

# Bere Regis School

## Inspection report

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<b>Unique Reference Number</b>	113658
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	338214
<b>Inspection dates</b>	10–11 November 2009
<b>Reporting inspector</b>	David Curtis

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 category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	71
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annetta Allen
<b>Headteacher</b>	Steve Battishill
<b>Date of previous school inspection</b>	9 September 2006
<b>School address</b>	Rye Hill Bere Regis Dorset BH20 7LP
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and pupils. They observed the school's work, looked at the school improvement plan and safeguarding documentation, and analysed the results of the 27 questionnaires submitted by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards in reading, particularly in the current Year 4
- the achievement of girls
- pupils' understanding of the diversity of life in the United Kingdom.

## Information about the school

This is a small village school with four classes. Currently, children in the Reception class attend for the morning only and will be full time from January 2010. Pupils in Years 1 and 2 are taught in single-age classes. There is a mixed-age class for pupils in Years 3 and 4. Pupils transfer to middle school at the end of Year 4. Of the 71 pupils on roll, 44 are boys. The proportion of pupils with special educational needs and/or learning disabilities is not significantly different from the national average. Most of these pupils have speech, language and communication difficulties. All pupils are White British. The governing body manages the after-school club. There is a privately run playgroup on the school site, which was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. There are outstanding strengths in its partnerships with parents and partner institutions in supporting pupils' good learning and progress. Parents are unanimous that their children enjoy school and that it keeps them safe. As one wrote, 'We find Bere Regis an excellent, friendly, approachable and caring local school. Both my children enjoy going to school. Well done everyone!' The outstanding curriculum, together with excellent care, guidance and support, has a significant impact on the strengths in pupils feeling safe in school and in their very positive contribution to the school and local community. The Year 4 prefects perform their duties most conscientiously.

Children make a good start in the Early Years Foundation Stage and most quickly settle into the day-to-day life of the school. They make good progress and enjoy the range of activities on offer. While the classroom is resourced effectively to meet their needs, resources in the outdoor area are more limited, especially in giving children opportunities for large mark-making as an important part of early writing skills. In Years 1 to 4 pupils continue to make good progress. By the end of Year 4 they reach standards above those expected for nine-year-olds. This year group underachieved in reading when they were in Year 2, but decisive and effective steps taken by the school mean that they have made very good progress since then. The successful teaching of letters and sounds, together with effective daily 'Reading Workshops', contribute significantly to higher standards in reading. The school identified an emerging trend of underachievement by girls. Again, swift action was taken to raise the self-esteem of girls to ensure that they are confident in engaging, especially in class discussions, within a very boy-dominated environment. Evidence from the inspection shows that girls play a full part in lessons.

Such actions, as noted above, demonstrate the accuracy and effectiveness of the school's self-evaluation and are a good example to show that the school has the good capacity for further improvement. Teachers have excellent relationships with their pupils. Their subject knowledge is good, especially in the teaching of key skills. Highly skilled and very effective teaching assistants make a significant contribution to the good progress made by pupils with special educational needs and/or disabilities. Although teachers' planning for lessons is matched to pupils' learning needs by the activities set, teachers do not make it sufficiently clear what pupils should achieve by the end of lessons. As a result, there are times when pupils could work harder and achieve more. Pupils know how well they are doing, but are less clear about their next steps in learning, primarily because they have no individual targets.

Pupils have a good understanding of life in the local community and life in other

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countries, especially in Sudan. They really enjoy assemblies conducted by the vicar and the regular updates he gives them from his visits to Sudan.

**What does the school need to do to improve further?**

- Improve teachers' planning to ensure that pupils know what they are expected to achieve by the end of lessons.
- Improve pupils' understanding of their next steps in learning by introducing individual pupil targets in reading, writing and mathematics.
- Improve the range of resources in the outdoor learning area for children in the Early Years Foundation Stage.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and are mainly enthusiastic learners. In Year 1, during their 'David Hockney Day', pupils showed impressive levels of concentration and very good skills in using poster paints, acrylic paint and pastels as they spent the day creating their own pictures in the style of 'Nichols Canyon'. In Year 2 pupils worked successfully in pairs making 'mind maps' following their visit to the local watercress beds. A particularly striking feature was the way they helped each other with spelling. In Years 3 and 4 pupils enjoyed the challenge in a mental arithmetic session, when the teacher increased the pace and expectations from adding in tens, to hundreds and then to thousands. Occasionally, pupils say that work is too easy and their concentration slips. This is linked to their not having clear enough expectations set by teachers as to exactly what they should achieve by the end of lessons.

There is no significant variation in the progress and standards reached by different groups within the school. Pupils with special educational needs and/or disabilities make good progress and receive excellent support from teaching assistants working in close partnership with class teachers. Pupils' skills and progress in information and communication technology (ICT) are good. There are good examples of pupils using and applying their key literacy and numeracy skills successfully in other subjects, especially geography and history.

Behaviour is good and pupils are adamant that there is no bullying in the school. Pupils' understanding of healthy lifestyles is good. Most participate in school sports clubs and activities. Those who achieve sporting success out of school have their achievements recognised and celebrated in assemblies. Attendance is good and reflects pupils' enjoyment of school. Above-average standards mean that pupils are prepared well for transfer to middle school. Pupils' spiritual, moral, social and cultural development is good. In particular, pupils show respect and empathy with those less fortunate than themselves, especially those in Sudan.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

There are significant strengths in the teaching of letters and sounds and in the organisation of 'Reading Workshops' that have a considerable impact on the much-improved progress in reading. Similarly, teachers are skilled at teaching key numeracy skills, including pupils' rapid recall of number facts. In nearly all lessons teachers make very good use of ICT to support pupils' learning, including the use of computers, audio centres and cameras. In discussion, pupils say that they enjoy using computers, especially programs which reinforce and extend their key skills in literacy and numeracy. There are a few occasions when lesson introductions are too long and pupils, more-able pupils in particular, feel that what is taught is 'too easy' for them. Teachers' marking is regular and helps pupils understand how well they are doing. At the end of lessons pupils are encouraged to assess their own performance, but they receive insufficient guidance on their next steps in learning. The assessment of the performance of groups of pupils is rigorous and intervention programmes are put in place immediately when potential underachievement is identified.

Pupils enjoy the exciting and stimulating curriculum, especially the visits they go on, including a residential visit to Swanage when they are in Year 4. Such visits lead to enjoyable topics where pupils understand and see the meaningful links in using their key literacy, numeracy and ICT skills. A significant feature is that at the end of a topic, for example the 'Gardens Project', pupils invite parents and the local community into school

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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for a presentation. Such presentations contribute successfully to pupils' outstanding involvement in the local community. The school's personal, social and health education programme and the social and emotional aspects of learning programme make a very strong contribution to strengths in pupils' spiritual, moral, social and cultural development.

Transition arrangements for when children start school in the Early Years Foundation Stage and those for transfer to middle school are excellent. The support for pupils with special educational needs and/or disabilities is very effective, including where necessary the use of outside agencies to support their learning needs. Pupils who spend time in the after-school club enjoy their time there. Provision is good and staff provide a range of interesting activities and resources for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher leads an effective and dedicated team of teachers and teaching assistants, who have a shared vision, aimed at providing pupils with an exciting and stimulating learning environment. Teaching assistants made a particular point in telling inspectors how much they feel valued and an integral part of the school team. The good school improvement plan is based on rigorous self-evaluation and priorities which are aimed at improving standards and outcomes for pupils. There are significant strengths in that all pupils are treated equally within the school and encouraged to play an active part in all that the school has to offer. There is no evidence of any discrimination.

Staff benefit from the excellent partnership with the local cluster of schools, especially in relation to in-service training opportunities and the sharing of resources. For example, the school joined with four other first schools in the area to book a circus and circus skills teachers to support pupils' learning in science and physical education. Without this joint venture, the school could not have organised such an event.

The governing body is effective and supports the school fully in its drive for further improvement. Governors are prepared to challenge the headteacher; the most recent example was the need to give the special educational needs co-ordinator time away from her class-teaching responsibilities in order to fulfil her role more effectively.

Governors and staff ensure that safeguarding procedures are effective so that pupils are safe and very well cared for in school.

Governors have carried out an audit of community cohesion and recognise the strengths

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at the local and international level. Through the school improvement plan, and already established links with a school in East London, they are committed to improving the school's links with and pupils' understanding of other communities within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Based on their starting points, children make good progress in their learning and reach the expected levels in all areas of learning by the time they leave the Reception class. They make particularly good progress in their personal, social and emotional development, in their knowledge and understanding of the world, and in their creative development and physical development. Children show good levels of sustained individual concentration, especially when using computer programs to reinforce their understanding of letters and sounds. They work together collaboratively, for example when building a boat using large building blocks that has to be big enough to seat six. A few of the younger boys find sitting and listening difficult when in the whole-class group.

Teaching is good. The teacher and teaching assistant work as an effective team to support children's learning. There are particular strengths in the quality of questioning which requires children to explain what they are doing. Day-to-day assessment is good and where potential underachievement is identified, effective support is put in place to meet individual needs. Effective use is made of the indoor and outdoor areas, although there are insufficient resources outdoors for all areas of learning to be taught, especially communication, language and literacy.



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Leadership and management are good. Planning is based securely on the requirements of the Early Years Foundation Stage Framework. Partnerships with parents are excellent as are links with the main pre-school provider on the school site. Children are safe in school and staff are fully aware of the importance of their welfare.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents are overwhelmingly supportive of the school. Although relatively few made written comments, those that did wrote warmly. Examples include: 'It is a real community school', and 'the commitment of the staff is exemplary', and 'My son is thriving since he moved from London to Dorset.' The inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bere Regis School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	85	4	15	0	0	0	0
The school keeps my child safe	25	93	2	7	0	0	0	0
The school informs me about my child's progress	19	70	6	22	0	0	1	4
My child is making enough progress at this school	19	70	7	26	0	0	1	4
The teaching is good at this school	19	70	7	26	0	0	1	4
The school helps me to support my child's learning	19	70	7	26	0	0	1	4
The school helps my child to have a healthy lifestyle	20	74	6	22	0	0	1	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	63	9	33	0	0	0	0
The school meets my child's particular needs	19	70	7	26	0	0	1	4
The school deals effectively with unacceptable behaviour	16	59	9	33	0	0	1	4
The school takes account of my suggestions and concerns	18	67	8	30	1	4	0	0
The school is led and managed effectively	19	70	7	26	1	4	0	0
Overall, I am happy with my child's experience at this school	24	89	2	7	0	0	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 November 2009

Dear Pupils

Inspection of Bere Regis School, Bere Regis BH20 7LP

Thank you very much for the very warm welcome we received when we inspected your school. In particular, we would like to thank the school council and pupils from Year 4 who gave up part of their lunch break to meet with us. I am delighted to tell you that you go to a good school. There are many exciting things happening in your school and these are some that really stand out.

- By the end of Year 4 you are doing better than many children of your age in reading, writing and mathematics.
- You feel very safe in school and your behaviour is good.
- Teachers are good at teaching you the very important key skills in learning to read and write.
- You really enjoy the educational visits you go on and the after-school clubs you attend.
- All staff look after you extremely well.
- Those who lead and manage your school work successfully in order to make sure you always try to do your best in school.
- You enjoy learning about life in Sudan from the vicar's assemblies.

Although you go to a good school, there are a few things which are needed to make it even better. I have asked your headteacher, teachers and governors to:

- make sure you always know how much work you are expected to do in lessons
- give you individual targets for reading, writing and mathematics so that you know the next steps in your learning
- improve the facilities and resources in the outdoor learning area for children in the Reception class.

Yours sincerely

David Curtis

Lead inspector

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