



# Brierley Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 106629  
**LEA** Barnsley  
**Inspection number** 277597  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mrs Jane Hughes CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Beech Close
<b>School category</b>	Voluntary controlled		Brierley
<b>Age range of pupils</b>	4 to 11		Barnsley, South Yorkshire S72 9EJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01226 711 332
<b>Number on roll</b>	153	<b>Fax number</b>	01226 711 332
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr A Midgley
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mr M Reed

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 December 2005 - 8 December 2005	<b>Inspection number</b> 277597
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

A smaller than average school with few minority ethnic children, all of whom speak fluent English. More children than average have learning difficulties and/or disabilities but none has a statement of special educational need. A higher than average proportion of children is eligible for free school meals. Socio-economic circumstances are unfavourable. The school has achieved Investors in People, Healthy Schools and Active Mark awards. It is part of the Excellence in Cities programme and a participant in a School Learning Network.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This good school has some outstanding features and provides good value for money. A good school when last inspected, it has successfully addressed the improvement issues raised. Children achieve well. Until 2004, children began school with below average attainment. By the end of Year 6, their attainment is broadly average and this represents good progress. Some children could achieve even better in writing. Different groups of children, including those with learning difficulties and/or disabilities, achieve well because they receive first class support. Impressive liaison with outside agencies enables vulnerable children to make the most of their time here. Provision for children in the Foundation Stage is good. By the time they enter Year 1, most reach the expected standards.

Stimulating teaching in all year groups, coupled with exciting learning opportunities and a rich curriculum, captures children's imagination. Children's attitudes to learning and their behaviour are exemplary. Poor attendance from a few children pegs attendance at average. The care and support for children are of the highest quality.

Challenging leadership from the headteacher sets a clear agenda for improvement. Inspectors broadly agree with the school's own view of its performance. Because the school is modest and wants to improve further it had underestimated some of its strengths. Rigorous evaluation of the school's work helps the relentless drive for improvement. A stronger focus on providing sharper English targets for children in Key Stage 2 would help the more able to attain higher levels in writing. Staff and governors share a common vision for excellence in children's academic and personal development. There is good capacity for further improvement.

### **What the school should do to improve further**

The school has well-planned strategies to raise all aspects of its provision. However, additional focus should be placed on

- Raising standards in writing by the end of Year 6.
- Identifying the specific skills and knowledge that children in Key Stage 2 need to learn next in order to reach the subsequent, higher levels in writing.

## **Achievement and standards**

### **Grade: 2**

Inspectors agree with the school's judgement that children achieve well.

So far this year, Reception children are arriving with broadly average skills although aspects of their social learning and language skills are weaker. They are likely to attain the expected standards by Year 1. The larger part of this year group starts school in January 2006. Last year, children in Year 2 attained above average standards overall. Almost three quarters reached the higher levels in reading and writing. This represents very good achievement, as these children arrived with below average skills three years

ago. Their standards were higher than those of the previous Year 2, particularly in reading, because of the clearer focus provided by improved assessment methods. The current Year 2 is on course to achieve well.

Standards in Year 6 are broadly average. In 2005, children in Year 6 achieved well, having started Year 3 with below average standards. They attained average standards overall in English, mathematics and science. Standards overall were slightly higher than in 2004. Relatively low numbers of children in each year group cause larger than average fluctuations year on year. Current Year 6 children are making good progress, with almost half making faster than average progress. Year 6 has a higher proportion of children with learning difficulties and/or disabilities. These children, along with others from minority ethnic groups and with gifts or talents, achieve equally well. A sharper focus on the detail of English targets in Key Stage 2 would help some higher attaining children to achieve even better in writing.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development, including their spiritual, moral, social and cultural development, is outstanding, although the school conservatively judges it as good. Children bring huge enthusiasm and exemplary behaviour into the classroom. Parents appreciate the excellent attention the school gives to children's personal development and say their children 'thrive in the caring Christian atmosphere'. Some traveller children do not attend regularly enough and a few parents still take their children on holiday in term time.

Children respond readily to the effective techniques staff use with them to improve their concentration. School councillors take their role seriously and ensure the 'children's voice' is strong. For example, they helped with the trim trail and banned anti-social games.

Everyone celebrates success in special assemblies with spontaneous applause. Children show strong commitment to the clear moral code. They readily support charities and entertain local residents with carols. Children embrace opportunities to learn about world religions and cultures. They are increasingly aware of what it means to live in a diverse society.

Children respond very favourably to the focus on healthy eating. One child said 'Oh yes, we eat loads of fruit and vegetables. We eat the peas and the pods here, y' know!' They pursue many sporting activities, undertake residential trips and practise new thinking skills through philosophical debate.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Lessons are exciting and provide many enjoyable opportunities for learning. Children say, 'Teachers make jokes out of stuff so we remember it'. Aspects that take account of the children's personal development are woven into tasks effectively. For instance, as part of a lesson, children listed school procedures to help a new child settle. All groups of children including those with gifts and talents or learning difficulties and/or disabilities receive effective support from teaching assistants and mentors that enable them to make good progress. Children's work is assessed thoroughly. They are set individual targets to help them understand what they need to learn next. However, writing targets in Key Stage 2 do not always reflect the specific skills and knowledge children need to attain the higher levels.

Children enjoy learning. They attack activities with enthusiasm and eagerly contribute their own ideas. Teachers' high expectations help children develop positive attitudes and attempt challenging tasks. For example, Year 2 children confidently drew the electrical circuits they had built. Children happily ask for further explanations when unsure and work well in pairs. Staff value children's achievements in effective wall displays.

### Curriculum and other activities

#### Grade: 2

The curriculum is good with some outstanding areas. It is broad, matches the needs of individual children, including those with learning difficulties and/or disabilities and meets statutory requirements. Subjects are now linked into sensible topics to help children understand how different areas relate to each other. High quality provision for children's personal, social and health education and citizenship ensures they develop knowledge crucial to their future success, including sex and relationships education and drugs awareness. Information and communication technology is used well to enhance a range of subjects, such as art, where children imaginatively create and label images. There is a tempting variety of opportunities for learning outside lessons. Short sports courses, such as cross country and orienteering, complement opportunities in art, drama and music. The Foundation Stage curriculum is good. Children make rapid progress, learning through a good range of direct teaching activities and well designed play opportunities, both in the classroom and outside.

### Care, guidance and support

#### Grade: 1

This aspect is outstanding. Children are valued and so they trust adults and feel secure. Very robust child protection procedures are updated regularly. Risks are assessed thoroughly to ensure children stay safe. Adults manage children's behaviour very well. Children say there is no bullying at school. Children's opinions are sought and they

develop impressive citizenship skills, learning to take responsibility for themselves and others. The school works particularly well with outside agencies and parents to ensure children receive just the right amount of support. Conscientious lunchtime supervisors, kitchen staff and caretaking personnel complement the high quality provision.

Children's personal development is monitored extremely well. Vulnerable children are tracked closely and provided with excellent support. Assessment procedures are generally effective. They clearly identify the standards children reach and track the progress they make. However, some aspects do not pinpoint sharply enough what children in Key Stage 2 need to do to reach higher standards in writing.

## **Leadership and management**

### **Grade: 2**

The school benefits from good quality leadership and management with some outstanding aspects. Never complacent, the headteacher continues to improve the school's provision. Senior managers and other staff respond enthusiastically to the headteacher's good leadership by playing a full part in the drive towards high quality care and education.

The school is generally effective at evaluating its own performance. It identifies weaker aspects of its performance and introduces corrective measures. Last year, the focus on children's attainment in Key Stage 1 resulted in a large proportion of children reaching above average standards, having arrived in school with below average skills. There is currently an appropriate emphasis on raising children's attainment in writing by the end of Year 6. However, a tighter focus on specific learning targets to pinpoint the finer details for improvement would enable the more able children in Key Stage 2 to reach higher standards in writing.

The leadership regularly seeks parental affirmation that the school provides what parents want for their children. One comments, 'I am proud of this school. I make sure I tell everyone how good I think it is'. The school acts on the opinions of its many partners and regularly draws on the expertise of others such as a cultural diversity consultant.

Well-informed governors fulfil their statutory responsibilities well. They have a good understanding of the school's strengths and improvement priorities. Governors offer effective challenge to ensure money is spent wisely in order to have the maximum impact on children's learning.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We were delighted to meet you during our recent visit to your school. Thank you for being so friendly and telling us about all the good things you do.

There are many good things to be proud of in your school. Here are some we liked the most:

- you behave beautifully and work hard which means you make good progress
- you all listen carefully when your teachers are explaining things in lessons
- we agree with you and your parents that Mr Reed and all the staff take very good care of you and help you with any problems
- you learn lots about healthy eating and keeping fit
- you are all so supportive of each other which creates a smashing atmosphere in school.

This is what we have asked your school to do now so it will be even better:

- continue with the work to raise the standards in writing by the time you leave Year 6
- give you a clearer idea of how to make your work even better.

So well done from both of us! We hope you continue to work really hard and enjoy school.