

Inspection of Barkisland CofE VA Primary School

Scammonden Road, Barkisland, Halifax, West Yorkshire HX4 0BD

Inspection dates: 19–20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Christian values are at the heart of all the school does. The school motto, 'We believe, we nurture, we succeed', reflects this. The school has strong links with the church. Pupils enjoy taking part in events in the local community.

Pupils are happy in school. They are polite and well behaved. Some pupils expressed concerns about a small number of bullying incidents. However, most agree that staff deal with them quickly and effectively. Staff know their pupils well. They have high expectations for what pupils can achieve. Most pupils respond positively and work hard.

Many pupils enjoy the opportunities they have to take on extra responsibilities. Some act as representatives on the school council, eco-council or health and safety team. Year 6 pupils pair up with pupils in the early years. This helps the youngest pupils to settle in quickly.

Pupils speak with enthusiasm about how they learn from visits, visitors and clubs. They enjoy many sporting opportunities. They compete with other schools in a range of sports, including football, athletics and cross-country running. Pupils in Year 3 learn to play brass instruments. Some carry on in future years. Some learn to play the piano or guitar.

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

Leaders are in the process of redesigning the curriculum. Plans for some subjects, such as English, mathematics and science, show how work is sequenced. It is clear how pupils will build on their learning, year on year. However, the curriculum is not well enough planned and sequenced in some subjects, such as geography and modern foreign languages. However, it is clear from leaders' actions that they are in the process of bringing this about.

Most children start school with knowledge and skills which are at least typical for their age. The proportion of pupils who reach a good level of development, by the end of Reception, is above the national average. However, some pupils do not make as much progress as they could. This is because the early years curriculum is not well planned. Staff do not have high enough expectations for how children behave. For example, many children drop things they have finished using on the floor rather than attempting to put them away. Not all staff challenge this. The very recently appointed early years managers are aware of what they need to do to improve provision. They have already had a positive impact in a very short period of time.

Leaders have made sure that reading has a high priority throughout the school. Pupils say that they enjoy reading and regularly borrow books from class libraries. The staff who teach phonics are well trained. This means that most pupils quickly develop the skills they need to become fluent readers. Most pupils who begin to fall behind get the support they need to catch up. However, the books that some pupils

use to practise their reading skills are not well matched to their phonics knowledge.

Pupils work in mathematics is well sequenced. Teachers regularly check pupils' work. Most skilfully adapt their teaching to meet pupils' needs. Most pupils have opportunities to apply their skills to reason and solve problems. However, some pupils do not have enough time or support to be able to complete these activities.

Attendance is high. Most pupils want to come to school and are eager to learn. They usually get on well together. They show respect for adults and each other. They cooperate with each other to share resources and to complete group tasks. They remember to say 'please' and 'thank you', and often hold doors open for each other.

Pupils have lots of opportunities for personal development. During the recent diversity week, pupils considered themes such as inclusion and media influence. A lot of effective work helps pupils to understand the school's core values. Staff encourage pupils to be active throughout the day with activities such as the daily mile. Mental health is also considered as part of 'keeping safe' week and through activities such as mindfulness colouring and meditation.

Pupils with special educational needs and/or disabilities are well supported to learn alongside their peers. They are regularly given additional adult support. They are also given carefully adapted resources, such as vocabulary mats, to help them with their writing. This is helping these pupils to develop independence.

Leaders and governors know the strengths of the school and the things that need to be improved. The whole school team want nothing but the best for the pupils in their care.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make appropriate checks to make sure that all adults in school are suitable to work with children. They maintain accurate and up-to-date records of these checks. All policies and procedures are fit for purpose. Staff are well trained. This means that they know what to look out for and how to report any worries. Leaders are quick to follow up any concerns. Most parents say they know their children are safe and well cared for. The annual 'keeping safe' week helps pupils to recognise and deal with risks in age-appropriate ways.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some foundation subjects. However, it is clear from the actions that leaders have already taken to plan the curriculum in subjects, such as science and history, that they are in the process of bringing this about. Current outline plans for other

subjects, such as geography, need to be expanded to give more detail and make the sequence of learning clear.

- The curriculum for the early years is not fully in place for all areas of learning. This means that pupils do not achieve as well as they could. Some aspects, such as phonics and mathematics, are well planned. However, leaders need to make sure that other plans for all areas are fully developed.
- Books are not always well matched to phonic knowledge. This means that some pupils do not become fluent readers quickly enough. Leaders need to make sure that the books that all pupils use to practise their reading are more carefully matched to their phonic knowledge.
- Some pupils cannot access work on reasoning and solve problems in mathematics. This means that they do not develop these important skills. Leaders need to make sure that all pupils, including lower prior attainers, have the time and resources to allow them access to this type of work.

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 Ofsted Parent View information 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're 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	107552
Local authority	Calderdale
Inspection number	10115205
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Katherine Collins
Headteacher	Becky Schofield
Website	www.barkislandcofeschool.org.uk
Date of previous inspection	5–6 April 2011

Information about this school

- There have been significant staffing changes since the last inspection. This includes the appointment of a new headteacher and deputy headteacher.
- The school offers early years provision for three-year-olds which is overseen by the governing body.
- 'Kids Club' provides before- and after-school childcare.
- The school is a Church of England Voluntary Aided school. The last section 48 inspection took place in May 2016. Another such inspection should take place before May 2021.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the headteacher, deputy headteacher, early years managers, inclusion manager and some subject leaders.
- An inspector held telephone conversations with a representative from the local authority and a representative from the diocese.

- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.
- An inspector discussed the school's records on attendance and behaviour with leaders.
- An inspector analysed the school's self-evaluation document and plans for improvement.
- An inspector met with five members of the governing body and looked at the minutes of governing body meetings.
- Inspectors talked informally with pupils in lessons and at breaktimes. An inspector also met formally with a group of pupils.
- Inspectors talked to a number of parents as they collected their children at the end of the school day. They also took account of the 60 responses to Ofsted's survey, Parent View.
- The subjects considered as part of this inspection were reading, mathematics, science and history. Inspectors carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also listened to pupils read and observed a teacher listening to pupils read.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

Michael Reeves

Her Majesty's Inspector

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