

# Berkley Church of England First School Profile

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## **Berkley Church of England First School**

Berkley, Berkley Road  
Frome, Somerset, BA11 5JH  
Telephone: 01373 830455  
<http://www.berkley.ik.org>

Children's Service Authority:	Somerset LA
Age range:	5-9
Number of pupils:	89
Head teacher:	Mrs Carole Brautigam
Chair of governors:	Mr Leslie Stather

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## **What have been our successes this year?**

The school received a good OFSTED report and is seen to be a successful school being above the national average in most areas. The monitoring process continues to show that the school is adding value.

The implementation of a "Play-Leader" scheme, run by year 4 at lunch times, has improved co-ordination and team building skills at key stage one.

We have achieved Healthy School Status.

We have achieved silver level for the eco school initiative and are progressing on to green flag. The children's awareness of green issues has improved as demonstrated by the increase in recycling, reusing and their influence on their parents' eco friendly behaviour. The school is a plastic bag free zone and the children have designed and are using a Berkley Bag, made from fair trade cotton. These have been sold in the local community. The children continue to develop their awareness of the effects of pollution on the environment.

Active Mark (an award for delivering 2 hours of high quality PE a week) has been achieved for the second successive year. We continue to offer children further opportunities through the Somerset Sports Partnership.

## What are we trying to improve?

-Continuing to raise the level of writing, in different forms, across all the foundation subjects plus science. Our aim is for the children to achieve the same high standards in all subjects as they already do in Literacy.

-We are implementing a revised curriculum, in key stage one, in order to create even more links between the subject areas. This will deepen their thinking and enhance their creativity.

-We are improving our monitoring system by systematically tracking children's progress every term.

-This year's subjects for particular focus are Science and Religious Education.

-We are continuing to improve facilities for the foundation stage by providing an outside canopied area where they can develop their independence and creative skills even further.

-Our children's awareness of where their food comes from will be developed through building a raised bed vegetable garden, a herb garden and a sensory garden.

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## How have our results changed over time?

The school has a consistent approach to the achievement of high standards throughout all year groups.

The Year 4 cohort was significantly different to last year with around 20% of the children with Special Educational Needs. Despite this, progress was very good in reading with over half the class achieving level 4 and in Literacy and Numeracy the majority were in line or above national results.

Year 3 progress was good with 50% of the pupils already at Level 3 in reading and numeracy and they are on line to meet their challenging targets in Year 4.

Year 2 results were very good. Two thirds of the cohort for reading were 2A+ or above. In writing, over half the class were 2A+ or above and in Numeracy 70% were 2A+ or above. These are above national average.

In the Foundation stage there are 13 strands of progress. We are above the national average in 10 areas, in line in 2 areas and slightly below the average in 1. Our average point score has increased from 80.6 last year, to 87.5. Children make good progress in the Foundation Stage.

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## **How are we making sure that every child gets teaching to meet their individual needs?**

The well planned curriculum enables all pupils, including those with S.E.N and those who are noted as being gifted and talented to achieve very well in the key areas. Early identification of need enables us to target groups and support the learning potential of children. We employ an additional staff member, when appropriate, to work with children who have specific learning difficulties, on a 1 to 1 basis in order to build up their self esteem and aid their progress. Each subject leader leads a staff development meeting where work is scrutinised, planning and lesson observations form part of this. Teachers planning is recognised by OFSTED as being of a high quality and is well differentiated to meet the needs of all learners in mixed age classes. Subject leaders have developed good subject knowledge, through training, which is cascaded to other teachers and members of staff. Staff . We are revising our curriculum for foundation and key stage one to improve the links between all subject areas so that children will deepen their learning and enhance their creativity. Monitoring will be improved through an improved pupil tracking process.

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## **What have pupils told us about the school, and what have we done as a result?**

Children are proud of their achievements which are shared with the whole school on a Friday Morning at Good Work Worship and through newsletters and the website. The children are keen to work hard and behave well in order to receive stickers and rewards. The year 4 children enjoy planning and running play time activities for the younger children and the younger children take part enthusiastically. The children continue to have had a voice in what playground equipment is ordered. They also like to choose what charities we donate money to. They have enjoyed designing the Berkley Bag and have created a display showing the Berkley Bag around the world.. We have listened to their suggestions for becoming more eco-friendly, e.g. using both sides of the paper and having recycling bins for paper in the classrooms. The gardening club has become popular that its activities need to be become a whole school initiative. We are therefore going to grow our own vegetables and herbs at the school. Children share their positive behaviour management strategies with their class through Emotional Intelligence sessions with class teachers and lunchtime supervisors.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

- Circle time and acts of collective worship provide a good vehicle for discussing our anti-bullying policy and any related issues.
- OFSTED identified from their discussions with pupils, that they all felt safe and cared for whilst at school.
- Extra curricular opportunities such as tag rugby, cricket and football help the children to keep fit.
- The school fosters good links with local clubs and groups e.g. football, swimming, gymnastic and trampolining clubs
- We have a healthy eating policy as part of our Healthy School Status.

-Science topics, P.E. Design Technology and PSHCE provide ongoing opportunities for promoting a healthy lifestyle

-We have a planned Healthy Week focus every year.

- All children will be involved in the gardening project

-At lunchtimes children are encouraged to socialise over a mealtime and reinforce the routine of eating at a table and promoting good manners

-Take 10 (10 mins keep fit activities 3 times a week) is enjoyed by all the children

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-Children have reflection time and prayers to think about the moral health of our children and families

-Through PSHE and Citizenship and day to day living children are encouraged to think about others both within the school community and in the wider world

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## **What activities and options are available to pupils?**

Beyond the statutory entitlement for children we offer a range of after school clubs which include gardening, maths, football, tag rugby, animation, country dancing, multi-skills, cooking and sewing. During school hours and lunchtimes we offer choir at both Key Stages. All children have the chance to play recorders in Year 3 and 4. We also provide cricket coaching from a Somerset cricket coach. All year 3 and 4 take part in the Somerset wider opportunity project and are learning to play a stringed instrument. We also provide Enrichment weeks such as Multicultural week and Literacy/Book week. We take part in the Jackdaws music festival where our KS2 choir sing and our recorder players perform. In Reception we offer forest school activities as an extra entitlement to their curriculum with all children taking part.

We have been active in the many PE initiatives run by the Somerset Sports Partnership such as Tri Golf, racquet ball festivals.

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## **How are we working with parents and the community?**

As a whole school staff we actively seek to build up good relationships with our parents and we have an open door policy so that parents feel they can approach us at any time. We encourage parents to come in and help in school. Parents views are sought via questionnaires, through discussions and parents evenings. They regularly participate in competitions and events - singing in the local community. Children are enthusiastically involved in charity events such as raising money for our local church, Oxfam and Christmas Child Operation through the gift boxes. . We work with other schools through our Gifted and Talented agenda. We take part in a wide range of projects through the Frome Community Learning partnership (FCLP) which include raising achievement projects, media and sports. We send out fortnightly newsletter in order to keep parents informed and we also have a very active website.

As some parents find it difficult to attend our fund raising evening meetings, these are now also held in the morning and well attended.

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## **What do our pupils do after leaving this school?**

Our children move on to the middle schools in Frome, primarily Selwood because of our catchment area. We have strong links with both our middle schools. Year 4/5 teachers have a strong liaison group which meet regularly throughout the year to discuss and improve arrangements, notably a Literacy bridging project in summer of year 4 and Autumn in year 5. There are also a range of liaison projects run by the teachers. Initially our children meet with a liaison teacher from Selwood who explains routines and answers questions. They have an informal sharing evening with their parents at Selwood and an opportunity to look around the school. There are opportunities for them to attend after school sporting events. The children have a day visit where they meet their new class teacher and work with them. Children write back to us in their first term at the middle school. Some of our older pupils return to us on work experience. Parents and pupils still come to our fund raising events and support the village fete.

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## **Ofsted's view of our school**

This is a good school. Pupils achieve well and attain above average standards. Their behaviour is good in lessons and around the school. The new leadership team is building well on previous practice, with a clear focus and commitment to raise standards even further and provide pupils with stimulating experiences. There is a strong commitment to meet the needs of individual pupils, including those who are vulnerable and have complex problems. The overwhelming majority of parents appreciate the school's many qualities. One reflected the feelings of others by writing, 'My daughter loves going to school and always returns home excited about what she has learnt.' Another commented, 'Berkley School accommodates the individual circumstances of each child and family.' The school has an accurate view of its strengths and areas for development based on careful analyses of performance. This has enabled it to make significant progress since the last inspection and it is well placed to improve further.

Children in the Foundation Stage get off to a good start and make good progress in their first year in school, although some constraints within the accommodation limit the opportunities for them to develop their independence. Pupils of all abilities, including those with learning difficulties and/or physical disabilities, maintain this good progress throughout the school. Standards in national tests at the end of Year 2 are consistently and significantly above the national average in reading, writing and mathematics. Pupils in Years 3 and 4 also achieve well. A few of these older pupils attain high standards well above those expected nationally for their age, because of carefully targeted support

recognising their gifts and talents in, for example, mathematics. Most pupils achieve well in science although standards are not as high as in English and mathematics.

All members of staff work effectively and sensitively to meet the needs of individual pupils. This effective care, guidance and support contributes to the pupils' good personal development and well-being. One parent wrote about the 'extra yard' gone by teachers to help her child with complex problems. Another commented, 'I feel the school has catered extremely well for his requirements by providing materials and additional support.'

Pupils smile a lot and clearly enjoy their time in school. Their attendance is above average and the school robustly follows up the very few whose attendance is poor. Pupils are thoughtful and sensitive about the needs of others and those less fortunate than they are. They have a satisfactory awareness of modern Britain's cultural diversity. They conscientiously help in running the school, for example, through serving on the Eco-committee. They are proud of their contributions, for example in helping the school gain the Eco Award, and are disappointed that the school council has not met for a while. Older ones care for the younger ones informally and when acting as play leaders or running special clubs. They all keenly participate in fundraising for local and national charities. Pupils are clear about how to take care of themselves, say they feel secure in school and are confident about approaching an adult if they have a problem. The school implements all the statutory procedures designed to safeguard pupils. Pupils know about the importance of healthy life styles and enthusiastically demonstrate their fitness in the very active 'take ten' sessions and playtimes. The school recently received the Activemark award in recognition for its work in this aspect.

The good progress by pupils is a direct consequence of the effective teaching and learning in all three classes. A few parents are concerned about the size of the Year 3 / 4 class, but here, and in the other classes, teachers make good use of assessment information and plan very thoroughly to ensure work set is matched to the different needs of pupils. This helps to motivate pupils and promotes good learning by them all, regardless of their ability. Governors and the headteacher ensure teaching assistants are available and deployed carefully so that all pupils, including those in the large class, receive individual attention and support when needed for both their academic progress and their personal needs. Teachers help pupils to think about their next steps in learning when they mark work with guidance about how they can improve. They are introducing ways of agreeing short-term targets for learning, but these are not prominent around the classrooms or clear in the minds of all the pupils. Teachers manage pupils' behaviour well and establish a good working atmosphere in lessons. In turn, pupils respond enthusiastically and are interested to learn more.

The school is reviewing the way the already stimulating curriculum is organised and plans to build on recent successful events such as the Giant Week and Healthy Schools week, when links were made across many subjects and pupils became immersed in collaborative and problem-solving tasks. Pupils' access to computers has recently improved so they can use them more frequently to help in their work in a range of subjects, such as investigating toys in history or holiday destinations in geography. These experiences are contributing to pupils' good level of skills needed for the next stage of education and adult life. The school works hard to overcome the lack of a hall and limited playground space, including the lack of a designated outdoor area for children in the Foundation Stage. Pupils appreciate the good quality facilities and specialist teaching in physical education in the local leisure centre and the fitness trail and new picnic area on the field. The school is looking to extend the satisfactory range of clubs and visits so there is even more for pupils to experience.

The headteacher successfully involved staff and governors in a recent review of the school's vision and values, setting a clear direction for the school's future. Together with the recently extended leadership team, she has strengthened various processes to check the performance of the school,

Date of last inspection: 12-Mar-2008

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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## **What have we done in response to Ofsted?**

We have introduced pupil progress meetings to improve monitoring throughout the year.

We are erecting a canopied area for foundation stage to access outdoor play opportunities in order that the children can access seamless transition from indoor play to outdoor play.

To closely monitor standards in science to ensure they are consistent with standards in Numeracy and Literacy.

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## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01373 830455

Our website <http://www.berkley.ik.org>