

Berewood Primary School

Kentidge Way, Waterlooville, Hampshire PO7 3BE

Inspection dates

11–12 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Outstanding leadership is a strength of the school. Leaders' and governors' effective actions ensure that the school is good, and improving quickly.
- The trust assists leaders extremely well. They provide strong support and challenge that further enhances the school's effectiveness.
- Leaders develop teaching very well. They provide excellent training and development opportunities for staff.
- The impressive curriculum provides a wealth of opportunities that inspire pupils to learn.
- Pupils who have special educational needs and/or disabilities receive high-quality care and support. As a result, they achieve well.
- Disadvantaged pupils, including the most able, make good progress. Leaders have high aspirations for this group of pupils.
- Pupils' spiritual, moral, social and cultural development is good. Leaders prioritise this through a range of successful learning activities that ensure that pupils are ready for life in modern Britain.
- Teaching is good. Teachers are particularly skilled in asking pupils questions that deepen their knowledge and understanding.
- Pupils make good progress across a range of subjects. A few are not yet working at a level appropriate for their age, particularly in mathematics and English. However, they are catching up quickly.
- The early years setting is a positive learning environment. Children learn well, make good progress, and end Reception Year ready for Year 1.
- Learning activities are not consistently well matched to pupils' needs. Some pupils' progress reduces because activities are occasionally too difficult, or too easy.
- Sometimes, pupils do not accurately know what they need to do to improve their work.

Full report

What does the school need to do to improve further?

Leaders should further improve the quality of teaching, learning and assessment by ensuring that:

- consistently effective feedback, in line with the school's policy, enables pupils to understand more clearly what they need to do to improve their work
- activities match pupils' learning needs closely so that they make sustained and substantial progress.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Outstanding leadership has ensured that this new school has quickly flourished, is improving quickly, and serves its growing community to good effect. Leaders' ambitions for pupils, including the disadvantaged and those who have special educational needs and/or disabilities, are particularly high. The headteacher, ably supported by the deputy headteacher, is particularly dynamic. As one staff member stated: 'The headteacher inspires me. She leads by example through her limitless energy, and her enthusiasm and passion for teaching.'
- Leaders manage the challenge of ongoing development of the school skilfully. Many pupils join the school at different times throughout the year, and into different classes and year groups. Leaders recruit and train new staff very effectively, and assess new pupils' needs carefully and quickly. As a result, they ensure that the school's overall effectiveness is not adversely affected by change, and improvements are sustained.
- Leaders monitor the school's effectiveness thoroughly, and with great accuracy. They use this information to enhance teaching and learning, for example by putting in place rigorous staff training to develop teachers' and teaching assistants' skills. Highly effective performance management and appraisal systems ensure that staff are supported and challenged very well to improve.
- Middle leaders are highly effective. They have strong subject knowledge and monitor and assess pupils' achievements across their areas of responsibility to a high standard. They know the positive impact that their actions have. Importantly, middle leaders know what needs to be achieved to secure even stronger outcomes for pupils across the curriculum. They plan effectively, and take the right actions to deliver ongoing improvements.
- Leaders provide many rich learning opportunities and extra-curricular activities. In Year 6, pupils have learned about 'fair trade'. Other classes have visited a local country park to learn about orienteering and animal habitats and to build shelters for hedgehogs. In key stage 1, the local fire service visited pupils to enrich their understanding of fire safety as part of their topic on The Great Fire of London. The school's impressive broad and balanced curriculum inspires pupils to learn.
- Leaders place a firm emphasis on enhancing pupils' spiritual, moral, social and cultural development. Pupils discuss the importance of 'respecting each other's differences, and opinions' and know that 'it's a good thing that we're all different'. Leaders thread British values effectively throughout a range of additional learning activities, including assemblies and other times of reflection. As a result, pupils are well prepared for life in modern Britain.
- Pupil premium funding is used very effectively to help disadvantaged pupils achieve well. Leaders monitor individual pupils' progress, and provide high-quality support to ensure that they catch up quickly where necessary.
- Additional funding to support pupils who have special educational needs and/or disabilities is used to striking effect. The school's special needs coordinator has particularly strong specialist knowledge and ensures that these pupils receive high-

quality care and support. Leaders' determination to provide an inclusive environment for all pupils has proved highly successful and enables this group of pupils to achieve very well.

- Leaders have been systematic in developing strong sports provision for pupils. For instance, external coaches provide specialist teaching in a range of sports. Pupils have excellent opportunities to compete in tournaments within local networks and inter-school competitions. Leaders prioritise additional training to develop teachers' ability to deliver high quality physical education. The sports premium is spent particularly well.
- The trust supports leaders to a high standard. For example, it has provided a skilled improvement partner who has considerable experience in setting up and running new schools. When leaders were recruiting a new deputy headteacher, an additional school leader from within the trust was seconded to support them until an appointment was made. Consequently, the trust has enabled the school to develop and improve successfully over time.
- Parents are hugely supportive of the school. One comment, typical of many, stated: 'I cannot recommend this school highly enough. Above all else, my child is very happy here, and is learning really well.'

Governance of the school

- Governors have a very accurate understanding of the strengths of the school. They secure good evidence from a range of different reliable sources, including external providers, to check and challenge appropriately the work of school leaders. Their strong knowledge ensures that they are highly capable in delivering strategic school improvement.
- Governors have a robust oversight of the school's finances. They analyse carefully how money is spent, for example the pupil premium, and understand clearly its impact and effectiveness. They are not shy in challenging leaders, and hold others to account successfully to improve outcomes for all groups of pupils.
- Governors have high ambitions to serve the community well. For example, wisely, they have recruited a member of the local authority's community development team to serve as a governor. They use their strong, local knowledge to plan effectively for the successful growth and development of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Employment checks when recruiting staff and volunteers are extremely thorough. Information is recorded accurately on the school's single central record. Policies to keep children safe are very effective and contribute well to the school's robust ethos for safeguarding children.
- Staff know how to keep children safe because they are trained particularly well. For example, child protection is an integral part of new staff member's induction training. When necessary, additional information is provided throughout the year to strengthen staff's safeguarding knowledge.

- Leaders work well with external agencies to protect children from harm. They work tenaciously to ensure that these providers are effective in supporting vulnerable pupils. Leaders follow up proactively any concerns they have, or if they feel that others could do more to safeguard children at risk.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Pupils benefit from typically effective practice that ensures that they achieve well.
- Teachers have high expectations of pupils. These are evident in thoughtfully prepared lessons, the positive atmosphere in classrooms, and the highly caring relationships that exist. Pupils typically respond by producing good-quality work.
- Teachers' questioning skills are a key strength. They probe carefully pupils' understanding and tackle effectively any misconceptions in their learning. In turn, pupils are confident in sharing their thoughts and ideas, and make good progress as they grapple to answer teachers' challenging questions.
- Teaching is adapted to the highest standards for pupils who have special educational needs and/or disabilities. Staff have an acute understanding of individual pupils' additional needs, and plan meticulously to ensure that learning activities are inclusive and appropriate. Consequently, pupils who have special educational needs and/or disabilities achieve particularly well.
- Disadvantaged pupils, and others who are vulnerable, receive high-quality additional support. For example, pupils' physical, emotional and welfare needs are fulfilled, when needed, by extra teaching provided by qualified staff and external healthcare professionals. Tailored care ensures that these pupils are well placed to learn effectively.
- The support provided by teaching assistants enables pupils to make good progress. They work effectively alongside teachers, and understand clearly the learning intentions of different lessons and activities. Teaching assistants apply their own good subject knowledge to help support pupils to learn well.
- Teaching is often enriched effectively, for example with special events and educational trips. Pupils enthused about a recent science visit where they learned about the different forces that help power rollercoasters. Exciting learning opportunities ensure that pupils develop deeper knowledge and understanding across the wider curriculum.
- Occasionally, the feedback that pupils receive about their learning is not precise enough. Where feedback is strong and follows the school's policy, pupils understand clearly what they have done well, and what to do to achieve even better. However, this is not consistent throughout the school. As a result, some pupils do not always know their next steps for learning, or what they need to do to improve their work.
- Sometimes, teaching and learning activities are not matched well to pupils' needs. In mathematics and English, work is occasionally too difficult, or too easy for some pupils. When this happens, these pupils are not challenged appropriately to make rapid progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy and confident in the school's nurturing environment. They learn to accept and value each other's uniqueness, and appreciate the diversity of the school community.
- Pupils know how to keep themselves safe. For instance, older pupils' knowledge of e-safety is good and they know the dangers of sharing personal information online. Younger children stated, correctly, 'You keep yourself safe by always doing what the teacher tells you to do.'
- Pupils are encouraged to take on additional roles within the school. Opportunities, such as becoming a 'playground buddy', librarian, school councillor or 'house captain', ensure that pupils contribute well to school life and develop mature, responsible attitudes.
- Pupils state that bullying rarely happens at Berewood. They know what bullying is, and trust staff to take swift and appropriate action if it occurs. Leaders work effectively with pupils and parents when incidents of unacceptable behaviour arise.

Behaviour

- The behaviour of pupils is good. They conduct themselves well both in class and outside at play, rising appropriately to the consistently high expectations of staff. As a result, the school is a calm and orderly environment.
- Lessons and activities are rarely disrupted by poor behaviour. Pupils are considerate of each other's right to learn, and work with good collaboration. They demonstrate growing self-discipline and rarely misbehave.
- Attendance is good. Leaders ensure that pupils and parents understand the importance of attending school regularly. Where levels fall too low, leaders are swift to act and provide appropriate support and challenge for individual families.

Outcomes for pupils

Good

- Work in pupils' exercise books show that current pupils, including the most able, and most-able disadvantaged, are making good progress overall across a wide range of subjects.
- In 2016, Year 6 pupils made good progress in reading, writing and mathematics. In the same year, the proportion of Year 2 pupils achieving the standard expected for their age was slightly better in reading and mathematics than it was in writing.
- The majority of pupils currently in key stage 1 have achieved the standard expected for their age in the phonics screening test, and made good progress in reading, writing and mathematics.

- Disadvantaged pupils, and those who have special educational needs and/or disabilities typically make good progress in a range of subjects. Some, particularly those with lower starting points, make accelerated progress because extra teaching is particularly well adapted to their individual learning needs.
- Pupils achieve well in other curriculum subjects. For instance, pupils' scientific knowledge and understanding is good because of effective specialist teaching.
- Throughout the school, some pupils, including those who are disadvantaged, are not yet working at a level appropriate for their age, particularly in English and mathematics. Leaders are acutely aware of these pupils needs and ensure that they are supported well. Consequently, they are making good progress, and are catching up quickly.

Early years provision

Good

- Leadership of the early years is effective. The curriculum is designed well to ensure that children, including many who join the setting with low starting points, make good progress across the areas of learning. This year, the proportion of children who have achieved a good level of development has increased and most children leave the early years well prepared for Year 1.
- Teaching in the early years is good. Learning opportunities are carefully planned, and adults' good questioning develops children's basic skills well. For instance, when looking for buried treasure in the sandpit, the supervising adult challenged children with addition and subtraction sums. Children make good progress because when they play, adults deepen their learning effectively.
- Children learn phonics well in the early years. They develop a good understanding of how letters, and groups of letters, blend together to make words. Staff provide appropriate activities that help children practise these skills successfully and apply their growing phonic knowledge well to their early writing. Children particularly enjoyed writing their 'message in a bottle' as they learned about pirates.
- Disadvantaged children, and those who have special educational needs, make good progress in the early years. Staff are particularly mindful to provide the extra care that ensures that these children get off to a flying start.
- Staff work closely with parents, carers and other providers. Before children join the early years setting, teachers visit children at home, and where appropriate attend their pre-schools, to help plan effectively for a successful transition. Regular opportunities such as 'stay and play' mornings enable parents to participate in their children's learning. Parents value these sessions greatly. As one stated, 'They couldn't do more to keep us involved.'
- Children learn well about keeping themselves safe. For instance, the local police community support officer visits regularly and teaches them about the different 'safe adults'. All statutory welfare requirements, and systems to safeguard children, are effective in the early years.

School details

Unique reference number	140211
Local authority	Hampshire
Inspection number	10032504

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	University of Chichester Academy Trust
Chair	Mr Graham Olway
Headteacher	Mrs Sue Patrick
Telephone number	02392 244010
Website	www.berewoodprimary.co.uk
Email address	head@berewoodprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- The school opened in September 2014. It is part of the University of Chichester Academy Trust.
- Berewood is a smaller than average-sized primary school.
- The majority of pupils are White British. Others come from a range of different ethnic backgrounds. The proportion who speak English as an additional language is below the national average.
- The proportion of pupils who are supported by the pupil premium is above the national average.

- The proportion of pupils who have special educational needs and/or disabilities is above average.

Information about this inspection

- Inspectors observed learning throughout the school, including visiting some lessons with the headteacher. Inspectors looked at pupils’ work in their exercise books and spoke to pupils about their learning.
- Meetings were held with the headteacher and other senior leaders. The lead inspector met with the chief executive officer of the trust, and with members of the local governing body.
- A range of documents was reviewed, including: leaders’ evaluation of the school’s effectiveness, leaders’ evaluation of the quality of teaching and learning, information about the school’s performance management arrangements, and pupils’ progress information. The lead inspector also reviewed safeguarding records and the school’s single central record of recruitment checks on staff.
- Pupils’ views were heard through discussion in lessons, and during lunch and breaktimes. Inspectors heard a number of pupils read.
- Inspectors spoke to parents on the playground and took into account 45 online responses, including written responses, to Ofsted’s online survey, Parent View. The views of staff were considered through the 15 responses to Ofsted’s staff survey and through meetings.

Inspection team

Dom Cook, lead inspector	Her Majesty’s Inspector
Peter Wibroe	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector

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