

# Berkeley Infant School

## Inspection report

---

<b>Unique Reference Number</b>	117779
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	358193
<b>Inspection dates</b>	24–25 February 2011
<b>Reporting inspector</b>	Robert Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Lenthall
<b>Headteacher</b>	Ms Katrina Burgoyne
<b>Date of previous school inspection</b>	3 April 2008
<b>School address</b>	Marsden Drive Scunthorpe Lincolnshire DN15 8AH
<b>Telephone number</b>	01724 843770
<b>Fax number</b>	01724 289716
<b>Email address</b>	admin.berkeleyinfants@northlincs.gov.uk

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	24–25 February 2011
<b>Inspection number</b>	358193

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed 10 teachers and held meetings with members of the governing body, staff, groups of parents and carers and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 37 questionnaires from parents and carers, as well as a number of questionnaires completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's assessments of pupils' learning in Year 2.
- How well pupils develop skills in information and communication technology (ICT).
- The quality of plans to develop the Early Years Foundation Stage.
- The opportunities available for pupils to make valuable contributions to the school and wider community.

## Information about the school

This infant school is larger than average. The proportion of pupils known to be eligible for free school meals is close to the national average. The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language has grown rapidly over the past three years and is now average. An average proportion of pupils has special educational needs and/or disabilities. The school holds various awards including Healthy School status, the Basic Skills Quality Mark and the Activemark.

**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 significant strengths. Exemplary working with outside agencies, particularly in supporting pupils who speak English as an additional language, has led to this group of pupils making outstanding progress. Consequently, the school's promotion of equal opportunities is outstanding. Additionally, pupils' awareness of how to remain safe and be healthy is outstanding.

Attainment by the time pupils leave the school is above average. The quality of teaching and learning are good, which has resulted in pupils making good progress overall from their starting points. Children quickly develop a sense of responsibility and team work when they arrive in the Nursery classes. This is encouraged as pupils progress through the school which results in them becoming mature and confident by the time they leave in Year 2. The curriculum is interesting, varied and fun. Pupils make comments such as 'every day is a lot of fun'. The school is aware that it now needs to develop the use of ICT across the school to enhance pupils' literacy and numeracy skills.

The outcomes for children in the Early Years Foundation Stage are good. The Reception and Nursery classes are well-led and run smoothly on a day-to-day basis. However, children's learning is more successful indoors than it is in the outdoor areas. This is because the equipment outdoors is rather old and does not stimulate children's interest as much as it could.

All the issues from the last inspection have been addressed well. Middle leaders now have a full role to play in self-evaluation, which is accurate and incisive and has identified the right areas for improvement. This has resulted in rising standards, with much improved progress particularly in writing. The school has adapted exceptionally well to the changing profile of its pupils, with the needs of minority ethnic groups being met superbly well. These factors illustrate well the school's good capacity to sustain its improvement.

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

- Ensure that the outdoor areas in the Early Years Foundation Stage extend and enhance children's learning by:
  - equipping the areas appropriately so that pupils have stimulating activities to do outdoors that help them develop across all areas of learning
  - planning interesting activities for pupils outdoors which children can access in all weathers.
- Develop the use of ICT across the curriculum by:

**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

- ensuring there is a clear record of pupils' development in ICT as they progress through the school
- engaging all pupils, particularly boys in writing through computer-related activities
- using computers to enhance pupils' mathematical development.

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

**2**

In lessons, pupils behave well and relate well to each other and to adults. There are ample opportunities for them to discuss ideas in groups and pairs. This develops their speaking and listening as well as their social skills. Pupils are regularly involved in assessing their own and each other's work which helps them to understand what they need to do to improve their own work. Children's skills on entry to the Nursery vary from year to year, but overall are at the level expected for their age. When they leave in Year 2, their attainment is above average, which represents overall good progress. All pupils achieve well and enjoy school. Despite considerable efforts by the school, attendance remains stubbornly no better than average due to the poor attendance of a minority of pupils. The school is working hard with outside agencies and families to remedy this situation. Pupils with special educational needs and/or disabilities make good progress due to the good teaching in the classroom and a range of special courses designed to boost their literacy and numeracy skills. Pupils who speak English as an additional language are exceptionally well supported through the local authority and through the expertise within the school staff. This results in those pupils making outstanding progress.

Pupils show an outstanding awareness of how to remain fit and healthy. Inspectors saw this beginning early in the morning with the vigorous 'wake and shake' activities and in pupils' healthy choices of lunch, encouraged by very caring kitchen staff. Physical 'multi-sports' activities are regularly run by a visiting sports facilitator. Even the very youngest children were able to talk about the importance of good food and regular exercise. Similarly, they show an excellent understanding of how to stay safe. All parents who responded to the questionnaire felt the school keeps their children safe. Pupils were able to talk to inspectors confidently about 'stranger danger', road safety and how to remain safe on the Internet. Pupils make valuable contributions to the school and wider community through fund raising, singing in the community and visits to homes for senior members of the community. Pupils are well-prepared for the next stage in their education through above-average standards in literacy and numeracy. They gain a very good understanding of the world of work through well-established links with local industries and businesses.

**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

*These are the grades for pupils' outcomes*

<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>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teaching and learning are consistently good. Teachers give ample time for pupils to solve problems in groups and they question pupils very effectively so that they are able to really think and give extended answers. Teachers have a good knowledge of how to teach literacy through helping pupils to understand letters and their sounds.

Inspectors looked carefully at the accuracy of teachers' assessments and found that they were accurate. Most feedback to pupils takes place verbally, which is appropriate to this age range of pupils. Correspondingly, pupils were able to accurately tell inspectors what they needed to do to improve.

The curriculum is much enhanced by a rich menu of extra-curricular activities, visitors to the school and school visits which bring learning alive to pupils. The school is currently developing the use of ICT across the curriculum. The 'Big Write' initiative has been successful in developing writing across the school and the 'Chatterbox' programme encourages good speaking and listening. At the moment, there are not enough opportunities for pupils, particularly boys, to enhance their literacy and numeracy skills through the effective use of ICT. Additionally, much of the work pupils do on computers is not saved, so there is not an accurate record of pupils' development in the use of ICT as they progress through the school.

Care, guidance and support are good overall. The school works well in partnership with a local special school in the support of pupils. Targets for pupils who have special

**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

educational needs and/or disabilities are sharp and precise. Transition arrangements from local nurseries and to the junior school are good. Support for pupils who speak English as an additional language is exceptional. Work is continuing to support the small minority of pupils who find it a challenge to attend regularly.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and her senior team lead with passion, energy and commitment. They have successfully galvanised the enthusiasm of all the staff. Senior and middle leaders have driven improvements well. This is particularly evident in the rapidly-rising standards in reading and writing, which is a result of improved literacy teaching and carefully-tailored interventions for pupils who are at risk of falling behind. Pupils' progress is meticulously tracked and teachers are held well to account for pupils' achievements. Members of the governing body are frequently present in the school, have complementary skills and a good knowledge of the school's strengths and areas for improvement. Good plans are in place to improve teachers' knowledge of how to use ICT to enhance learning.

Equal opportunities are promoted to an outstanding level. From an early age, children learn to accept those of different ethnic backgrounds. Excellent tracking of progress ensures that if any groups of pupils fall behind, as was the case with boys' writing two years ago, measures are put into place to 'close the gap'. Pupils say they feel very safe from any threats of bullying or harassment. Arrangements for safeguarding pupils are good. Risk assessments are of high quality and the site is very secure. Pupils are taught how to remain safe through lessons and assemblies and show a very good understanding of Internet-related safety for their age. The school has undertaken a thorough analysis of its position in relation to community cohesion. Good partnerships exist with different faith leaders in the community which has ensured the school maintains good relations with different community groups. There are extensive links with local businesses and other schools. The school is now in collaboration with the British Council with the aim of establishing links with other schools in Spain and the Lebanon.

**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

*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>2</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**

Well-planned arrangements for induction into the Nursery classes mean that children settle quickly into their new surroundings. Throughout the Nursery and Reception classes, children of different backgrounds relate well to each other and willingly take on responsibilities such as class helpers and behave well. They make good progress in all areas of their learning but particularly in communication, language and literacy. This is because there has been an emphasis on improving children's literacy skills through very regular phonics work supplemented with work to do at home. In turn, this ensures parents and carers are involved in their children's learning. In one lesson, children developed their speaking skills by discussing the meaning of words to a song they had recently learned.

Daily routines result in smooth day-to-day running, although these routines vary between the Nursery and the Reception classes. Safeguarding is afforded the highest priority. Children quickly develop a sense of how to stay safe. Nursery children talked confidently to an inspector about the dangers of irons in the house and how to stay safe around water. Self-evaluation is accurate. Planning and record-keeping are of exceptional quality. Planning is particularly impressive in the way it is altered to take into account children's particular interests. Planning and assessment procedures are currently being reviewed to involve parents and carers more closely. Staff meticulously record children's achievements, tracking their progress carefully which enables them to accurately plan the next steps in their learning. The outdoor areas suffer from a lack of equipment to stimulate children's interests. This means that outdoors, children do not develop across all the areas of learning as effectively as they do indoors. Furthermore, the outside areas are used less effectively to extend learning in inclement weather.



**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

*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

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the good progress their children are making and how their children feel safe in the school from bullying or harassment. A small minority of respondents raised concerns about how the school kept them informed and in particular the lack of information they receive in reading records. A small minority raised concerns about pupils' behaviour.

Inspectors investigated these issues carefully by speaking to a range of parents and carers and by looking at the information they receive on an informal and formal basis to keep them informed about their children's progress. They found that the well-attended parents' evenings which take place three times per year, along with the reports issued at the end of Year 1 and Year 2, provided parents and carers with good information on their children's learning and progress. However, inspectors found that reading records in a minority of classes were limited in the information they give to parents and carers. Throughout the inspection, inspectors focused on the behaviour of pupils inside and outside the classroom. They found that behaviour was never less than good in classrooms and sometimes outstanding. This was due to the interesting activities provided for them by teachers. In the playground, inspectors found that the many activities on offer at lunchtime and break times encouraged cooperative play and behaviour was good. Where behaviour was a little more variable was first thing in the morning, before pupils had settled into the routine for the day.

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

Ofsted invited all the registered parents and carers of pupils registered at Berkeley Infant 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	57	15	41	1	3	0	0
The school keeps my child safe	23	62	14	38	0	0	0	0
My school informs me about my child's progress	11	30	22	59	4	11	0	0
My child is making enough progress at this school	14	38	22	59	0	0	1	3
The teaching is good at this school	14	38	22	59	1	3	0	0
The school helps me to support my child's learning	9	24	25	68	3	8	0	0
The school helps my child to have a healthy lifestyle	12	32	24	65	1	3	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)	16	43	18	49	1	3	0	0
The school meets my child's particular needs	14	38	19	51	2	5	1	3
The school deals effectively with unacceptable behaviour	14	38	18	49	4	11	0	0
The school takes account of my suggestions and concerns	11	30	19	51	4	11	1	3
The school is led and managed effectively	14	38	19	51	2	5	0	0
Overall, I am happy with my child's experience at this school	16	43	20	54	0	0	1	3

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



28 February 2011

Dear Pupils

**Inspection of Berkeley Infant School, Scunthorpe, DN15 8AH**

I think three big cheers are in order because I am very pleased to tell you that you go to a good school. There are some things about it that are outstanding, which is another word for saying 'fantastic'. You make good progress, but those of you who speak other languages at home make outstanding progress because you receive such good help from very caring adults. You told us how very safe you feel at school and how there is always someone you can talk to if you need to. I loved the 'wake and shake' activities and was very impressed how you all understand how to be healthy and fit. Some of you do not attend school quite as often as you could.

Of course, these things do not just happen. Your headteacher and staff are very dedicated and work very hard behind the scenes to make sure you have interesting things to do every day. There is always room to make things even better, so I have asked your headteacher to do a few things to improve the school.

I would like your teachers to think how they might use computers to make your writing and mathematics work really interesting. I would also like them to make sure your work on computers is saved properly so when you leave at the end of Year 2, you have a big collection of work to be proud of. I have also asked that the school improves the outside areas in Reception and Nursery so that children have better equipment and can learn lots of interesting things outside.

You can help by making an extra-special effort to attend school regularly.

With very best wishes for the future,

Yours sincerely,

Robert Jones

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**