

Inspection of a school judged good for overall effectiveness before September 2024: Barkisland CofE VA Primary School

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

Inspection dates:

13 and 14 May 2025

Outcome

Barkisland CofE VA Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy in this welcoming and friendly school. Relationships across the school are warm and respectful, reflecting the school's positive culture and vision of 'we believe, we nurture, we succeed'.

There is a shared aim that pupils, including those with special educational needs and/or disabilities (SEND), will be well prepared for their next steps in education. High expectations are in place for all pupils' learning, attendance and behaviour. Pupils meet these expectations.

Pupils enjoy learning about other religions and cultures in the world. They understand and respect how people are different. Pupils learn how to keep safe in their local area and what it means to be responsible citizens.

Pupils say they love coming to school to learn. Consequently, their attendance is high. Pupils behave well in lessons. Learning is not disrupted. Pupils play well together at social times. If they fall out, play buddies help pupils to resolve problems.

All pupils receive opportunities to participate in a wide range of school clubs, including film club, tag rugby, choir and science club. These clubs are well attended. Pupils are proud to hold positions of responsibility such as 'learning detectives', where they work alongside subject leaders looking at the curriculum and pupils' books.

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

Reading has been a key priority for the school. Pupils receive access to quality phonics teaching with staff who are well trained. The teaching that pupils receive closely matches their understanding. Pupils read books that match the sounds they are

learning. Pupils who need extra support with learning phonics receive the support that they need. This means that everyone gets off to the best possible start in learning to read.

The school has developed subject curriculums that set out the order in which new topics are taught. Within each unit of work, the key concepts have been identified clearly. These carefully build on previous learning. In computing, for example, it is clear to see how the topic studied builds on prior learning. In Year 6, pupils were looking at artificial intelligence and potential bias to write programmes to provide accurate information. In Year 2, pupils were learning about what to publish in an i-book to make sure it contains correct information.

Pupils with SEND access the same curriculum as their peers, at times with adult support. However, activities and the work in pupils' books show that some tasks do not align with what the pupils need to learn. For some, the resources they need to support their learning are not readily available. This means that some pupils with SEND do not achieve as well as they could.

Pupils have positive attitudes to learning. They are keen to learn the curriculum and are proud of their work. However, there is some variation in how well letter formation is taught, including for older pupils. Additionally, errors in these important foundational areas are not consistently addressed by teachers.

In the early years, adults develop strong relationships with children. Adults carefully consider what the youngest children need to know and when. Consequently, the school has ensured a coherently thought-out approach to the curriculum. The learning activities that children undertake, including the focus on early reading, mathematics and transcription, ensure that they develop the necessary vocabulary, knowledge and skills. Consequently, children achieve well and are well prepared for Year 1.

The personal development offer for pupils is exceptionally well considered, extensive and woven throughout the curriculum and life of the school. Pupils learn about different cultures and how to be responsible citizens. They learn to value difference and understand the importance of treating others equally. Pupils build the skills and understanding they need to lead happy and healthy lives. Leadership opportunities for pupils are plenty.

Leaders, including those responsible for governance, have an accurate view of the school's strengths. They know the areas on which to strengthen the school's work. Staff are committed and want the best for all pupils. Teachers at all stages of their careers are well supported by leaders. Staff value the support the school gives them around managing their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that teaching enables pupils with SEND to access the support or resources they need. This limits the progress these pupils make in their learning. The school should ensure that teachers support pupils with SEND to use resources effectively and learn the curriculum well.
- On occasion, the school does not make sure that some pupils develop the foundational writing skills they need. Consequently, in some classes, pupils' writing and letter formation is incorrect. The school should ensure that pupils are secure in their writing skills.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107552
Local authority	Calderdale
Inspection number	10346179
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	195
Appropriate authority	The governing body
Chair of governing body	Ashley Kingston
Headteacher	Becky Schofield
Website	www.barkislandcofeschool.org.uk
Dates of previous inspection	19 and 20 November 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England voluntary aided school within the Diocese of Leeds. The next inspection of the school's religious character is likely to take place by 2029. The most recent section 48 inspection was 24 October 2023.
- The school does not currently use any alternative provision.
- The school offers breakfast and after-school provision for pupils who attend the school. It also runs a holiday club that serves other schools.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Prior to the inspection, the inspector reviewed documents on the school's website, as well as published information about the school's performance.

- The inspector met with the headteacher, the deputy headteacher, the SEND coordinator, the early years leader and subject leaders. The inspector also spoke with members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke to adults about their work in lessons.
- The inspector observed pupils' behaviour, including at breaktimes, lunchtimes and in lessons. The inspector also spoke to pupils about behaviour and after-school clubs. The inspector spoke with leaders, teachers and pupils about the school's approach to personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses from parents and carers to Ofsted Parent View. This included the comments submitted via the free-text facility. The inspector also spoke to parents at the school at the start of the school day. The inspection also considered the responses to Ofsted's online staff survey and the pupil survey.

Inspection team

Nicola Shipman, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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