

Inspection of Bere Regis Primary and Preschool

Southbrook, Bere Regis, Wareham, Dorset BH20 7DB

Inspection dates: 18 and 19 April 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to school and attend regularly. Leaders prioritise their well-being. Pupils like participating in physical exercise during the day. They have quiet moments of reflection to ensure they relax and are ready for their next session of learning. Pupils are safe and feel safe in the school.

Leaders have high expectations for the school. As a result, pupils behave well and care about each other. Older pupils support younger ones during social times. Children in pre-school have a secure start to their learning. However, some teachers do not have a sufficient understanding or high enough expectations of pupils' work. Consequently, some pupils are not performing as well as they should.

Pupils have many ways in which they can experience leadership. From Year 1, they can become a school councillor. Other pupils are eco-leaders, sports leaders or librarians. These roles support pupils in becoming responsible citizens of the future.

Leaders work closely with the community so that pupils have rich experiences. For example, a doctor visited pre-school to speak about respect for others. Older pupils planted acorns to support a local farmer's rewilding venture to sustain the environment.

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

There has been significant staff turnover. Despite this, the headteacher, with support from the trust, has brought about many improvements. The school ethos allows pupils to flourish and gain confidence.

The school curriculum, particularly in subjects other than English and mathematics, is not yet planned precisely. Leaders have not considered the key knowledge that pupils need to learn and when. As a result, pupils' knowledge is not deepening over time. In some subjects, such as science and music, appropriate planning has taken place, but it is too soon to see the impact.

Children in pre-school and Reception follow a more developed curriculum. They gain the knowledge and skills needed to prepare them well for the next stage of their learning in key stage 1. Staff make every effort to extend their vocabulary. They help children to understand numbers, as well as the importance of sharing and working together. Despite this start, leaders have not yet thought specifically about how this learning underpins the next stage of the school curriculum.

Leaders prioritise reading. From Reception onwards, pupils learn phonics in a systematic way. This helps every pupil, even the weaker readers, to become fluent. Books match the sounds that pupils know. Reading happens regularly throughout the school. Staff read to pupils regularly so that pupils gain a diverse experience of

literature and factual books. The library is a popular space in the school, and teachers ensure that pupils know how to use it effectively.

In phonics and mathematics, staff routinely check what pupils know and can do. They make sure that they close any gaps in pupils' learning quickly. In other subjects, assessment is weak. Some teachers' expectations are not high enough, and pupils' work is incomplete. Some work is poorly presented and contains spelling and grammatical errors.

Pupils with complex needs receive individual support tailored to their requirements. Staff are skilful in managing behaviour and learning. Other pupils with special educational needs and/or disabilities (SEND) do not receive the same level of support. Leaders know this and are taking steps to ensure that teachers receive more detailed guidance on how to better meet the needs of pupils with SEND.

Pupils are attentive and keen to learn. Teachers encourage discussion and use it to build pupils' understanding and vocabulary. Pupils listen politely to each other and their teachers.

Pastoral support in the school is strong. Pupils know they have staff who will listen when there are concerns. Leaders ensure that there is good communication with families about the importance of attendance.

The personal, social, health and economic curriculum provides pupils with age-appropriate information about themselves and how to live healthily and responsibly. The school virtues, such as patience, add a complementary dimension to this work. Pupils understand the importance of the virtues and strive to show them in what they do. Older pupils understand the differences between healthy and unhealthy relationships. For example, they know why consent is important.

Governors understand their role. They provide balanced support and challenge. The trust has supported the headteacher and governors throughout a turbulent few years. Staff, including those who are new to teaching, appreciate the way in which leaders support their development and are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular and up-to-date training. They know how to identify and report any concerns about pupils who may be vulnerable. Leaders make sure that external support is provided at the right level to keep pupils safe.

Recruitment checks are undertaken thoroughly.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many of the wider curriculum subjects, leaders have not identified the important knowledge they want pupils to know and remember over time. This means that pupils do not build a deep understanding of these subjects. Leaders need to ensure that the knowledge that pupils must learn and when is identified and implemented in all subjects.
- Some teachers do not check pupils' learning well enough, and pupils make the same mistakes over time. Some pupils' written work is poorly presented and has consistently inaccurate spelling and punctuation. Leaders must ensure that teachers check pupils' learning and help them to write accurately and fluently.
- Some pupils with SEND do not receive the specific help they need. As a result, their learning is not as good as it could be. Leaders must continue to enable staff to meet the needs of pupils with SEND more precisely.

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

Unique reference number	145721
Local authority	Dorset
Inspection number	10267804
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	Board of trustees
Chair of trust	Garry Batt
Headteacher	Rachael Brown
Website	www.bereregis.dorset.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bere Regis Primary and Preschool became a member of the Wessex Multi Academy Trust in 2018. When the predecessor school, Bere Regis Primary School, was last inspected, it was graded inadequate.
- The headteacher was appointed in 2019.
- The school uses one registered alternative provider.

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 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 carried out deep dives in these subjects: early reading, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at the work from several other foundation subjects and spoke to pupils about them.
- Inspectors held meetings with the trust's director of primary education, the chief executive officer, the chair of the governing body and two other governors, the headteacher, curriculum leaders, special educational needs coordinator, staff and pupils.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- An inspector met with the designated safeguarding leader and examined school records.
- Inspectors considered responses to the Ofsted online survey, Parent View, and the free-text comments, as well as the staff survey.

Inspection team

Kathy Maddocks, lead inspector	Ofsted Inspector
Carl Thornton	Ofsted Inspector

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