



Berry Brow Infant and Nursery School

Inspection Report

Unique Reference Number 107599
Local Authority Kirklees
Inspection number 287863
Inspection dates 6–7 November 2006
Reporting inspector Robert Robinson

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

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|---|--------------------|-------------------------|--------------------------|
| Type of school | Primary | School address | Birch Road |
| School category | Community | | Berry Brow, Huddersfield |
| Age range of pupils | 3–7 | | West Yorkshire HD4 7LP |
| Gender of pupils | Mixed | Telephone number | 01484 222805 |
| Number on roll (school) | 156 | Fax number | 01484 222806 |
| Appropriate authority | The governing body | Chair | Mr Andrew Bray |
| | | Headteacher | Mrs Jacquie Manterfield |
| Date of previous school inspection | 2 December 2002 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized infant and nursery school. Most pupils are of White British heritage although an average proportion of pupils are from other ethnic groups. No pupils are at an early stage of learning English as an additional language. The socio-economic circumstances of the area are below average as is attainment on entry to the Nursery.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'My child is getting a really good start.' 'My children absolutely love going to school.' 'Berry Brow is a great environment for children to learn.' These positive parental comments are fully justified, as this is a good school providing good value for money. The headteacher and other senior staff lead and manage the school well. The well-being of pupils lies at the heart of all management decisions. Overall standards by the end of Year 2 are about average, although too few pupils reach the higher levels. Teaching is good so pupils achieve well overall, resulting in most reaching the level expected of their age by the end of Year 2. Teachers and teaching assistants do not consistently focus on challenging higher-attaining pupils to achieve all the progress possible.

The leadership identified the need to improve standards further, building on the strengths of the teaching following disappointing national test results in 2005. As a result, standards rose in 2006 following a focus on enriching the curriculum by providing exciting learning opportunities linked to a theme. For example, a study of electricity enabled pupils to gain good opportunities to consolidate and extend literacy skills as well as to develop knowledge and skills in other subjects, such as in science, design and technology and information and communication technology. This approach to learning has interested both boys and girls. They have quickly become engrossed in their work and so have achieved well. Consistent approaches to teaching between the Foundation Stage and Year 1 and 2 classes is benefiting pupils' achievements. The school has good plans to extend and embed these systems.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school and they respond well to the good, supportive care they receive. Attendance is satisfactory and the school does all that it can to encourage good attendance. Systems to check pupils' progress are thorough. This helps staff to plan for the next step of learning and to set pupils targets for improvement. Behaviour is satisfactory, overall. It is good in lessons because of teachers' effective management of pupils. However, when not directly supervised by an adult, some pupils have difficulties maintaining good behaviour. Relationships are harmonious between pupils as well as between pupils and staff. Pupils enjoy and appreciate the wide range of after-school activities. They feel safe, and trust all the adults they deal with. They know how to maintain a healthy lifestyle. They are well prepared for future learning because of their sound acquisition of basic skills.

The headteacher and the senior team provide a strong vision for the school 'never relinquishing the pursuit of reaching for the stars'. The school has an accurate view of its strengths and areas for development. As a result it has improved well since its last inspection. Recent initiatives have been successful and are assisting pupils to make better progress in their learning. These improvements, together with the commitment of staff and strong leadership and management, indicate that the school has good capacity to continue to improve.

What the school should do to improve further

- Provide increased challenge for more able pupils so that more reach the higher levels by the end of Year 2.

Achievement and standards

Grade: 2

Pupils' overall achievement throughout the school is good. Children's attainment on entry to Nursery is below average. They make good progress relative to their starting points and by the end of Reception, most reach close to the expected standards for their age, although a below average proportion of children reach the expected standards in linking sounds and letters and in calculating.

Standards by the end of Year 2 have improved since the last inspection and are now about average. The 2006 national test results improved, even though a high proportion of pupils had learning difficulties and/or disabilities. Targets set for reading, writing and mathematics were exceeded, and results were an improvement on the 2005 below average figures. However, in the 2005 tests, although an average proportion of pupils reached the level expected of their age, too few pupils achieved the higher levels.

Personal development and well-being

Grade: 2

Pupils enjoy school and speak of it with warmth and pride. 'It's a fantastic school,' said one pupil, 'even better than good'. The school motto 'reach for the stars' encourages them to work hard and do their best. Playtimes are happy social times where pupils extend their learning, enjoying a wide range of well planned activities in a well managed context. Older pupils acting as 'playground pals' help with the organisation of playtimes. Pupils are aware of the importance of looking after the environment and have joined forces with a local 'Eco Group' to provide bird and squirrel feeders in the locality. Fundraising for charities allows pupils to develop an understanding of how their actions can impact on the lives of others: a good preparation for future economic well-being. Each class is given a small budget to spend on things to improve their classrooms, teaching them how far money can stretch and the importance of prioritising their spending.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. As a result, pupils make good progress. The planning of lessons is good and matched to pupils' level of attainment. Teachers use interactive whiteboards well to help pupils grasp new learning. The pace of learning is brisk and pupils are keen to learn. Staff are skilled at ensuring that pupils behave

well in lessons. Questioning is effective and used well to check understanding. Teaching assistants are deployed well to work with small groups of pupils. Occasionally, whole-class discussions are too lengthy and some pupils, particularly higher attainers, become restless and lose interest and concentration. Small-group work, particularly in Years 1 and 2, is very effective, enabling pupils to make fast progress in their learning during these times.

Curriculum and other activities

Grade: 2

Provision in the Foundation Stage is good. Within the limitations of the accommodation, outdoor activities are planned well to extend children's learning opportunities in all areas of the curriculum. In Years 1 and 2, teaching builds seamlessly on pupils' previous learning. Teachers work together well to ensure consistency of approaches between the Foundation Stage and Year 1 and 2 classes. Basic skills of literacy and numeracy are successfully developed within a framework of learning in other subjects; for example, the way a study of electricity was used to promote learning in different subject areas. Pupils enjoy taking part in the exciting range of carefully planned activities. A good range of visits, visitors and extra-curricular clubs and activities contribute well to pupils' personal development and achievements.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils' personal development and academic progress are good. Child protection and health and safety systems are robust. Parents appreciate the care given to their children and like the way the school encourages good manners. A parent commented, 'Berry Brow is one big happy family.' There are comprehensive systems in place to ensure that children settle quickly and happily into school life. Pupils are also well prepared for their transition to the next phase of their education. The tracking of pupils' progress is well established and assessment information is used well. The school is working towards developing assessment techniques to allow teachers to track and target pupils' progress more effectively between the early years and Years 1 and 2.

Leadership and management

Grade: 2

Leadership and management are good at all levels. The school's rigorous analysis of pupils' achievement and its self-evaluation result in good knowledge of strengths and areas for improvement, ensuring appropriate priorities for future action are identified and acted on. Views expressed by parents, carers, pupils and staff all feed into this school improvement process.

The headteacher has successfully established a cooperative team approach so that everyone is pulling in the same direction. Governors have evaluated their contribution

and have an action plan to further support the school. Subject leadership is good but restricted by the small size of the staff and temporary absences. The school knows what it has to do and has a very clear improvement plan to help it succeed.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

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

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 3 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

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

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming Mrs Davies and me to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What is good about your school

- You are taught well so you make good progress in your learning.
- The headteacher, staff and governors know how to make your school better.
- All staff look after you well.
- You are polite and friendly and all get on very well together.
- You enjoy school and have a good range of extra-curricular clubs you can attend.

What we have asked your school to do now to make it even better

- Help those of you who find learning easier to do even better and reach higher standards.

We appreciated talking to you about your work and watching you learn. We trust that you will work with the headteacher and other staff to help them to improve the school. We wish you well for the future.