

East Bierley Church of England Voluntary Controlled First School

Inspection report

Unique Reference Number	107719
Local Authority	Kirklees
Inspection number	309488
Inspection dates	5–6 November 2008
Reporting inspector	Diane Auton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–9
Gender of pupils	Mixed
Number on roll	
School (total)	143
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Eddie Brady
Headteacher	Mrs Irene Jordon
Date of previous school inspection	23 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	South View Road East Bierley Bradford West Yorkshire BD4 6PH
Telephone number	1274 335404

Age group	5–9
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves a wide area around the semi-rural village in which it is situated. It provides Early Years Foundation Stage (EYFS) education in the Reception class, Key Stage 1 education in Years 1 and 2 and the first two years of Key Stage 2 education in Years 3 and 4. The proportion of pupils entitled to a free school meal is below average. Most pupils are from White British backgrounds, with a small number from other heritages. The percentage of pupils with learning difficulties and/or disabilities is smaller than that found in most schools. The school holds the Healthy Schools Award and has Investors in People Status.

The school is accommodated in a small, two-storey Victorian building, which has been extended and improved over the years. However, it provides smaller teaching and learning areas than are currently found in most primary schools. The outdoor area is extremely small and does not provide a grassed or soft-surface play area within the school boundaries.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils work and play together very harmoniously and achieve extremely well in this, overall, outstanding school. An ethos of self-respect and care for others is central to the school's happy and effective learning community and pupils thrive in this supportive environment. This is evidenced in their excellent progress and in the high standards they consistently reach academically and in their outstanding personal and social development.

Pupils' achievement is outstanding and standards at the end of Year 2 have been exceptionally high for the past six years. High quality support and well managed provision ensure that pupils achieve and progress extremely well, from their age-typical starting points on entry to the Reception class, through to their very high standards at the end of Year 4. The school tracks the rate of pupils' progress very carefully; expectations are very high and areas for improvement are identified and addressed quickly and effectively. The quality of teaching is outstanding. Teachers are constantly evaluating the school's excellent curriculum and seeking out ways to make it even more interesting, and pupils say that learning is fun. The very small proportion of pupils with learning difficulties and/or disabilities is very well catered for and this results in them making outstanding progress. Pupils in Key Stages 1 and 2 are increasingly taking responsibility for their own learning. For example, they assess for themselves how well they are doing by using individual learning targets.

The school is very effective in most respects in ensuring that pupils enjoy a vibrant and stimulating educational experience, despite the limited accommodation. However, it has not been possible to create an outdoor area for the exclusive use of the Reception class and this limits the school's ability to offer the youngest children a full range of rich opportunities for learning outdoors. Despite the best efforts of staff to compensate for this deficit, this means that the overall quality of provision in the EYFS is good rather than outstanding.

Pupils develop excellent social skills and sound moral values in this caring school. Their spiritual development is nurtured very well through regular opportunities for reflection in assemblies, the curriculum and discussion time. Plenty of opportunities are provided to support their cultural development and prepare them for life in a multicultural society. They are actively involved in community initiatives which encourage them to be aware of the needs of others. A strong focus on healthy living, ecological awareness and community involvement ensures that pupils are confident, sociable young citizens, well prepared to move on to the next stage in their education.

Excellent pastoral care enables pupils to feel happy and secure in school. Parents have great confidence in the school. 'A great school that gives every child scope to learn, play and grow,' is a typical parental comment, demonstrating the value parents place on all that the school provides.

The experienced headteacher is highly respected in the school and its community. With strong support from very effective senior staff, she sets an ambitious agenda for excellence. The school community shares her vision and works very well together towards its achievement. Everyone on the staff plays a significant part in checking on the quality of provision, including the proactive and well informed governors. Whole-school targets are accurate and challenging. Action plans are effective. These factors combine to give the school excellent capacity for continued improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Well planned induction procedures enable children to settle quickly and happily into the Reception class. Beneficial home-school relationships are forged at this point and this helps the children's education to get off to a good start. There is effective management and teamwork and adults have a good understanding of how young children learn. These factors all help to create a stimulating environment in which children of all abilities make progress. The nurturing ethos enables children to feel safe and secure. Learning is fun. They enter into all their activities with great enthusiasm and are eager to show and talk about what they do. The careful observations of children's progress and achievements are used well by staff to plan activities that are appropriately interesting and challenging. Children's difficulties in learning are identified promptly, enabling those who require it to be given additional support. Some opportunities for children to explore and apply their learning outdoors are provided within the weekly timetable and these sessions are planned well and greatly enjoyed. The EYFS does not have its own dedicated outdoor area, however, and so it is not possible for children to have continuous access to the outdoors. This reduces the overall quality of learning the school provides. Children progress well and leave Reception with positive attitudes to learning and with skills above typical expectations for their age.

What the school should do to improve further

- Improve opportunities for children in the Reception class to participate in outdoor activities throughout each day.

Achievement and standards

Grade: 1

Pupils progress extremely well in Key Stage 1. For the last six years they have consistently reached very high standards in all subjects by the end of Year 2. Provisional results for 2008 show a significant increase in the proportion of pupils reaching the higher level in writing. This was the result of a successful whole-school drive to raise standards in writing. Standards at the end of Year 4 are well above average in reading, writing and mathematics. In 2008, the school's detailed assessment records show that a large majority of pupils in Year 4 reached exceptionally high standards in reading and an above average proportion reached similarly high standards in writing and mathematics. This is testament to the excellent progress pupils make in the first two years of Key Stage 2. Pupils with learning difficulties and/or disabilities make excellent progress in relation to their abilities and starting points as a result of the extremely good provision made for them.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development is exemplified in their excellent behaviour and attendance. The school's emphasis on praise and valuing each individual ensures that pupils grow in self-esteem and form good quality relationships with staff and with each other. Their spiritual, moral, social and cultural development is excellent. They are quick to say how much they enjoy all aspects of school life. They enjoy taking responsibility, for example as school councillors and play leaders. They collaborate well when working in groups or with a partner in lessons. These factors, together with their excellent basic skills in literacy and numeracy,

prepare them extremely well for the future. They have excellent awareness, appropriate to their age, of personal safety and what constitutes a healthy lifestyle. The school's excellent links with its associated middle school ensure that pupils are well prepared for the move to the next stage in their education.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding and this underpins the excellent progress pupils make. Lessons are planned extremely thoroughly to meet the range of pupils' needs. Activities are absorbing and they enthuse pupils, who speak confidently and with obvious interest and enjoyment about their work. The learning environment is cheerful and welcoming. Relationships in the well managed classrooms are warm and happy, enabling pupils to feel secure and ready to learn. Teaching assistants form a highly professional partnership with class teachers, making an excellent contribution to supporting all pupils' learning, including those who have learning difficulties and/or disabilities. Assessment is carried out systematically and pupils' progress is tracked very carefully. This enables the school to identify and address any areas of underachievement very promptly.

Curriculum and other activities

Grade: 1

The curriculum contributes extremely well to pupils' personal and academic development. There is excellent provision to develop their basic skills in literacy, numeracy, and information and communication technology (ICT). ICT is also used very well to promote interest and enjoyment in learning across the subjects. The school is not complacent about the high standards it achieves and keeps the curriculum under constant review in order to ensure the best possible outcomes for pupils. The school has recently reviewed its science curriculum and, for example, has adopted a new focus on developing pupils' ability to use and apply scientific knowledge and skills. The curriculum is very well enhanced by a good range of visits and visitors and by extra-curricular activities that are taken up enthusiastically by pupils. French language teaching in Key Stage 2 adds further enrichment and a high proportion of pupils benefits from instrumental music tuition.

Care, guidance and support

Grade: 1

Pupils are extremely well cared for and receive great encouragement to achieve as well as possible in all aspects of their education. They are confident that adults are readily on hand to help with any problems that may arise. Pupils who have additional learning needs are supported very well and the school liaises effectively with external agencies to promote their progress and excellent well-being. Pupils are given very good guidance on how to improve their work through constructive marking and very good oral feedback from teachers. Individual learning targets are being developed which are expressed in child-friendly language and these help pupils to understand how well they are doing and what the next stages in their learning will be. The school complies fully with statutory requirements for safeguarding pupils and child protection. Partnerships with parents are developed extremely well through regular communications and initiatives to support parental involvement in their children's learning.

Leadership and management

Grade: 1

The headteacher is a strong and effective leader. Her clear vision to take the school forward is shared wholeheartedly by the governors and by all staff. High standards have been sustained over time because systems to check on how well the school is doing are very strong. Subject leaders assist well in ensuring the high quality in most areas of the school's work. Leaders consistently take appropriate action to meet challenging and aspirational whole-school targets. The strong team ethos enables staff to share and develop their skills. A supportive and proactive governing body is able to hold the school to account and act as its critical friend. The school promotes community cohesion very well through a twinning project with a school from an urban area and through its many partnerships and activities within its own community. This very effectively broadens pupils' social and cultural awareness.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

Inspection of East Bierley Church of England Voluntary Controlled First School, Bradford, BD4 6PH

Thank you for the lovely warm welcome you gave me when I visited your school. I very much enjoyed meeting you all. As you know, I came to see how well the school is doing and how you are all getting on with your learning. This is what I found.

- East Bierley First School is an excellent school. It is run extremely efficiently by the headteacher and staff and you are being given an excellent education.
- You are taught extremely well and this helps you to make excellent progress. I was very pleased to see how you all do your best and try very hard in lessons. Keep up the good work!
- East Bierley is a very happy school and this shows in your excellent behaviour and attendance. The excellent way in which the staff look after you helps you all to get on together really well.

I have asked the headteacher, the governors and the staff to try to find a way to provide an outdoor area which is just for the children in the Reception class to use, so that they can enjoy learning out of doors every day and at all times.

With my very best wishes for the future.