



# Bere Regis School

Inspection Report - Amended

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**Unique Reference Number** 113658  
**Local Authority** Dorset  
**Inspection number** 289686  
**Inspection dates** 19–20 September 2006  
**Reporting inspector** Valerie Pearson HMI

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

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<b>Type of school</b>	First	<b>School address</b>	Bere Regis
<b>School category</b>	Community		Wareham
<b>Age range of pupils</b>	4–9		BH20 7LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01929 471334
<b>Number on roll (school)</b>	69	<b>Fax number</b>	01929 471334
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Currently Vacant
		<b>Headteacher</b>	Steve Battishill
<b>Date of previous school inspection</b>	1 March 2001		

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<b>Age group</b> 4–9	<b>Inspection dates</b> 19–20 September 2006	<b>Inspection number</b> 289686
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors.

## **Description of the school**

Bere Regis School is a small rural school. The number of pupils attending the school is falling. It serves an area which is socially and economically positive. The number of pupils eligible for free school meals is well below the national average. There are no pupils who speak English as an additional language.

The school has recently gained the Healthy Schools award to add to its silver Artsmark.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Bere Regis is a good school. Pupils flourish in a caring community and they know that everyone is equally valued. Their personal development is good, with outstanding features. They are happy and confident and thoroughly enjoy school. This is demonstrated in their enthusiastic participation in the opportunities provided for them. They appreciate responsibilities given to them and particularly enjoyed being involved in the design for the very good new facilities in the playground. Behaviour is excellent, with pupils clear about what is expected. Strong relationships exist between pupils and between pupils and staff. As a result, pupils feel safe and report that incidents of bullying are rare. Pupils' excellent understanding of how to live healthily leads to full participation in a range of physical activities, helped by a strong focus on a healthy diet and exercise. Parents and carers are very supportive of the school.

Good provision, including teaching and learning, enables children in the Reception class to make a strong start in the school. The good progress made by children is sustained through Years 1 and 2, with the school maintaining a good record in the above-average standards attained by pupils in national tests. Despite a slight dip in standards in the provisional data for 2006, the school's analysis indicates that these pupils made good progress relative to their starting points. Pupils in Year 4 in 2006 reached standards that are at least in line with those expected for nine-year-olds, and for some above that level. Effective support from the school has enabled pupils to make good progress overall and achieve well. Pupils' secure base in key skills and their good ability to work co-operatively in teams prepare them well for the next stage of their education and for later life.

The school is purposeful and has a clear focus on supporting pupils' personal development and improving the progress they make in their learning. Good leadership and management from the headteacher secure a strong and effective team of staff undoubtedly working successfully together for the benefit of all of the pupils. Teachers are enthusiastic and committed and the talented team of teaching assistants is a real asset to the school. As one parent commented, all staff 'work very hard, very often above and beyond the call of duty'.

Teaching and learning are good. The school has a thorough understanding of how well pupils are doing in English, mathematics and science. Pupils' progress is carefully tracked and the information used to plan learning to meet pupils' needs. The school correctly identifies monitoring more closely pupils' progress in other subjects as an area for improvement. There is some good practice in leading and managing subjects but this is not yet secured throughout the school. The school is outward looking and always striving to do better. It maximises opportunities to work with partners. A good example is the way in which the school's focus on teaching and learning is enhanced through its involvement in training new teachers within the Dorset Teacher Training Partnership. The school uses a good range of information to evaluate accurately its performance. It has correctly identified, however, the need to collect more systematically the views of pupils, particularly the younger ones, and of parents and carers to support this process. The school has demonstrated well its good capacity to

move the school on further, making strong progress since its previous inspection in improving pupils' behaviour and leadership and management.

### **What the school should do to improve further**

- Monitor more closely pupils' progress in subjects other than English mathematics and science, and use the information to plan teaching so that they learn at a more rapid pace.
- Ensure that the views of pupils, particularly the younger ones, and those of parents and carers are systematically canvassed and contribute to the school's processes for judging how well the school is doing.
- Secure good practice in subject leadership across all subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils' standards on entry to the school are broadly average but the overall picture can vary from year to year because of the small numbers of pupils. Children make good progress in the Foundation Stage and most reach and exceed national expectations.

The school has a good record of securing high standards for pupils by the age of seven. Pupils' attainment in 2005 was particularly high, with standards well above the national averages. Despite the slight dip in standards indicated by the provisional 2006 data, the school's analysis demonstrates that pupils made good progress from their starting points and achieved well.

The school closely tracks the progress and standards of all pupils and this is reflected in 2006 in the school accurately targeting support, particularly to those pupils with learning difficulties and disabilities, so that overall this group of pupils makes good progress. The school sets appropriately challenging individual targets for all pupils. Pupils with learning difficulties and disabilities across the school make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good, with outstanding features. Pupils are happy in school. The strong relationships which exist between all members of the school community are based on mutual respect. Pupils are confident and greatly enjoy their learning. They particularly welcome the opportunities, in discussion with their teachers, to make choices about their learning. Pupils work and play well in a range of groups and teams. Attendance is good.

A strong feature of the school is the relationships between pupils of all ages and the support and care they give to each other. For example, the Playground Friendship scheme uses trained pupils to ensure that all pupils have a friend at playtime. The School Council is at an early stage of development. Pupils feel they have some opportunities to make a difference, for example, in helping to design the excellent

landscaped playground. Younger pupils also express clear views but the council does not benefit directly from their contribution.

Pupils have an excellent understanding of healthy living and participate enthusiastically in the range of opportunities provided by the school to support healthy lifestyles. For example, they enjoy their scheduled 'power walks' and make full use of the easy access they have to fruit and water. They thoroughly enjoy physical activities provided, for example, the excellent rugby sessions led by an external coach.

Pupils' spiritual, moral, social and cultural development is good. Very young children are learning to understand their feelings and confidently mix with older pupils. Pupils have a strong sense of community and make positive contributions to their local community and charitable organisations. Pupils' emotional and social development is effectively supported through the personal, social and health education programme. Pupils' considerate behaviour is reinforced and developed through the Virtues project, which helps pupils reflect on positive personal attitudes and attributes. The school is rightly focusing on extending opportunities for pupils to learn about other cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Much of the teaching is lively and enthusiastic, with knowledgeable teachers successfully capturing the pupils' interest and imagination. Lessons are well planned and activities are appropriately challenging for pupils. Effective use is made of questioning to check pupils' understanding and extend their thinking. The most effective marking clearly helps pupils to understand how well they are doing and how they can improve.

Teaching assistants are a great strength of the school. They are deployed well and make valuable contributions to pupils' learning. A small amount of teaching is less successful because the pace of lessons is too slow and activities are not sufficiently targeted to the needs of all pupils. This means that some pupils lose interest and concentration. The school's positive approach to managing behaviour is consistently applied across all classes and praise is used well to encourage and motivate pupils.

Parents and carers are helped to support their children's learning. For example, in Reception the entries in home-school books give good evidence of progress and learning provided by both the teacher and parents and carers. This helps parents and carers to understand their children's targets and what they need to do next to help them improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and matches well the needs of pupils. The school successfully enhances the curriculum through exploiting opportunities in the local community and

by welcoming a range of visiting experts into the school. A good example is enriching the physical education (PE) curriculum through the Grange School Sport Partnership. The school effectively strengthens the curriculum through weeks which involve pupils of all ages in activities following a particular theme. Recent examples include learning about healthy living and increasing pupils' understanding of cultural diversity. The latter was clearly driven by the school's priority in this area.

The school provides a varied and interesting programme of clubs and visits. The level of participation is high and the activities undoubtedly enrich pupils' learning and personal development.

## **Care, guidance and support**

### **Grade: 2**

The pupils are secure in the knowledge that their safety and well-being are central to the ethos of the school. Pupils are well known to all the staff and they benefit from the caring community that the school nurtures. Good liaison with the local playschool and the middle school to which pupils transfer at the age of nine secures a smooth transition for children and pupils between schools. Overall, the care, guidance and support of pupils are good.

The school has a detailed analysis of pupils' performance in English, mathematics and science and through regular and systematic assessment successfully tracks pupils' progress. This information forms the basis of targets that are known and understood by pupils and regularly reviewed. Parents and carers receive regular reports on their children's progress. Pupils with learning difficulties and disabilities are well supported and their progress carefully monitored. The school has correctly identified as a priority the need to monitor pupils' progress more closely in the subjects additional to English, numeracy and science.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There is a shared vision among governors and staff, with pupils' personal development and their progress in learning driving the work of the school. The headteacher quietly and modestly leads the school to make good progress through creating a strong and effective team. The headteacher's collaborative style empowers teachers and teaching assistants to play a full part in leading initiatives within the school. Shared successes include improving pupils' progress and their understanding of healthy lifestyles, and securing the excellent behaviour of pupils.

The school's understanding of its strengths and areas for improvement is accurate. It is based on a range of appropriate evidence, including analysis of pupils' performance and the monitoring of teaching and pupils' work. The school recognises, however, the need to involve more systematically pupils, particularly the younger ones, and parents and carers in reviewing how well the school is doing.

Committed members of staff lead on a range of subjects and initiatives. Good support enables subject leaders to monitor some teaching and aspects of pupils' learning. However, the best practice in leading and managing subjects, for example, in the precise approach adopted in mathematics and PE, needs securing in all subjects. Monitoring consistently pupils' progress in subjects other than English, mathematics and science is correctly identified by the school as an area for improvement. Leadership and management of the Foundation Stage are good.

Sustaining levels of staffing at a time when the number of pupils attending the school is falling has been a priority of the governing body. This means that current class sizes and levels of staffing are generous. The school makes good use of what is a difficult building and manages its resources well; for example, good investment has been made to support information and communication technology.

The work of the governing body is good. It has a clear understanding of its roles and responsibilities and provides appropriate support and challenge to the school.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to me and my colleague during our recent visit. We enjoyed meeting you and listening to your views about your work and your school.

Your school is good and all of you help to make it a good school. You greatly enjoy being in school, work very hard, and your behaviour is excellent. We were particularly impressed by the great care you take of each other. Your Playground Friendship scheme really helps to make sure that all of you have a friend to be with at playtime.

We thought your suggestions for your excellent playground activities were great and we know you enjoy using all the equipment. We were really impressed by all the things you do, including your 'power walks' to keep healthy. You have interesting views about your learning and your school and we have asked the staff to make sure that all of you, including the younger children, have a chance to share these through the School Council. Your teachers also want to make sure your parents have more regular chances to share their views about the work of the school with them.

Your teachers have a good understanding of how well you are doing in English, mathematics and science. This helps them make sure you make good progress in your lessons. We have asked your teachers now to make sure they have as much information about how well you are doing in other subjects. We have also asked them to make sure that all the subjects you learn are looked after equally well so that you enjoy the very best in all of them.

Your school is determined to keep improving. The headteacher and members of staff know what they want to do and the top priority for them is doing the very best for all of you.