

Berkeley Infant School

Inspection report

Unique Reference Number	117779
Local Authority	North Lincolnshire
Inspection number	312700
Inspection dates	3–4 April 2008
Reporting inspector	Kathleen Yates

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	325
Appropriate authority	The governing body
Chair	Mr Alan Lenthall
Headteacher	Miss Katrina Burgoyne
Date of previous school inspection	1 January 2005
School address	Marsden Drive Scunthorpe DN15 8AH
Telephone number	01724 843770
Fax number	01724 289716

Age group	3–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average sized urban infant school. Pupils come from a wide variety of backgrounds. The number of pupils who are eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is above average and has risen since the previous inspection. The proportion of pupils from minority ethnic groups and the number of these who have English as an additional language are in line with similar schools nationally.

The school has received the following awards: Quality Marks 3 2005 – 2008, National Sports Strategy 2006, Roy Castle Good Air, Active Mark 2003 – 2008, Healthy Schools, investors in People, Bronze Eco School and a Music Festival award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Berkeley Infant School is a good school which provides its pupils with a good standard of education. Inspection findings match the school's own view of itself in most respects. There are good links with other schools, outside agencies and the community which promote the well-being of learners. Parents have very positive views of the school. In turn, parents are highly valued by all staff for the important part they play in their children's education and the help they give in school.

Children get off to a good start in the Foundation Stage where they achieve well. Standards reached by Year 2 pupils are broadly average in reading, writing and mathematics. Pupils reach the challenging targets set for them and their achievement is good in relation to their starting points. The support the school gives to pupils with learning difficulties and/or disabilities and those who have English as an additional language is a strength of the school. These pupils receive good support that is greatly appreciated by parents and helps them to achieve well and reach standards that are higher than similar groups nationally.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are well behaved. They are happy in school and enjoy their learning. They have a good understanding of how to lead a healthy and active life style and how to keep themselves safe. They make a good contribution to the community. Attendance is average. Good liaison with the nearby junior school ensures pupils are well prepared for the next stage of their education.

Teaching and learning are good. The calm ethos and attentive approach of all the adults throughout the school promotes pupils' confidence and boosts their self-esteem helping them to achieve well. On occasions, in some lessons not enough challenge is provided for more able pupils to enable them to make the progress of which they are capable. The curriculum is good and is enhanced by a range of out-of-school activities. Care, guidance and support for pupils are good. Targets are shared with pupils and help them to know what it is they need to do to improve.

Leadership and management are good. Leaders and managers ensure all pupils and their parents are welcomed into a happy secure environment where the school listens carefully to their views and acts upon them wherever possible. Governance is good. Subject leaders share their skills with other staff and support developments in their subjects well. Responsibilities for monitoring and evaluating the work of the school are beginning to be more evenly distributed among leaders. However, not all subject leaders are fully effective in carrying out their monitoring and evaluating role. There has been good improvement since the last inspection and there is a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with skills and abilities that are typical for their age, except in their communication, language and literacy skills and in their personal social and emotional skills which are often lower. Induction arrangements are very good and ensure pupils enter into a warm environment where they settle well in the Nursery, and good use is made of the well resourced accommodation. Routines are well established and there is a good level of support so that children grow in confidence and take part in a wide range of exciting activities which

stimulate all their senses. There is a smooth transition into Reception classes and staff work hard to continue the focus on developing independence in learning. Teaching is good and teaching assistants play a very important part in the good progress children make in all classes, in all aspects of their work. They make most progress in their personal and social skills, where all staff place a high emphasis on children working together harmoniously and on the development of independent skills. On occasions, when teaching is less inspiring in Reception, children sit on the carpet too long and the pace of learning slows. The good partnership forged with parents helps them to be involved in supporting their children's learning. Children currently in Reception are on course to reach the levels nationally expected for their in all areas of learning.

What the school should do to improve further

- Ensure that in all lessons there is sufficient challenge to extend the more able pupils.
- Distribute staff responsibilities more evenly and improve the effectiveness of the monitoring and evaluation carried out by subject leaders.

Achievement and standards

Grade: 2

Achievement is good and standards are broadly average. The school's tracking system and pupils' current work indicate that most pupils make good progress and are on course to reach challenging targets and standards are set to rise. Assessment results for pupils at the end of Year 2 in 2006 and in 2007 were broadly average. Pupils achieved well from their starting points. In three of the past five years results have been significantly above average. The progress which is made by pupils who find learning difficult, and who are from minority ethnic groups or who do not have English as their first language is a strength of the school. They reach higher standards than those from similar groups nationally. The school has placed a high focus on the lower and middle attaining pupils and recognises that some of the more able are not always reaching the levels of which they are capable.

Personal development and well-being

Grade: 2

There is a positive climate for learning and parents are right when they say their children enjoy school. Pupils behave well and believe the school rules are fair. They have a good understanding of how to keep themselves safe. They know what they should eat to stay healthy and enjoy the many opportunities they have to take exercise. The school has achieved the Healthy Schools Award on three occasions. The school council is proud of the way it has contributed to the life and development of the school. The pupils feel that their ideas are listened to and they think very carefully about what they would like to change. They are actively involved in the local community and raise funds for charities. Pupils gain high levels of independence which results in well developed personal and social skills. They take on responsibilities enthusiastically. Their good progress in reading, writing and mathematics prepares them satisfactorily for the next stages in their learning.

Quality of provision

Teaching and learning

Grade: 2

Relationships are good and pupils make good progress because teachers establish classroom routines that keep them focused and interested in what they are learning. The staff regularly share examples of good practice and teachers model ways of working for new colleagues. Pupils are very clear about what is expected of them and because teachers are successful at promoting independence in learning, pupils tackle new tasks confidently. Different levels of work are provided in all lessons but, too often, activities do not require more able pupils to use their skills in more challenging ways. In these cases they do not make progress as quickly as they might. Teaching assistants are highly trained in helping pupils with a range of learning difficulties and/or disabilities to enjoy their work and experience success.

Curriculum and other activities

Grade: 2

The good curriculum contributes well to pupils' development and well-being. Many of the activities planned are successful in promoting collaborative skills, for example, through talking about their learning with another pupil, their 'Talking Partner'. There is a strong emphasis on the development of literacy and numeracy skills. The curriculum is being successfully developed to ensure good links between subjects. For example, information, communication and technology is used across some subjects and this is leading to an improvement in pupils' writing skills, particularly for boys. The school enriches the curriculum through a host of well attended out-of-school activities which has helped them to gain an impressive collection of awards. Pupils also benefit from a range of visits and visitors, with theatre groups being a particular favourite. As a result of this good curriculum programme and good teaching, pupils make good progress.

Care, guidance and support

Grade: 2

The school takes good care of pupils. All necessary safeguarding checks are in place. Teachers and support assistants constantly assess pupils' progress and identify where further support is needed. They monitor the impact of new initiatives and then adapt their plans accordingly. Staff do this discretely and are united in their efforts to ensure pupils are provided with activities which they enjoy. This particularly helps pupils who find learning difficult to remain on task and to show enthusiasm in lessons. Pupils receive lots of encouragement from the adults in school so that they readily seek help and advice when they have concerns. The feedback teachers give to older pupils makes it very clear what they have achieved and exactly what they need to do to reach their targets. On occasions opportunities are missed to extend the more able pupils. The school works well with parents to involve them in their children's learning.

Leadership and management

Grade: 2

The headteacher and her deputy, well supported by governors, are highly committed to driving the school forward. Senior leaders are continuously monitoring and evaluating the impact of

what the school provides to bring about improvements. Staff provide good role models for newly qualified teachers and teaching assistants so that all staff are working to a common purpose. Subject leaders share their expertise well with other staff to support their subjects and they ensure the pupils are provided with a curriculum which meets their needs. The school is beginning to allocate subject responsibilities more evenly, but not all subject leaders have yet had sufficient opportunity to check on the impact of teaching on pupils' learning. Consequently, their contribution to school improvement is more limited. Governors are diligent in holding the school to account and they are active in helping to bring about improvements. The school is well maintained and runs smoothly on a day-to-day basis.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 April 2008

Dear Children

Inspection of Berkeley Infant School, North Lincolnshire, DN15 8AH

As you know a team of inspectors came to visit your school recently to carry out an inspection. We really enjoyed meeting you and talking to you about your school. This letter is to thank you for helping us with our work and to tell you what we found out about your school.

Yours is a good school. You behave well and enjoy your time in school. It was so good to see you all getting on well together. We enjoyed having lunch with you and listening to your views. You have a good understanding of how to keep yourselves fit, safe and healthy and your school has received many awards, which recognise your success. Well done!

You are well taught. Your teachers and teaching assistants all work hard to make sure you all do well in your work. Your parents are happy with the way the school cares for you and there are many visits and visitors who make your topics even more interesting.

The school is going to make sure that those of you who are capable of doing harder and more difficult work are set tasks in all lessons which help you to be even more successful. The school is also going to make sure that more teachers will share the responsibilities for looking after subject areas. These teachers will then have a good understanding of exactly how well you are doing by making regular checks on the teaching of your lessons and on how well you are learning.

You can help by continuing to try your best and enjoying what you do in school. We wish you all the best for the future.

Yours sincerely

Kathleen Yates

Lead inspector