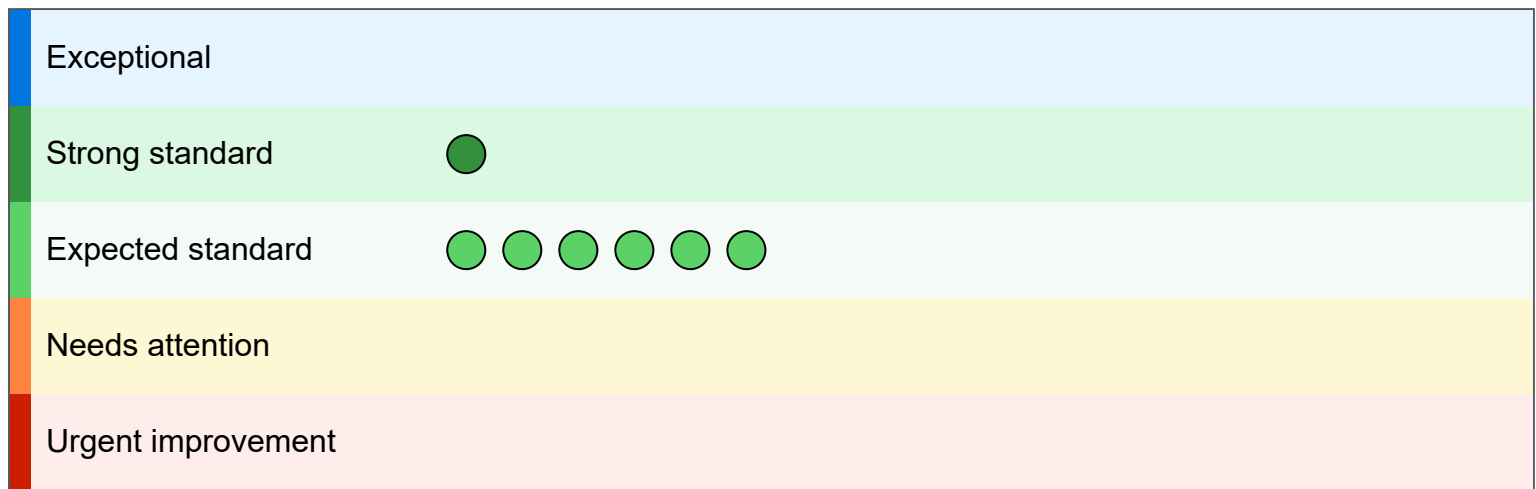


Berrywood Primary School

Address: Maunsell Way, SO30 2TL

Unique reference number (URN): 116249

Inspection report: 18 November 2025



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The provision for pupils' personal development and wellbeing is a strength of the school. Leaders are determined to broaden pupils' horizons and fully prepare them for life beyond the school gates. This drive is translated into a deep-rooted curriculum for personal, social and health education, which systematically builds pupils' understanding of key themes such as healthy relationships and online safety. It helps pupils to make connections to their prior learning in an age-related way. Pupils are able to discuss aspects of the curriculum with maturity, and explain why this knowledge is important. The curriculum is used as a vehicle for pupils to develop critical thinking skills and assess the validity of sources and news.

Pupils learn about different cultures and religions. They understand the importance of respecting differing views, showing tolerance and acceptance. The school has worked with the community to ensure its approach towards teaching these values is understood. The school's values of ambition, integrity and respect are carefully woven through the curriculum. These help pupils to be ambitious for themselves and others while also teaching them about wider British values.

The school's 'creative team' provides pupils with an impressive range of opportunities in the arts, including drama, stage design and lighting. These are offered through extra-curricular clubs. Pupils with special educational needs and/or disabilities, and pupils eligible for free school meals, benefit from additional sessions, focusing on confidence-building skills such as public speaking and following instructions. Pupils are proud to contribute towards 'Berrywood TV'. They use the school's recording studio to write, produce and perform original content that promotes school values and events.

High-quality pastoral support helps pupils to develop self-esteem and enhances their mental wellbeing. The school's overall approach means that pupils, including disadvantaged pupils, are very well prepared for the next stage of their education. They develop confidence and resilience alongside a secure awareness of the wider world and opportunities within it.

Expected standard ●

Achievement

Expected standard ●

The youngest pupils are well supported to learn to read quickly and access the rest of the curriculum. This is reflected in the proportion of pupils who meet the expected standard in the phonics screening check in Year 1. The school's published outcomes in the end of Year 6 tests in reading, writing and mathematics are similarly positive and generally have been over time. However, the attainment gap between disadvantaged pupils and their peers has widened recently, particularly in English grammar, punctuation and spelling. Leaders are rightly renewing their focus on this area in order to strengthen pupils' achievement.

Pupils typically produce work that is of a high quality. They take pride in their learning and recall key content with enthusiasm. At times, however, pupils' handwriting and spelling are

not in line with leaders' expectations.

Pupils are well prepared for secondary school. Across subjects, they generally secure the skills that they need to access future learning. This is enhanced by the school's wider curriculum offer and transition processes to support pupils' move to Year 7.

Attendance and behaviour

Expected standard 

Well-embedded routines help to create a calm, positive environment where pupils can learn successfully. The school has recently reviewed its behaviour policy. This has helped pupils, staff and parents and carers to understand the clear ways that behaviour is managed in school. Staff are well trained and have a robust understanding of the school's approach towards behaviour. As a result, incidents are dealt with consistently and effectively. Playtimes are cheerful occasions. Pupils play happily together, taking turns using the equipment. Mutual respect is fundamental to the school's success. Staff are excellent role models and demonstrate the care and kindness that they expect to see. Pupils mirror this in the way that they behave towards one another. As a result, warm relationships are evident throughout the school. Pupils know that bullying will not be tolerated. They are confident that adults will sort out any issues.

Leaders are clear on the importance of school attendance. They know pupils well and have a secure understanding of the barriers that some may face in attending regularly. Attendance is typically above national figures. Recently, the attendance of pupils who are eligible for free school meals has fallen. Leaders are aware of this and appropriate measures are in place to mitigate the decline. This is a key component of the school's pupil premium strategy.

Curriculum and teaching

Expected standard 

Leaders have designed a well-considered curriculum that reflects their high ambition. Staff are trained to understand the 'Berrywood Way' and typically deliver the curriculum in line with the school's expectations. Leaders provide effective support to staff so that they develop robust subject knowledge. The school also makes use of specialist teachers to strengthen the curriculum offer further. Generally, the design and teaching of the curriculum help pupils to be well prepared for secondary school.

Leaders are determined that pupils learn the basic knowledge and skills that they need in reading, writing and mathematics. Since the previous inspection, the school has revised its approach to the teaching of phonics. Staff have a secure understanding of how to teach reading. Swift and timely additional support helps pupils to catch up when they have not secured the intended sounds. The teaching of spelling and handwriting is a priority for the school. New systems are now in place to improve how the school helps pupils to develop the skills that they need in these areas.

In lessons, staff generally check that pupils understand the key content and have secured the most important information before progressing to more complex ideas. Pupils benefit from clear guidance from staff that helps them to learn well. Staff have a robust awareness of the specific needs of pupils in their classes. They tailor learning to support pupils with

special educational needs and/or disabilities so that they can access the same content as their classmates.

Early years

Expected standard 

Children in the early years make a positive start, which helps them to feel part of the school community as soon as they begin. Staff carefully teach children the school's expectations and model the routines of school life. Older pupils help by forming links with the youngest children. Well-established transition arrangements, including close work with other settings, mean that staff get to know the children before they start school. This helps to build warm relationships and enables tailored support to be put in place as soon as children start school. The school's sharp focus on working with parents and carers also helps children to settle quickly.

Reading is central to the school's work in early years. Children benefit from high-quality phonics teaching that helps them to learn to read. The curriculum identifies the basic knowledge and skills that children need in reading, writing and mathematics for later learning. Leaders prioritise language development through the curriculum. Generally, daily routines and interactions between staff and children ensure that children develop their language and vocabulary across all areas of learning. The use of stories and rhymes further supports children's speaking and listening. While there are times when the quality of staff interactions with children is not consistently high, overall, leaders' work in the early years means that children progress well through the curriculum and are prepared effectively for Year 1.

Inclusion

Expected standard 

Leaders have robust oversight of inclusion. Well-established systems and procedures help leaders to identify the barriers to learning that some pupils have. Leaders ensure that swift and timely support is put in place. Leaders use their acute knowledge of individual pupils to ensure that staff have a clear understanding of pupils' specific needs in school.

Pupils with special educational needs and/or disabilities (SEND) are well supported throughout the school's provision. This starts with the school's robust processes for identifying pupils who need extra help. Regular training helps teachers to understand how to make adaptations so that pupils with SEND learn effectively alongside their peers. Generally, the support that pupils receive means that they progress well in their learning across the curriculum. However, at times, additional support is not fully making the most of every opportunity to help pupils with SEND to succeed.

Leaders carefully monitor the impact of the work they do and make appropriate adjustments to plans of support. They use pupil premium funding effectively to support disadvantaged pupils. Leaders tailor the curriculum and wider offer to meet the needs of specific pupils. For example, recent cookery sessions have helped young carers to learn to cook using equipment that they have readily available at home.

Leaders have an unshakeable moral purpose to provide high-quality education for all. The needs of pupils are at the heart of decision-making. Leaders have carefully considered how to have a positive impact on the outcomes of the most vulnerable pupils. This ethos is recognised by staff, pupils and parents. It helps everyone to feel valued and empowered.

Leaders and governors have a clear and accurate oversight of the school. Governors work with school leaders to shape improvement priorities and check that actions are successfully implemented. Leaders are responsive to the needs of specific groups. They maintain a rigorous oversight of the barriers to learning that different pupils have and take action to reduce or remove these.

The school's well-considered continuing professional development programme supports staff to maintain the skills and knowledge that they need to be successful in their roles. There is a clear desire to develop leaders for the future. As a result, staff have the opportunity to complete a wide range of leadership qualifications and to support other schools. Staff are proud to be members of the Berrywood team and are advocates of the school. Generally, they appreciate the steps that leaders take to promote their own wellbeing and manage their workload.

What it's like to be a pupil at this school

Pupils learn well in this nurturing and inclusive school. They develop an acute understanding of how to keep themselves safe, both in school and in the wider world. Pupils benefit from a well-developed extra-curricular programme which helps them to discover or extend their talents and interests. This includes, for example, through cookery, art and music activities. Pupils proudly represent their school and are keen to participate in the varied activities on offer. The school's bespoke 'Market Days' provision helps disadvantaged pupils to develop independence and resilience. Overall, pupils are well prepared for their next steps in life and in education.

Staff have ambitious aims for pupils' achievement, and pupils generally achieve well. This is reflected in the school's published outcomes. Where pupils have gaps in their learning, leaders act to improve provision and offer appropriate support. Disadvantaged pupils, pupils with special educational needs and/or disabilities and other vulnerable pupils generally receive carefully planned support to access learning.

The school has high expectations for behaviour. Typically, pupils rise to meet these. Sometimes, pupils need more help with this. Staff swiftly step in to provide it. Playtimes are happy, harmonious occasions when pupils interact respectfully and show genuine care for one another. Bullying is rare and relationships throughout the school are positive.

From the moment they join the school, children learn the well-established routines. These become second nature so that pupils feel secure and confident. Pupils are positive role models for others. They are proud ambassadors and speak enthusiastically about their school. Pupils enjoy celebrating their achievements.

The school's ethos centres around the idea of 'a school within a garden'. Pupils value the high-quality, outdoor environment that enables them to enjoy rich learning activities. Outdoor learning is woven into all aspects of school life. This, alongside the school's values, shapes a calm and purposeful school that pupils are keen to attend every day.

Next steps

- Leaders should continue to embed strategies for developing handwriting, spelling and grammar across the curriculum so that they can further raise levels of achievement, including for disadvantaged pupils.
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About this inspection

The chair of the board of governors in this school is Alison Millman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher, special educational needs and/or disabilities co-ordinator, staff members, a local authority representative, governors and pupils during the inspection.

The inspectors confirmed the following information about the school:
No relevant changes since the previous inspection.

Headteacher: Chris Reilly

Lead inspector:

Sara Staggs, His Majesty's Inspector

Team inspectors:

Laura James, His Majesty's Inspector


Carl McCarthy, His Majesty's Inspector

Stuart Bevan, His Majesty's Inspector

Ed Mather, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

School and pupil context

Total pupils

627

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.72%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.31%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.04%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25	70%	62%	Close to average
2023/24	78%	61%	Above
2022/23	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25	80%	75%	Close to average
2023/24	88%	74%	Above
2022/23	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25	84%	72%	Above
2023/24	84%	72%	Above
2022/23	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25	80%	74%	Close to average
2023/24	84%	73%	Above
2022/23	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	46%	Above
2024/25	50%	47%	Close to average
2023/24	60%	46%	Above
2022/23	71%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25	57%	63%	Close to average
2023/24	70%	62%	Close to average
2022/23	88%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25	64%	59%	Close to average
2023/24	60%	58%	Close to average
2022/23	82%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25	57%	61%	Close to average
2023/24	80%	59%	Above
2022/23	76%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	68%	-7 pp
2024/25	50%	69%	-19 pp
2023/24	60%	67%	-7 pp
2022/23	71%	66%	4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-6 pp
2024/25	57%	81%	-24 pp
2023/24	70%	80%	-10 pp
2022/23	88%	78%	10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-7 pp
2024/25	64%	78%	-14 pp
2023/24	60%	78%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	82%	77%	5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25	57%	81%	-23 pp
2023/24	80%	79%	1 pp
2022/23	76%	79%	-3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.0%	5.1%	Close to average
2023/24	4.4%	5.5%	Below
2022/23	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	12.7%	14.3%	Close to average
2023/24	8.6%	14.6%	Below
2022/23	8.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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