, knowledge and understanding as well as promoting a wider enjoyment for pupils, especially in Years 5 and 6.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including governors, have an overly optimistic view of the school. As a result, they are not acting to improve teaching, learning and assessment with sufficient rigour and urgency.
- Senior leadership has not been effective except where the headteacher has acted or influenced directly. Consequently, the school does not have the capacity to secure the necessary improvements for pupils.
- Leadership of provision for pupils who have special educational needs and/or disabilities is not effective. Assessment practice does not reflect the needs of these pupils or support them closely enough. Leaders have an over-generous view of pupils' outcomes; pupils who have special educational needs and/or disabilities do not make strong progress. However, parents of pupils with significant medical and complex needs recognise the steps taken by leaders to understand the nature of their child's condition and appreciate the involvement of staff.
- Middle leaders, including subject leaders, have had limited impact on driving improvement. For example, the English action plan which had previously 'expired' has not been checked or updated. Improvements in core subjects are too slow and teachers lack support and direction to improve outcomes for pupils.
- Leaders do not typically use assessment information effectively. The headteacher has recently established more accurate information to track pupils' progress and to better hold teachers to account for pupils' outcomes. However, teachers and other leaders do not use this information well. As a result, until very recently pupils' progress has not been monitored to ensure they are making strong progress.
- The headteacher has introduced professional performance meetings with teachers to hold them to account. As a result, teachers are now aware of the headteacher's expectations to raise standards and accelerate progress for groups of pupils and individuals.
- Despite the broad range of subjects being taught, the curriculum is not well used to secure better outcomes for pupils. In particular, opportunities to deepen and develop pupils' core reading, writing and mathematical skills are underdeveloped across the range of subjects. In addition, pupils' enjoyment of learning in Years 5 and 6 is considerably restricted by a narrow curriculum approach to the teaching of key skills required to meet standards in national tests.
- Leaders promote a range of extra-curricular clubs and opportunities for pupils. These include sports, arts and craft. In addition pupils, including those in receipt of the pupil premium grant, benefit from a well-run breakfast club which provides a calm, purposeful and structured start to the school day.
- Leaders proactively involve pupils in promoting school values and virtues, and pupils consider spiritual and moral aspects to their learning and behaviour. In addition, class charters and school rewards are closely linked to British values so that pupils understand the importance of contributing to the school and the world around them.

- External support from the local authority to the governing body has had too little impact. Reports and visits by local authority officers have not provided an accurate evaluation of the school's performance, particularly of pupils' current outcomes and the capacity of leadership and management to improve.
- The headteacher understands the issues and priorities facing the school. Since his appointment, he has ensured that there is accurate assessment information which is being used to hold teachers to account. This also provides valuable information to inform pupil tracking and interventions. As a result, some pupils who need it are now receiving more appropriate support from teaching assistants.

Governance of the school

- The governing body has been through much change and has recently invested a significant amount of time and resources in building the new school which opened in January 2017. However, along with other circumstances, this has resulted in a lack of urgency and focus on improving the quality of teaching, learning and assessment to improve outcomes for pupils.
- Governors' self-evaluation of current standards and the quality of teaching is overly generous and inaccurate. As a result, weaknesses in teaching, assessment and leadership have not been tackled rigorously, resulting in poor outcomes for pupils.
- Governors have not had an effective strategy for improving the quality of leadership and management. As a result, capacity to improve the school's performance is currently limited to the headteacher.
- The pupil premium grant is not spent effectively. Support for disadvantaged pupils is not targeted effectively to ensure their academic outcomes are improving, including for the most able pupils.
- New governors have been appointed to the governing board following the application of a 'skills matrix' so that governors can have a well-informed and knowledgeable team. Governors are now showing a willingness to improve and are keen to accept advice.
- Governors have recently delegated subject responsibilities and some have conducted school visits or have met with teachers. Governors also implement a calendar to monitor and check leaders' work against agreed priorities. However, much of this is too recent to have had a discernible impact on standards.
- The physical education and sport premium is spent appropriately. Pupils enjoy a range of sporting activities, including additional external tennis coaching which offers high-quality teaching and provision for these sessions.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are proactive in keeping children safe and ensure that processes and systems are used effectively. They are diligent in reporting concerns, which are quickly followed up by designated safeguarding officers. Case studies and records show timely

interventions and effective referrals to professional services.

- Designated safeguarding officers are quick to challenge other professionals and organisations on behalf of children. Leaders work effectively with the range of external professionals to provide care for pupils and their families.
- There are three trained designated safeguarding officers to ensure that at least one is always available during the school day. Governors have also ensured that staff training is up to date and fully compliant with current regulations, including 'Keeping children safe in education' (2016). However, the most recent version of the safeguarding policy is not yet on the school's website.
- School staff also ensure that pupils are tracked rigorously between schools so that there are no children missing education. The headteacher follows up any gaps in attendance diligently and ensures that pupils can always be accounted for.
- Staff know what to do and how to support pupils if they have a safeguarding concern. Pupils feel safe and enjoy school. They are aware of risks and know how to mitigate them in a sensible and calm manner. For example, pupils are taught how to stay safe online and know what to do if they notice any unwanted or suspicious activity.
- The culture for safeguarding is strong. Pupils are reminded across the school day about the variety of risks and hazards they may face and are taught how to respond in a proportionate, sensible and timely way.
- Pupils have confidence in staff and feel well supported. As a result, pupils have an open and trustworthy relationship with staff, for example with the emotional literacy support adviser who acts effectively as a conduit for pupils in keeping them safe.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not have high expectations, including of the disadvantaged pupils and the most able pupils. One pupil, commenting about teachers' low expectations of handwriting, said 'they don't really pick us up on it'. As a result, work is too often sub-standard, especially in writing.
- Teachers do not use assessment information effectively to plan opportunities and set appropriately challenging work, including for those who have special educational needs and/or disabilities. As a result, pupils make slow progress and do not reach the standards they are capable of.
- Teachers do not ensure that learning is well considered to challenge different pupils. In workbooks, over an extended period of time, pupils of very different abilities are given exactly the same work. As a result, the most able pupils are not stretched to do their best and lower-ability pupils are not able to catch up.
- Teachers often fail to check pupils' understanding and knowledge effectively. As a result, planned opportunities or 'next steps' do not meet the different needs of pupils and work is frequently too easy or difficult. As a result, pupils can become frustrated and lack the support needed to make good progress.
- Teachers lack the support to develop their professional subject knowledge to deepen pupils' mathematical thinking and reasoning. Consequently, pupils are too often left confused and are unsure about how to solve mathematical problems and apply efficient

methods of calculation.

- Teachers do not support pupils effectively to make links between reading and writing. In particular, pupils' writing skills are not well developed across the curriculum. In addition, low expectations of spelling, punctuation, grammar and handwriting prevent pupils from producing high-quality writing across the school.
- All too often, teaching assistants are not deployed or utilised effectively to intervene or support pupils well in lessons. As a result, pupils fail to make sufficient progress over time.
- Teachers do not ensure that pupils who have special educational needs and/or disabilities have work suitably tailored for them. Details recorded in individual plans are seldom reflected in pupils' workbooks. Agreed milestones are too generic to provide an effective steer for pupils, parents and teachers. However, there are a few examples where pupils with more profound difficulties are receiving effective advice and support through external experts.
- The teaching of phonics in the Reception Year and Year 1 is supporting pupils to know, recognise and recall letters and the sounds expected of them. Pupils show a strong understanding of this in phonics sessions. However, these skills are not being consistently taught and reinforced at other times of the day and through other activities to ensure that pupils' reading and writing is of a high standard.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to work seen in their presentation is not yet good. In workbooks, especially in writing and topic books, pupils lack pride in their finished work.
- Pupils know how to take care of themselves and of each other's physical and emotional well-being. Pupils who have additional needs are fully included and supported by the school's virtues and values.
- Pupils are expected to contribute to the running of the school and their class. For example, each class has monitors or 'helping hands' to help with the running of the day. As a result, pupils feel valued and enjoy making a contribution to the school.
- Leaders have ensured that pupils have been consulted in forming the new values and rules, as well as writing class charters and having opportunities to earn badges. As a result, pupils are reminded how to behave and show respect and courtesy to each other.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' conduct and self-discipline in lessons can deteriorate when they are not motivated. This can impact negatively on the learning of those nearby and reduce the value and enjoyment of the learning.
- Pupils conduct themselves well around school and at playtimes. They mix together and socialise well, across the year groups, which promotes a caring and nurturing environment.
- School staff, including the emotional literacy support adviser and special educational needs coordinator, work effectively with pupils to provide high-quality one-to-one pastoral support. As a result, vulnerable pupils are well cared for and feel included to make positive contributions to the school.
- Attendance is improving because of the continued focus and checks made by the headteacher. Overall attendance is above average. The attendance for groups of pupils, including those who have special educational needs and/or disabilities and disadvantaged pupils, compares favourably to the national average.
- Pupils are happy in school and are confident that there is no bullying. This is a view typically shared by parents. If any incidents occur, pupils have confidence that staff deal with them promptly and proportionately.

Outcomes for pupils

Inadequate

- In 2016, the school was below the government's floor standards in national tests for reading, writing and mathematics at the end of key stage 2. The rates of progress for pupils placed them in the bottom 5% for mathematics, reading and writing.
- In 2016, key stage 1 outcomes were below the national average in reading, writing and mathematics, including for those attaining the higher standards; for example no pupil attained the higher standards (greater depth) in mathematics.
- Currently, there are insufficient numbers of pupils catching up from lower starting points in all subjects, especially in Years 3 to 6. In some cases, there is evidence in workbooks to show regression of skills in writing (and handwriting).
- Disadvantaged pupils, including the most able, remain too far behind their national (non-disadvantaged) counterparts in all subjects and are showing little sign of catching up quickly across the school.
- Pupils' writing skills are not developing securely across the curriculum, especially in spelling, punctuation, grammar and handwriting. Lower- and middle-attaining pupils, particularly boys, are not mastering skills in writing to ensure they are well prepared for the next stage in their learning.
- Pupils' outcomes in mathematics across the school are low, especially in key stage 2. Workbooks show that pupils are not building skills to support their understanding of thinking and reasoning in mathematics, and they experience difficulty in applying these to solve problems.
- Pupils' reading skills and confidence are developing too slowly, especially for those lower-ability pupils who need to catch up. Their fluency is compromised by a lack of

ability to read age-related words in context and to comprehend the meaning of words and phrases effectively.

- The most able pupils are not supported to reach the higher standards in reading, writing and mathematics, especially by the end of key stage 2. Workbooks and inspection evidence shows that too few of the most able pupils are regularly working at greater depth.
- Pupils who have special educational needs and/or disabilities are not well supported across the curriculum. Workbooks show that pupils make slow progress over time, especially in writing and mathematics.
- Analysis and scrutiny of workbooks shows that pupils are not developing effective skills in subjects other than English and mathematics. For example, pupils' science books and the humanities workbooks confirm that pupils do not apply key literacy and numeracy skills through the full range of subjects. This limits the extent to which pupils are prepared for the next stage of their learning.
- The school's phonics results in the Year 1 screening check and Year 2 re-takes are similar to the national average. However, pupils in key stage 1 and children in the early years do not consistently apply their phonic knowledge in their reading and writing to attain the higher standards they are capable of.

Early years provision

Requires improvement

- Children are typically ready for key stage 1 when they leave the Reception Year. Currently, from their starting points, most children reach the standards expected of them. However, a few of the most able children are not working securely at the higher levels that they are capable of, especially in writing and mathematical development.
- The learning and development of children with typical and lower than expected starting points is maintained over the year. However, some children, particularly boys, are still working towards the standards expected of them for their age, especially in their writing.
- Teaching makes variable use of the resources and provision available. The environment is bright, tidy and inviting for the children. Resources are clearly labelled and accessible for the children, encouraging them to select equipment for themselves.
- There are limited opportunities for children to use and apply reading, writing and number skills, particularly outdoors. For example, the teaching of phonics provides the children with a secure understanding of letters and sounds. However, outside of adult-led phonics sessions, there are limited opportunities available for children to increase their fluency and confidence in reading and writing.
- Adults interact well with the children to ensure positive relationships. As a result, the children are happy and confident across the early years foundation stage.
- Staff in both the Reception and Nursery maintain ongoing assessments of the children which they use to inform teaching and learning, including supporting children who need to catch up. However, activities are not closely matched to children's next steps and so are not currently helping children to make more rapid progress in their early development.

- Assessment information is understood by parents, who can contribute through the school's online assessment system. As a result, parents feel valued and their views and comments are acted on by school staff.
- The children are well supported in the pre-school so that they have an appropriate range of skills and level of development to join Reception. Transition arrangements are a strength, for example sharing a site so that Reception staff can visit and children can stay and eat together at lunchtimes.
- Provision in the pre-school is appropriately set up to cater for two-year-olds, including facilities for changing and providing a space for sleep. Staff are diligent and well trained in the early years, with adult ratios and effective systems for key workers fully in place. Consequently, children are well cared for in a safe and nurturing environment.
- Safeguarding in the early years is effective.

School details

Unique reference number	113658
Local authority	Dorset
Inspection number	10025079

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Vikki Mayo
Headteacher	Wayne Roberts
Telephone number	01929 471334
Website	http://www.bereregis.dorset.sch.uk/
Email address	w.roberts@bereregis.dorset.sch.uk
Date of previous inspection	2–3 May 2013

Information about this school

- The school does not meet the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress in English and mathematics.
- The school meets the Department for Education’s definition of a coasting school based on key stage 2 academic performance results in 2014, 2015 and 2016.
- The school does not meet requirements on the publication of information as it does not have a current safeguarding policy on its website.
- The school is smaller than the average primary and has a single Reception class and mixed Years 1–2, Years 3–4 and Years 5–6.
- There is a similar proportion of girls and boys in the school.
- The proportion of pupils eligible for the additional grant for disadvantaged pupils is lower than the national average.

- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of those who have an education, health and care plan is below the national average.
- There is a governor-run pre-school which caters for children from two years old who attend on a part-time basis.
- The headteacher has been in post since January 2016.

Information about this inspection

- The inspector visited all classes, often accompanied by the headteacher.
- Meetings were held with the headteacher as well as subject leader for English and the special educational needs coordinator. The inspector also spoke with representatives of the school's governing body.
- During the inspection, the inspector also spoke with the early years foundation stage leader and senior leader with key responsibility for disadvantaged pupils.
- The inspector scrutinised a number of documents including the governing body's minutes and visits, assessment information, the school's self-evaluation, the school development plan, anonymised performance management records and evidence relating to safer recruitment and child protection.
- The inspector undertook a scrutiny of pupils' books to evaluate the quality of work and check the accuracy of assessment information held by the school in writing and mathematics. An additional workbook scrutiny and learning walk was conducted as part of an evaluation of the breadth of the curriculum. This included an analysis of science and topic books and a further focus on the most able pupils.
- Children spoke to the inspector during various activities throughout the inspection. In addition, the inspector met with pupils and heard pupils from Years 2, 4 and 6 read.
- The inspector observed pupils' behaviour at breaktime and lunch.
- The inspector also met with parents at the start of the second day. The 41 responses to Ofsted's online survey, Parent View, were taken into account. The lead inspector also considered responses from 37 free-texts received during the inspection.

Inspection team

Stewart Gale, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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