

Berrow Primary Church Academy

Address: Rugosa Drive, Berrow, Burnham-on-Sea, Somerset, TA8 2LJ

Unique reference number (URN): 149851

Inspection report: 28 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance is a whole-school priority, underpinned by a strong culture of belonging for all pupils. Leaders have worked to ensure the school is a place where pupils do not want to miss out. If pupils are absent, the school supports any lost learning with 'scoop groups' to ensure that pupils continue to learn the curriculum well. Rigorous systems are used effectively to monitor attendance, enabling leaders to provide timely support and challenge. For example, leaders provide help for families and pupils when they need it, including for those pupils whose low attendance is beyond the school's control. The school's work on attendance has had a significant impact over time. This is reflected in the high rates of attendance of all pupils.

Warm relationships and consistent routines underpin the school's approach to behaviour. Leaders set consistently high expectations of pupils' conduct that are shared by all staff. Pupils rise to these and behave impeccably well. Lessons are highly conducive to learning and low-level disruption is rare. Pupils are motivated and eager to succeed. They are given the support they need to be successful. This includes support for those pupils who may struggle to manage their behaviour. Staff have the appropriate expertise to enable all pupils to be successful. Bullying is rare and pupils are confident staff will deal with any concerns quickly.

Expected standard ●

Achievement

Expected standard ●

Leaders have prioritised improving how well pupils are learning to address the historic weaknesses in the teaching of the curriculum. This work is having a positive impact with improved outcomes in national tests at the end of key stage 2 in reading, writing and mathematics for those pupils working at the expected standard. Pupils across the school gain appropriate knowledge and skills and produce high-quality written work. While this work is having a positive impact on many pupils, some pupils who are capable of working at the higher standard do not yet learn the curriculum as well as they could.

Pupils are given the support they need to learn to read well, such as reading books that match the sounds they know. They use their knowledge of sounds to decode and blend unknown words confidently. This is reflected in published outcomes in the phonics screening check that are above the national average over time.

Curriculum and teaching

Expected standard ●

The curriculum is coherently sequenced so that pupils build their knowledge in a logical order. This ensures that staff are clear about what to teach and when. Teachers check how well pupils are learning and identify gaps in knowledge as they arise. Teachers provide targeted support where gaps persist, including for pupils with special educational needs

and/or disabilities. However, these checks do not consistently identify when pupils may be ready to move on with their learning sooner. On occasions, learning tasks do not build sufficiently on what pupils know and can do, so at times, some pupils are not challenged sufficiently well.

Leaders understand how well the curriculum is taught. They use this to develop staff expertise further to support the teaching of the curriculum. For example, regular recall of previous knowledge helps pupils to remember their learning in the long term. Teaching strategies ensure that pupils recall number facts securely in mathematics.

Leaders have prioritised helping pupils to read and write quickly. They have ensured that pupils are given the support they need to write with accuracy in their handwriting, spelling and punctuation. Staff have secure subject knowledge in phonics to teach this well. They make regular checks to identify and support those pupils who are not keeping up. This helps pupils to become fluent readers.

Early years

Expected standard 

Staff plan activities across the 7 areas of learning to meet the ambition of the well-planned curriculum. This enables children to build their knowledge securely from their starting points. Staff prioritise the development of communication and language. Children enjoy singing songs, recounting rhymes and hearing many stories to widen their vocabulary. Staff interactions with children generally help them to deepen their knowledge across the curriculum and to extend their use of language, such as children in Nursery using 'full' and 'empty' when filling toy lorries.

Children get off to a successful start in the early years. Clear routines, high expectations and warm relationships help children to feel safe and secure. This includes the two-year-olds new to the setting who are given the support they need to settle well into school life. The school works closely with families and external professionals to get to know children well to support a smooth transition.

The school prioritises the development of reading, writing and mathematics. For example, in Nursery Year, children sing songs to support their knowledge of counting. In Reception Year, children have regular opportunities to practise and secure their phonics knowledge. Staff support children to apply this confidently when reading and writing. Children write with increasing accuracy with their pencil grip and letter formation with the support from staff. As a result, children are well prepared for Year 1.

Inclusion

Expected standard 

The school has clear and effective systems in place to identify and assess pupils' individual needs early, including for those pupils with special educational needs and/or disabilities (SEND). This begins before children start in the early years with close working partnerships with parents and carers and pre-school settings. This ensures that these children get the support they need on arrival. Staff quickly get to know pupils who join the school after the early years. They identify any barriers to learning these pupils may have.

Leaders have a clear understanding of how well pupils with SEND are learning. They use this information to develop staff expertise through appropriate training to strengthen the provision in place for these pupils. Generally, learning plans identify and support pupils' barriers to learning. These typically lead to appropriate adaptations that help pupils with SEND to learn the curriculum well and to make progress from their starting points.

The school works closely with a variety of external professionals to meet pupils' needs. Leaders use additional funding effectively to support disadvantaged pupils and track its impact to ensure that it helps pupils both academically and socially.

Leadership and governance

Expected standard 

The trust has provided highly effective support to guide the school through a period of change since opening, navigating staffing and leadership changes well. Leaders, including the trust, have a clear and accurate understanding of the school's context, strengths and priorities for improvement. Leaders at all levels have a shared vision and determination to secure improved outcomes for all pupils. Their actions have addressed historic weaknesses in the school. They model high expectations and professionalism, acting in the best interests of pupils, and ensure these principles are embedded across all aspects of the school's work. This work is improving outcomes and strengthening behaviour and attendance. Leaders know where there is further work to do to ensure that all pupils achieve what they are capable of.

Leaders have reviewed and refined the curriculum to address gaps in pupils' knowledge, such as in the teaching of writing. Staff value the professional training to support teaching, including those who are new to the profession. This work unites staff in sharing consistently high expectations across the school. Staff appreciate the support for their workload and wellbeing and show pride in the school's journey and the role they have taken in this.

Those responsible for governance have an accurate view of the school and meet their statutory duties with pupils at the centre of their work. They are clear about the journey the school has been on to address historic weaknesses. They have ensured that over time, the school has benefited from the right support at the right time to further improve.

Personal development and wellbeing

Expected standard 

Leaders have developed a personal development and wellbeing offer that enables pupils to be well prepared for life beyond the school. At the centre of this work is the promotion of pupils becoming confident speakers who know they can make a difference. This is exemplified by the pupil parliament, run by the oldest pupils in Year 6. They take the lead in helping their peers across the school to be successful, such as to think deeply about doing the right thing. Pupils help each other to understand the importance of the fundamental British values, such as respect, to be prepared for life in modern Britain.

Pupils are taught about difference. They know the importance of treating others fairly and take their time to understand and support the needs of others. Pupils are taught about different beliefs, faiths and cultures. However, some pupils do not have the depth of knowledge that leaders intend.

Pupils have a secure knowledge of the personal, social and health education curriculum. For example, they know how to keep themselves healthy, such as being clear about the dangers of smoking. They know the importance of a balanced diet and regular exercise to keep physically healthy, as well as talking to others to support their mental health. Pupils are clear about consent and the importance of healthy relationships.

Pupils value a range of clubs to develop their talents and interests, such as tennis, forest school and eco club. They appreciate how these help them to socialise with other pupils across the school. Leaders track participation carefully and make adaptations to the offer to ensure more pupils benefit, including those who are disadvantaged.

The school provides a range of pastoral support to help pupils and families. This begins at the start of the school day with 'check ins' for pupils who need it. Pupils value 'the den' as a space they can go to gain support from key adults.

What it's like to be a pupil at this school

Pupils love attending this warm and welcoming inclusive school. This is reflected in their high attendance. Pupils speak with pride about the learning they enjoy and the wider opportunities they experience throughout their time at Berrow. Pupils know the school values well and how these help them to be successful. For example, through the value of 'courage', pupils know this helps them to speak up when they find something challenging. Pupils are kind and thoughtful of others. They feel safe and have no concerns about bullying. They show highly positive attitudes to their learning and want to succeed in all that they do.

Since opening, new leaders have maintained a sharp focus on establishing a new school ethos and curriculum. They have made uniting the school community a priority. As a result, leaders have created a school environment where pupils thrive and parents and carers are highly supportive of the school. Leaders have worked at pace to improve many aspects of the school. This work has made a difference to ensure that pupils now learn well so they are better prepared for their next stage of learning, including those pupils with special educational needs and/or disabilities. This begins in the early years where children get off to a successful start to their education.

Pupils benefit from a wide range of experiences that go beyond the academic. They are encouraged to become active and responsible citizens. For example, Year 1 pupils take on roles such as beach clean ambassadors. Pupils appreciate visits that enhance the curriculum, such as their trip to Lyme Regis. They are taught how to keep safe both online and in the wider world. Visits from the local Police Community Support Officer enhance this further, which pupils appreciate.

Next steps

- Leaders should develop staff expertise in supporting pupils to deepen and extend their learning, so that a higher proportion achieve the higher standard in reading, writing and mathematics.
 - Leaders should ensure they check with rigour the impact of teachers' assessment of pupils' learning so that it leads to appropriate adjustments in learning tasks that consistently help pupils build knowledge based on what they know and remember.
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About this inspection

This school is part of The Priory Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Will Roberts, and overseen by a board of trustees, chaired by Sally Harvey.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, trust leaders including the CEO and school staff. The lead inspector met with a community councillor and the chair of the trust board.

Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments, and spoke to some parents. Inspectors considered the responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

The inspectors confirmed the following information about the school:

The school joined The Priory Learning Trust in August 2023.

The current headteacher took up her post in September 2023.

This school is registered as having a Church of England religious character. It is in the Diocese of Bath & Wells. Its last section 48 inspection was February 2024.

At the time of the inspection, there were 183 pupils on roll. The school takes children from two-years-old in its nursery provision under the same registration.

The school currently uses no alternative provision.

There is a before- and after-school club for pupils who attend the school.

Headteacher: Charlotte Bradley

Lead inspector:

Esther Best, His Majesty's Inspector


Team inspectors:

Teresa Hill, Ofsted Inspector

Su Plant, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

143

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.98%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.20%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.29%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	54%	62%	Below
2023/24 (final)	43%	61%	Below
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	58%	75%	Below
2023/24 (final)	52%	74%	Below
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	63%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	43%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23		59%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.8%	13.0%	Close to average
2023/24 (3 term)	13.9%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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