



Great Berry Primary School

Inspection Report

Unique Reference Number 114908
Local Authority ESSEX
Inspection number 290073
Inspection dates 27–28 November 2006
Reporting inspector Jacqueline Marshall

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

Type of school	Primary	School address	Forest Glade
School category	Community		Langdon Hills, Basildon
Age range of pupils	4–11		Essex SS16 6SG
Gender of pupils	Mixed	Telephone number	01268 544709
Number on roll (school)	452	Fax number	01268 492670
Appropriate authority	The local authority	Headteacher	Mrs Susanne Pipe
Date of previous school inspection	18 June 2001		

Age group 4–11	Inspection dates 27–28 November 2006	Inspection number 290073
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Great Berry Primary School is a larger than average primary school. Children's skills and knowledge when they start in the Reception classes are in line with those expected for their age. A below average proportion of pupils is eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is below average. A few pupils come from minority ethnic backgrounds and of these a small minority are in the early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features and provides an effective education for all of its pupils. The vast majority of parents agree. Excellent relationships with all staff and the wide range of interesting activities provided mean children really enjoy school and are very keen to come to school. The good level of care, coupled with the school's priority of ensuring pupils develop extremely well as individuals are key features in the pupils' very positive attitudes, exemplary behaviour, particularly caring and considerate manner towards one another and their outstanding personal development.

Children get off to a flying start in the Reception year as a result of the good learning opportunities planned for children in the well resourced learning environment. The Foundation Stage leader places considerable emphasis on developing children's personal and social skills. As a result children make good progress overall and start in Year 1 meeting expectations for children their age and exceeding them in their personal development.

Throughout the school all groups of pupils continue to achieve well and make good progress because teaching is good overall and the curriculum is well planned to support pupils' learning, whatever their needs. Progress is less strong for pupils' writing in Years 3 to 6 because some, particularly the more able, could be stretched even more in lessons. All staff are effective in helping pupils know how well they are doing but sometimes teachers miss opportunities to help pupils understand what they need to do next to improve. By the time pupils leave the school at eleven they attain above average standards overall.

Leadership and management are good. As a result of the effective leadership of the headteacher, all leaders, including the governors, work very well together as a team and have a clear understanding of the school's strengths and weaknesses. They have demonstrated a good capacity to improve the school's effectiveness and are increasingly refining their actions to achieve this. Good links with parents and agencies outside the school support and improve provision well. The school provides good value for money.

What the school should do to improve further

- Ensure teachers make better use of assessment information to plan lessons so that pupils achieve their very best in their writing.
- Ensure that the feedback given by teachers to pupils through marking and discussions helps pupils to understand what to do next to improve their work.

Achievement and standards

Grade: 2

All pupils achieve well during their time at the school and reach standards above the national average by Year 6. This is due to good teaching overall and increasingly effective checks on pupils' progress. Children in the Reception classes make good

progress overall and reach national expectations by the start of Year 1. Children do particularly well in the area of personal development. Teachers and teaching assistants consistently focus on developing children's personal and social skills. As a result children develop very good attitudes towards learning so that almost all meet or exceed the early learning goals in this aspect. Good teaching in Years 1 and 2 ensures that pupils achieve well in lessons and in 2006 results of the national tests showed standards to be above the national average. Pupils continue to do well in Years 3 to 6. Above average proportions of pupils reach the national average in English, mathematics and science. Progress in writing is less strong than in other subjects. The school is rightly addressing this issue and actions underway have the potential to raise achievement in writing to match that in other subjects.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils are really proud of their school and say that 'it's great here'. They show excellent enjoyment of school, behave very well and understand how to live safely and healthily. Starting in Reception, pupils are encouraged to be independent and confident. Their ideas are valued and this results in them being really keen to contribute. Opportunities to share their views in class are plentiful. Pupils who are elected play a significant part in the school council. Attendance and punctuality are good. The school's work to help pupils understand how communities operate, develop appropriate social skills and acquire basic skills in literacy, numeracy and information and communication technology (ICT) provides a good basis for later life. Strong and effective emphasis is placed on developing spiritual, moral, social and cultural development which are all good. Pupils are taught well about their own cultures and the cultures and faiths of others. Their knowledge of how to take their part in a multicultural society is developing well. Pupils are fully involved in the local community and regularly raise funds for charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Relationships between all staff and pupils are excellent, leading to exemplary behaviour across the school. A calm and purposeful atmosphere is maintained because of the way pupils listen and apply themselves to their work. They are eager to learn. Children in the Reception class get a good mix of activities led by adults and those they initiate themselves. This gets them off to a flying start in their school careers. Teaching assistants work closely with the teachers and support pupils well, especially those with learning difficulties, ensuring they make good progress.

Lessons overall are well planned to provide effectively for the full range of abilities in each class. However teachers, particularly in Years 3 to 6, vary in how effectively they

identify precisely what pupils of higher ability are expected to learn in each lesson. As a result, whilst generally teachers plan different work which successfully stretches these pupils, opportunities are sometimes missed to encourage them to always achieve well, particularly in their writing. Teachers' marking of work gives good feedback to pupils on how well they are doing though does not yet consistently inform them about what they need to do to improve further.

Curriculum and other activities

Grade: 2

The curriculum is good because lessons are effectively planned to ensure pupils get a well balanced experience. Good opportunities are made for pupils to use their basic skills in literacy, numeracy and ICT in other subjects. Nevertheless, there is scope to provide even more robust opportunities to extend pupils' skills in writing. Throughout the school the curriculum is enriched well by a wide range of activities outside the school day and the use of visitors and visits. These not only support pupils' learning but also help to foster their extremely positive attitudes. The provision of French and the links with local secondary schools, enrich the curriculum further. The programme of personal, social and health education gives pupils a clear understanding of how to keep healthy and safe and very effectively promotes their exceptional personal development. The curriculum is adapted well to enable pupils with learning difficulties and disabilities to do well. An example being the early morning 'gym trail' specially organised to help them make the most of their learning.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good overall. Provision for all aspects of pupils' safety and well-being are thorough and well maintained. Pupils with particular needs, such as those new to the school or those with learning difficulties, are looked after well. All adults provide good and consistent role models for pupils. For example midday supervisors are acting as play leaders so that their time is used constructively. Strong emphasis is placed on developing pupils' self esteem, effective communication and independence. Good systems are in place to help pupils know what they are learning, how well they are doing and how to take responsibility for their own actions and learning. However, procedures for ensuring that pupils understand how to improve specific areas, such as writing, are not yet consistent across the school.

Leadership and management

Grade: 2

Leadership, management and governance are good. The school has successfully maintained and built upon its overall effectiveness since the last inspection, demonstrating a good capacity to improve. The headteacher has very successfully fostered a culture of teamwork within the school that enables all staff and governors to be actively involved in school development. As a result she has a clear vision which

is shared by staff and governors. Everyone is united in striving to improve the school, ensure that all pupils have the opportunity to develop talents and achieve as well as they can. The commitment to policy that every child matters underpins the school's success. Procedures to secure child protection are robust and meet current requirements. Leaders analyse data and monitor teaching to see where it is best and what needs to be improved, taking action to address any weaknesses. The school is increasingly introducing greater clarity to their plans to make them even more effective in raising pupils' achievement. Consequently they have a good understanding of the school's overall effectiveness. The school takes into account the views of parents and other stakeholders, resulting in the vast majority responding very positively when asked about the effectiveness of their school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
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	2
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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

29 November 2006

Dear Children

Great Berry Primary School, Forest Glade, Langdon Hills, Basildon, Essex, SS16 6SG

Thank you for talking to us and showing us your work when we visited your school. We think you are extremely polite to adults and behave particularly well. We are pleased to hear that you like school enormously and that the grown-ups are kind and look after you well. We think that they are good at helping you to know what you have to do to keep healthy and safe. We were happy to hear that there are plenty of things for you to take part in, such as the school and class councils and your different clubs.

This is a good school. In order to make your learning even better, we have asked the adults at your school to:

- Make sure that in your writing you are always given lots of opportunities that help you to do your very best.
- Make sure that teachers are always helping you to know what you need to do to improve your work.

Thank you again for helping us with our work.

Yours faithfully

Mrs J Marshall

Lead inspector