

Inspection of Berkeley Primary School

Marybrook Street, Berkeley, Gloucestershire GL13 9AZ

Inspection dates: 15 and 16 June 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Berkeley Primary School is a friendly and welcoming place to learn. The school's values, 'Be kind, be confident, be you', are woven through all that the school does. The majority of parents are happy with the provision that their children receive. Some comments to inspectors included 'My child thrives here' and 'the school goes above and beyond'.

Pupils are extremely polite and kind. They listen intently and become immersed in their learning because they are curious. For example, children in the early years make ice creams and observe that the sun makes them melt. Pupils enjoy choosing books from 'Bertie' the library bus and den building in the school grounds. Pupils chat enthusiastically and confidently about their work. Pupils consistently meet adults' high expectations and behave impeccably in and out of the classroom.

Pastoral provision is exceptionally strong. Adults form strong partnerships with pupils. Pupils feel safe and well cared for. They trust adults to swiftly sort out any problems that might arise. Bullying is rare.

The well-planned curriculum supports pupils to be caring, thoughtful citizens. For example, pupils reflect on, and discuss, people who are different to them. Pupils raise funds for good causes and contribute items for the food bank.

What does the school do well and what does it need to do better?

The school is well led by ambitious and motivated leaders. Their vision, 'If a child is happy, they will achieve', is central to their work. Leaders have successfully addressed the recommendations from the previous inspection. Governors and trustees challenge leaders and rigorously hold them to account. Adults work extremely well together and there is a real sense of team spirit. Leaders are considerate of staff well-being and morale is high.

Leaders have designed a high-quality, rich curriculum, built around interesting and well-planned sequences of learning. Learning that adults provide for pupils sparks their enthusiasm. As a result, pupils focus on their learning and achieve well.

Pupils progress well through the curriculum in most subjects. However, in a few foundation subjects, leaders do not precisely identify the building blocks of knowledge that pupils need to learn. This means that pupils do not consistently build on and deepen their knowledge across the curriculum as a whole.

Leaders and staff assess how well pupils develop their knowledge in different subjects. However, in a few foundation subjects, they do not use assessment well enough to identify if pupils are building the deep knowledge they need for the next stage in their learning.

Leaders have a precise understanding of pupils who have special educational needs and/or disabilities. They plan appropriate teaching and pastoral support to help pupils learn the same curriculum as others. Pupils say this is helpful. Parents comment on the positive impact of this support.

The school prioritises reading and adults inspire pupils to develop a love of reading. Pupils are taught to read as soon as they start school. They read regularly, which helps them to develop their fluency, vocabulary and comprehension. Pupils become engrossed when adults read stories such as 'Long Walk to Water' and 'Halibut Jackson'. Pupils in both key stages who find it difficult to read are provided with extra reading support. This improves their confidence and helps them to catch up.

Pupils are given regular opportunities to practise and deepen their knowledge and skills in mathematics. For example, Reception children find out about capacity when they fill containers with water. Year 6 pupils apply what they know to multiply 4-digit numbers by 2-digit numbers. They are able to use their knowledge to reason and solve problems well.

In physical education (PE), pupils are well supported to build their knowledge and skills in a range of disciplines such as rugby, dance and gymnastics. The school makes good use of resources, including their pool to teach pupils to swim. For example, pupils practise kicking and floating, which helps them to learn different strokes such as front crawl.

Pupils who find it difficult to manage their feelings are provided with highly effective care and support. Pupils enjoy reading to Maisie the dog and taking her for walks. Pupils try mindfulness and participate in activities in the 'Bubble Garden'. This helps pupils to recognise and manage their emotions effectively. As a result of high-quality support, there are no interruptions to pupils' learning.

The support for pupils' personal development is inspiring. Pupils have the opportunity to try opera, join the choir or play in a rock band. Children in the early years compare their paintings with those of famous artists, such as Rousseau. Pupils can try a range of sports, including ice-skating.

Safeguarding

The arrangements for safeguarding are effective.

Staff take their safeguarding responsibilities seriously. They know pupils and families well. Leaders act promptly when they believe that a pupil might be at risk. They work closely with external agencies to secure help for vulnerable pupils. Leaders provide staff with up-to-date safeguarding training. Staff clearly explain how to record and refer concerns so that pupils receive the help they need.

The curriculum supports pupils to be safe. For example, pupils learn about healthy relationships and online safety. Trips to 'skillzone' help pupils learn how to keep safe in a range of situations, such as when crossing the road.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, sequences of learning do not precisely identify the key knowledge pupils must learn. As a result, pupils do not routinely develop the deep knowledge they need to prepare them for what comes next. Leaders must identify and sequence the key knowledge they expect pupils to remember in these subjects, so that pupils know more and remember more.
- In some foundation subjects, assessment is not used well enough to check how well pupils are building on previous knowledge. Where this is the case, pupils have gaps in their knowledge. Leaders must sharpen the use of assessment, so that they can assure themselves that pupils are gaining the deep knowledge they need.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143207
Local authority	Gloucestershire
Inspection number	10227297
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	Board of trustees
Chair of trust	Nigel Riglar
Headteacher	Alexandra Robbins
Website	www.berkeleyprimary.org.uk
Date of previous inspection	9 May 2019

Information about this school

- The school became an academy in 2016. It is part of the Cotswold Beacon Academy Trust.
- The school has a nursery, which includes provision for two-year-olds.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into consideration in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, the special educational needs coordinator, early years leader and representatives from the governing body. An inspector also held a meeting with the chief education officer and a group of trustees.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and PE. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.

- Inspectors also spoke to leaders and reviewed the curriculum and pupils' work in science, writing and computing.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with leaders and spoke to pupils and adults about safety.
- Inspectors observed pupils' behaviour at various times of the day, including at breakfast club and breaktimes.
- Inspectors spoke to pupils, staff and parents to gather their views of the school. Inspectors reviewed 77 responses to Ofsted's online survey, Parent View, along with 77 additional free-text comments. Inspectors also took account of 76 responses to the school's recent questionnaire for parents. The lead inspector reviewed 33 responses to Ofsted's pupil survey and 18 responses to the staff survey.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

Matthew Shirley

Ofsted Inspector

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