

Berry Hill Primary School

Inspection report

Unique Reference Number	115549
Local Authority	Gloucestershire
Inspection number	338602
Inspection dates	23–24 June 2010
Reporting inspector	Ann Henderson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Lewis Howard
Headteacher	Gail B Jones
Date of previous school inspection	6 June 2007
School address	Nine Wells Road Coleford GL16 7AT
Telephone number	01594 832262
Fax number	01594 832262
Email address	head@berryhill.gloucs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons or part lessons and observed nine teachers. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at data on pupils' attainment and progress, the school's strategic and curriculum plans, and minutes of governing body meetings. Inspectors looked at the records held on vulnerable pupils, including those who have special educational needs and/or disabilities, school policies and procedures for keeping pupils safe. The inspectors scrutinised questionnaires returned by pupils, staff and 58 parents and carers.

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

- the quality of teaching and the use of assessment information, particularly for evaluating girls' writing
- the effectiveness of the Early Years Foundation Stage and the extent to which the provision leads to outstanding outcomes, particularly in relation to learning and progress
- whether teaching is sufficiently challenging to ensure that the more able pupils make at least good progress.

Information about the school

Berry Hill Primary School is smaller than average. It has provision for children in the Early Years Foundation Stage in the Reception class. Almost all pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities, most commonly specific learning difficulties and speech and language difficulties, is higher than the national average. A small minority of pupils are known to be eligible for free school meals. The school has recently received the Healthy Schools Plus award and the Artsmark Gold award. The school has a breakfast club and an after-school club which are managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Effective care, guidance and support make a strong contribution to pupils' good personal development. They are exceptionally well behaved in lessons and around the school. The recently achieved Healthy Schools Plus award reflects pupils' clear understanding of how to live a healthy lifestyle. Pupils demonstrate their good spiritual, moral, social and cultural development by displaying warm relationships with one another and with adults in school. These, in turn, contribute to a harmonious school community. The good curriculum is reflected around the school through lively and interesting displays which provide a welcoming learning environment for pupils. This reflects the positive impact of the Artsmark award.

Many children arrive in the Reception Year with skills and knowledge below those expected for their age. They make good progress in all areas of learning. Pupils make satisfactory progress from Year 1 to Year 6. They reach broadly average levels of attainment at the end of Year 6 in English and mathematics, although attainment in writing is lower than that in reading. In addition, too few of the more able pupils reach the higher levels of attainment because they are not always given enough opportunities to develop their own ideas.

The marking of pupils' work is not fully effective in helping pupils to know what they need to do to improve their work; this contributes to satisfactory rather than good progress. The use made of assessment information is at present inconsistent and therefore pupils are not always sufficiently challenged in their learning.

There have been recent changes to the senior leadership team and roles and responsibilities are not fully embedded. Self-evaluation does not always accurately identify the improvements required to raise attainment. Subject leaders increasingly plan actions for improvement and take part in monitoring the development in their subjects. Governors carry out their statutory responsibilities but their monitoring role is underdeveloped, resulting in insufficient challenge to senior leaders. As a consequence, the capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Make more effective use of assessment information to challenge learners by:
 - developing agreed procedures and greater consistency in the use of assessment information
 - ensuring all teachers mark effectively to clearly inform pupils of how to improve their work

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- providing greater opportunities for independent learning so that the more able pupils can achieve higher levels.
- Improve the quality of leadership and management by:
 - increasing the accuracy of self-evaluation to precisely identifying key priorities for improvement
 - the use of sharper and more measurable success criteria in development planning so that the impact of improvement can be evaluated
 - increasing the rigour with which governors monitor the work of the school to more precisely challenge the school to improve.

Outcomes for individuals and groups of pupils

3

Pupils who have special educational needs and/or disabilities make good progress because of the beneficial support of teaching assistants and the sharp focus on their individual learning needs. The progress all pupils make in writing is slower than in reading and mathematics. The school is aware of this and is focusing on improving writing. In one class, the 'Lighthouse Keeper' presented enjoyable and interesting activities for pupils to explore descriptive words linked to the seaside. This provided a real-life opportunity for pupils to engage in writing activities and prepare for a forthcoming visit to the seaside.

Pupils feel safe in school. They are keen to do their best and enjoy lessons, as is reflected in their good attendance. They quickly form good attitudes to learning and respond sensibly and enthusiastically to working in pairs and small groups. They make a good contribution to the school and local community and enjoy the wider global links with Uganda and several European countries. Effective use is made of information and communication technology (ICT) in lessons and this supports pupils' readiness for their lives in the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ 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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Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A positive atmosphere in classrooms helps pupils engage enthusiastically in learning. Relationships between pupils, and between adults and pupils, are good. Teaching assistants make a strong contribution to pupils' learning. There are many good features in lessons. For example, at the start of lessons, there is a clear focus on what is to be learnt and the final part of lessons draws together the new learning that has taken place. Lessons are engaging, with a good balance of practical activities, discussion and group working. As a consequence, pupils work well as a whole class or in small groups. The care taken in grouping pupils helps the less able to keep up and they are well supported by effective teaching assistants. Generally, teachers have a good range of strategies to keep learning moving forward, but miss opportunities to challenge the more able to think deeply or to offer feedback to pupils. Not all lessons sufficiently match work to the ability of all pupils. Marking is inconsistent. Pupils are not always supported and encouraged through positive feedback from teachers, or provided with the next steps to improve their work.

The good curriculum is suitably broad and well balanced. Successful links are made between subjects through a themed approach to make learning meaningful and relevant. There is a good take-up of additional activities, which provide interesting and varied opportunities for learning outside the school day. These include African drumming, chess, cookery and choir. Effective use of specialists, particularly in physical education, music and art, helps to enhance learning.

The school provides good levels of support for pupils' health and welfare. Adults know pupils well and ensure they are safe and properly cared for. Close links with the pre-school enable children to settle quickly when they join. In addition, the strong links with the local secondary school ensure a smooth transition for Year 6 pupils to the next stage in their learning. The additional support through the breakfast and after-school clubs benefits pupils and their families.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are beginning to use performance data to hold teachers to account for the progress pupils make. This helps to identify and close previous gaps in the performance of different groups of pupils. Targets are set using assessment information, but these are not always challenging enough. Leaders monitor the quality of teaching and this is gradually securing improvements. However, development planning to drive forward improvements lacks rigour and is not sufficiently focused on the key priorities to raise attainment. The governing body is supportive and ensures pupils and staff are safe. Mechanisms to seek the views of parents and carers and to take action in this regard are not well established. The governing body's role in monitoring and evaluating the work of the school is less well developed, with insufficient focus on challenging the school and on the required improvements to pupils' attainment and progress. The school is very inclusive, it actively seeks to promote equal opportunities and eradicate discrimination. The realisation of this ambition is only satisfactory because it is not translated into consistently good progress for all groups of pupils, and some more able pupils make less progress than they could. The school has a wide range of successful partnerships with other schools and organisations and there are good partnerships with parents and carers. Safeguarding arrangements are satisfactory. The school fulfils its duty to promote community cohesion well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage from often below expected levels on entry to the Reception class. Relationships are positive and supportive, and enable children to settle quickly and feel safe. Adults, including parents and carers, support learning well. Although children make good progress in most areas of learning, problem solving, reasoning and numeracy remain relative weaknesses. Assessments and observations of children's progress are used well. The Early Years Foundation Stage leader has implemented a good range of opportunities to improve children's mathematical understanding, such as focused activities to find numbers to make number lines. These are beginning to have a positive impact on children's mathematical understanding. Leadership and management of the Early Years Foundation Stage are good. The classroom is well resourced but the large outside area is not used to provide regular access in all areas of learning and, thus, does not ensure that children gain independence through a free flow of activities initiated by them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers returning questionnaires was lower than is typical for primary schools. All felt their child was well prepared for their future. A few parents and carers felt that the school does not take account of their suggestions and concerns. Inspectors agree that systems to seek the views of parents and carers and to act on their views are not well established. A very small number of parents and carers felt that the school did not deal with unacceptable behaviour. Inspectors do not agree with this view. During the inspection, pupil behaviour was exemplary.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berry Hill Primary 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	43	32	55	0	0	1	2
The school keeps my child safe	22	38	32	55	3	5	0	0
The school informs me about my child's progress	21	36	34	59	2	3	0	0
My child is making enough progress at this school	17	29	38	66	2	3	0	0
The teaching is good at this school	19	33	37	64	2	3	0	0
The school helps me to support my child's learning	16	28	40	69	2	3	0	0
The school helps my child to have a healthy lifestyle	20	34	33	57	5	9	0	0
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)	22	38	30	52	0	0	0	0
The school meets my child's particular needs	19	33	36	62	2	3	1	2
The school deals effectively with unacceptable behaviour	15	26	37	64	4	7	1	2
The school takes account of my suggestions and concerns	10	17	42	72	5	9	1	2
The school is led and managed effectively	13	22	41	71	3	5	0	0
Overall, I am happy with my child's experience at this school	21	36	35	60	1	2	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 June 2010

Dear Pupils

Inspection of Berry Hill Primary School, Coleford, Gloucestershire GL16 7AT

Thank you for making us so welcome when we visited your school. We very much enjoyed our visit and particularly enjoyed talking to you about your learning, and found your comments very helpful. We found that your school provides you with a satisfactory education.

These are the things we found best in your school.

- You behave exceptionally well.
- You are polite, friendly and helpful to everyone. You enjoy taking responsibility and have done many things to support improvements to your school and the local community.
- All the adults look after you well and you feel safe and happy in school.
- You have a good understanding of how to live a healthy lifestyle.
- Your parents and carers are pleased about the way you are prepared for your future, especially when you move to secondary school.

There are two things that we have asked your headteacher and governors to do to keep improving your school.

- Improve the marking of your work and the feedback you receive so that all of you, including those of you who are more able, can reach the highest levels you are capable of before you leave the school.
- Make sure leaders and governors plan for improvement very thoroughly and check carefully whether the school is achieving its plans.

You can help by continuing to work hard and always trying your best in everything you do. Thank you for making our visit so enjoyable.

Yours sincerely

Ann Henderson

Lead inspector

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