

# Inspection of Berkswell Church of England Voluntary-Aided Primary School

Church Lane, Berkswell, Coventry, West Midlands CV7 7BJ

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Inspection dates: 28 and 29 September 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

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

Pupils are happy at Berkswell Church of England Primary School. They are 'inspired to shine'. Pupils, parents and staff speak with pride about belonging to the 'Berkswell family'. This makes pupils feel safe and confident.

Pupils work and play together happily. Their behaviour is exemplary. Pupils are confident that, should bullying happen, adults would deal with it.

Leaders are ambitious for all pupils. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Teachers plan activities that interest pupils and help them to build on their prior learning. In return, pupils are motivated and work hard. Children in the early years are inquisitive learners. Carefully chosen activities mean that there is never an opportunity lost for the youngest children to learn.

Pupils enjoy a wide range of extra-curricular activities, including in sport, music and drama. These help pupils to cultivate new interests and develop their talents. Visitors teach the children about the world of work. The peace garden is used for reflection, celebration and as an outside learning space. The school's Christian ethos lies at the heart of school life. Leaders make sure that pupils learn about and respect other faiths and cultures. This helps to deepen pupils' knowledge of the world around them.

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

Leaders have designed a curriculum that is broad and balanced. They have identified the order in which essential knowledge and skills build over time in different subjects. The curriculum is enriched with an interesting range of activities and experiences. These help pupils to apply their learning in real-life contexts. Leaders make sure that pupils with SEND receive the right support so that they can access the same curriculum as everyone else. Occasionally, teachers do not check if pupils have remembered some of the key knowledge they are learning. This means that pupils do not always remember important information over time and have gaps in their learning.

Leaders prioritise reading across the school. From the early years, teachers share their enthusiasm for reading with pupils. Leaders have successfully trained all staff to teach phonics and reading. As a result, children in the early years and pupils in the rest of the school develop the knowledge of sounds they need to read confidently and accurately. Pupils' reading books are carefully matched to the sounds that they know. Pupils enjoy visits to the school library and this further develops their love of reading. They read regularly at school and at home.

Children in the early years thrive. Staff pay very careful attention to what children can do and plan activities precisely matched to their needs. They develop very

positive relationships with the children. Staff take every opportunity to support and challenge them. This means that children are exceptionally well prepared for the challenges of Year 1.

Pupils are eager to learn. Sometimes, pupils work quietly, concentrating on the work in hand. At other times, there is a vibrant buzz in the classroom. Pupils take pride in their work and present it well. The behaviour policy is understood by all and staff use the behaviour systems effectively. Pupils' learning is rarely disrupted by inappropriate behaviour. There is a positive and respectful culture in the school. Pupils say, 'We are all unique but treated with respect.' Some older pupils become anti-bullying ambassadors. These pupils learn how to help others defuse arguments. Staff play alongside pupils on the playground. Pupils appreciate this and know that any incidents are dealt with quickly.

Pupils' personal development is a strength of the school. Leaders have considered the development of the wider curriculum carefully. They ensure that all pupils take part in a rich range of extra-curricular activities. Pupils have many opportunities to develop their leadership skills, for example through the school council or as eco-warriors. Even the youngest children take on responsibilities as classroom helpers. Pupils welcome the inclusive learning environment where everyone is valued. In the early years, books are chosen to help children understand diversity. For example, the book 'Elmer' teaches them to value differences in others. Pupils are exceptionally well prepared for life in modern Britain.

Pupils talk confidently about British values such as democracy and individual liberty. They gave examples of where in the world these values are not upheld. Older pupils told inspectors how lucky we are to live in a country that is accepting of others. They know that no forms of discrimination are tolerated at Berkswell.

Leaders have a realistic self-evaluation of the school and are always seeking to improve it. The governing body recently completed a review which identified some gaps in their expertise. For example, governors do not always have all of the skills they need to challenge and support school leaders on the quality of education.

There is a strong culture of mutual support and teamwork among the staff. They are proud to work at the school. They are overwhelmingly positive about the support and consideration they receive from school leaders and governors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a caring community where pupils' well-being and safety is a priority. Safeguarding leaders have a comprehensive knowledge of each individual pupil. Staff receive regular training to ensure they can identify any risks or concerns. Leaders deal with any issues quickly and effectively. They make sure that pupils and their families receive the support they need, involving outside agencies when necessary. Leaders keep thorough records of their concerns and actions. They meet

regularly to check that the actions they have taken are making a difference. Pupils learn about healthy relationships and how to keep safe in lessons and assemblies.

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

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

- In some subjects, teachers do not check if pupils know and remember the key facts they have learned. This means that some pupils develop gaps in their knowledge over time. Leaders need to ensure that teachers use effective strategies to check what pupils have remembered and address any gaps in their learning quickly.
- The governing body does not have the relevant expertise in all aspects of education. This means that they are not always able to challenge leaders well enough about the quality of education. The governing body need to ensure that they receive additional training to enable them to have a better understanding of the quality of education and how to challenge leaders about it.

## **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](#)' 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.

## School details

<b>Unique reference number</b>	104093
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10242333
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chairs of governing body</b>	Selina Forsythe and Kevin Millward
<b>Headteacher</b>	Tracy Drew
<b>Website</b>	<a href="http://www.berkswellschool.org.uk">www.berkswellschool.org.uk</a>
<b>Date of previous inspection</b>	25 March 2009, under section 5 of the Education Act 2005

## Information about this school

- Leaders run wraparound childcare before and after school.
- Leaders do not make use of any alternative provision.
- Berkswell Primary School is a Church of England voluntary-aided school. It received its last section 48 diocesan inspection of its effectiveness as a church school in 2018.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had 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 met with the headteacher and other senior leaders, including members of the governing body. Inspectors spoke to representatives from the local

authority and the diocese. Meetings were held with curriculum leaders and the SEND coordinators. Inspectors also met with a range of other staff.

- Inspectors carried out deep dives in early reading, science, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. Inspectors spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents' free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the staff survey. There were no responses to the pupil survey.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

Julie Griffiths

Ofsted Inspector

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