

Berrywood Primary School

Inspection report

Unique Reference Number	116249
Local Authority	Hampshire
Inspection number	326351
Inspection date	1 April 2009
Reporting inspector	Steven Hill

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	658
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Alison Millman
Headteacher	Mr Brian Young
Date of previous school inspection	15 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Maunsell Way Hedge End Southampton SO30 2TL
Telephone number	01489 780068
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the progress that pupils make, particularly in English and that of higher-ability pupils in Key Stage 1
- whether pupils' personal development is outstanding
- the extent to which assessment systems have improved and how well results are used to promote pupils' progress
- how well the school promotes community cohesion.

Evidence was gathered from observation of lessons, break times and assemblies; discussions with staff, pupils, governors and the school's improvement partner; the school's documentation; the results of national assessments; samples of pupils' work and questionnaires returned by parents.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a very large primary school, where the vast majority of pupils are of White British heritage. A very small proportion, about 6%, comes from a wide range of minority ethnic groups. Almost all pupils speak English as their home language. The proportion of pupils with learning difficulties and/or disabilities is below average. These needs include specific learning difficulties, speech and language problems, and behavioural or emotional difficulties. There has been significant disruption to senior staffing since the last inspection. A new headteacher started in September 2007 and a new deputy in September 2008. On the inspection day the children in the Early Years Foundation Stage, who are taught in three Reception classes, were out of school on a farm visit for most of the day. There are breakfast and after school clubs (The Berries) managed by the governing body, which cater for up to 34 pupils at any one time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education. The headteacher and senior managers give a very clear direction to the school which, with good teamwork by colleagues, is enabling improvements to be made and providing greater consistency in practice. Central to this is the school's extremely accurate self-evaluation which identifies its strengths, and pinpoints exactly what is needed to build on these further and eliminate weaknesses. This means the school is well placed to improve in the future.

Pupils achieve well in the school and reach standards that are well above average by the time they leave. Inconsistencies in progress in different classes were identified clearly by the headteacher's careful analysis of data, and these are being addressed well. After a dip following the last inspection, achievement is now more consistent and is rising steadily. Progress in English has improved in particular, following a concentration on this by all staff over the last year. Staff have worked well together to improve continuity in planning and to be more secure in how they assess pupils' attainment and progress. Assessment systems are being steadily refined, although the picture of each pupil's progress over time still lacks some detail. The school is just beginning to use the national 'Assessing Pupils' Progress' project materials to refine its practice, so that pupils' standards can be boosted further. The school is very successful in ensuring that all pupils, regardless of background or ability, are fully involved in the life of the school and achieve well. Pupils who have learning difficulties and/or disabilities make good progress. This is because their achievement is tracked particularly carefully, and the school tailors a range of effective programmes to meet their individual needs.

Good teaching and an interesting curriculum underpin good learning. Lessons are orderly and pupils work hard. They respond well to their teachers' high expectations of behaviour, and show very good skills in working independently or collaboratively. Teachers make good use of strategies to involve all pupils, for example by having them all write ideas or answers on small whiteboards. This means they are all actively involved, and it gives the teacher immediate feedback on pupils' understanding, so that any problems can be addressed. Teachers are making increasingly good use of the improved assessment data in their planning to match work carefully to pupils' needs, although there are still some inconsistencies in how well this is done. As a result, work can be too easy or too hard for a few pupils. Marking is good, and pupils are clear about their targets and what they need to do to improve. Support staff provide effective help to pupils who might otherwise struggle with their work. They, and the teachers, are very good at helping those who struggle to maintain good behaviour to cope well in class and to take a full part in lessons. Good use is made of links between different subjects to make the curriculum more meaningful to pupils. A pupil in Year 6 confirmed that they get a 'lot of hands-on activities' and are 'not just sitting listening'. Pupils in Year 4 were particularly enthusiastic about their visit to Southampton, which brought their geography topic to life. A good range of enrichment activities, including visits out, themed weeks and clubs adds to pupils' interest and supports their learning. Parents and pupils praise, in particular, The Berries after school club. The interesting activities provided, such as football, art and craft, or dismantling computer keyboards, are very popular.

Pupils' personal development is outstanding. They thoroughly enjoy school and their behaviour and attitudes to learning are excellent. One said, 'Everyone's really nice. Teachers make it easy to learn and lessons are fun.' Pupils have extremely good relationships with each other and with staff, and older pupils take a pride in helping younger ones. They understand clearly how

to stay healthy and try hard to do so. This was exemplified by the way younger pupils were 'picnicking' on healthy items such as fruit and yoghurt at morning break. The Berries club makes a strong contribution through providing healthy snacks and lots of opportunities for exercise. Pupils feel very safe in school and are confident there is no bullying. They reported that if there is any minor misbehaviour, 'teachers handle it well'.

Pupils make a very good contribution to the community, particularly through the very effective school council. They contribute enthusiastically to the wider community, especially through raising money for a variety of charities, and are very enthusiastic about their involvement in Red Nose Day. This involvement makes a strong contribution to community cohesion at the local level and worldwide. However, the school's overall promotion of community cohesion is satisfactory because links to different communities in the United Kingdom are still developing, and the analysis of needs and the evaluation of the impact of the school's work is at an early stage. The school has recognised this and the deputy headteacher is taking a leading role in identifying need and making improvements.

The school's strong pastoral care makes a major contribution to pupils' personal development, and excellent links with pre-school providers, the secondary school, parents and a variety of outside agencies support their excellent well-being. Parents greatly appreciate the work of the school, and many make a direct contribution with a large number working as volunteer helpers in the school, for example.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well because of the good quality of the experiences provided for them. When they go into Year 1, their standards are above those expected. Children benefit from access to a good range of resources including computers and remote-controlled toys that develop successfully their understanding of the world. Role-play areas are used well to support learning. However, the immediate outdoor area lacks a covered area or climbing equipment. This restricts how well the outdoor activities can be integrated with those inside, particularly if the weather is bad. The staff make good use of the facilities that are available. For example, children have regular opportunities to use the climbing equipment in the infant playground. Children cheerfully choose activities independently during free play sessions, and more formal sessions are effective in promoting a good understanding of phonics or number work. The school is moving towards a less formal day for children in Reception while ensuring that they are well prepared for work in Key Stage 1.

There are secure links with local pre-schools and this ensures that children settle in and progress well. Communication with parents is good, for example in ensuring the care of children who require extra support. Routines are well established and children are well cared for. Well-planned and valuable visits and visitors include an in-depth look at farm animals and a visit to a dairy farm. Children also care for plants and classroom pets. Their personal development is outstanding and they are able to confidently join in assembly with older pupils.

Parents are well informed about the progress made by their children through the 'My Learning Journey' files that include photographs and samples of work. Children who attend The Berries after school club benefit greatly from the very close links with the Reception classes. These greatly enhance their enjoyment through the resultant seamless provision. Parents report how much their children enjoy the club, including playing with the older children who attend.

The leadership and management are good and result in good planning and assessment systems, as well as good procedures to keep children safe.

What the school should do to improve further

- Refine assessment systems in line with current planning, to help raise achievement further.
- Improve the school's promotion of community cohesion.
- Upgrade the outdoor facilities for the Reception classes.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 April 2009

Dear Pupils

Inspection of Berrywood Primary School, Southampton, SO30 2TL

Thank you for all your help when we visited your school. We were very impressed by your politeness and friendliness, and we really enjoyed our visit. You told us that you think your school is good, and you are right. These are the most important things we found out.

- You make good progress because your teachers are good at helping you learn, you get interesting things to do, and you work hard.
- Your behaviour is excellent, you all get on extremely well together and you are helping to make the school a very happy community.
- The teachers are getting better at keeping an eye on how you are getting on so they can make sure you get work that is just right for you.
- The youngest children get off to a good start in the Reception classes.
- The adults are good at organising the school and are keen to make things even better.

We have agreed with your headteacher that the staff and governors are going to concentrate on three things to improve the school further.

- The teachers are going to improve how they check on your learning so that you can make even better progress.
- The school is going to try to give you a better understanding of people who live in different parts of the country and across the world.
- The adults are going to try to improve the outside play area for the Reception children.

You can help by keeping up your excellent behaviour and hard work.

Yours faithfully

Steven Hill

Lead Inspector