

Brierley Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	106629
Local Authority	Barnsley
Inspection number	324434
Inspection date	16 October 2008
Reporting inspector	Clive Moss HMI

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	173
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 Vincent Scaife
Headteacher	Mr M Reed
Date of previous school inspection	7 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Beech Close Brierley Barnsley South Yorkshire S72 9EJ
Telephone number	01226 711 332

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. It focused only on the leadership and management of the school, the achievement and standards reached by the pupils, and the support provided for vulnerable pupils. This was done by gathering evidence from observing lessons, scrutinising school documentation and questionnaires completed by parents/carers, and by talking with pupils, teachers, school managers, governors and the headteacher. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified.

Description of the school

Brierley Church of England Voluntary Controlled Primary School is much smaller than average. It includes provision in the Early Years Foundation Stage (EYFS) in the Reception class. Pupils are drawn from an area with generally well below average levels of affluence. The proportion of pupils eligible for free school meals is higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is higher than average, but the proportion with a statement of special educational needs is well below average. The overwhelming majority of pupils are of White British heritage, with a small proportion from other ethnic groups. The school has achieved a number of nationally recognised awards for its work, including Healthy Schools Award, Arts Mark and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brierley Church of England Voluntary Controlled is a good school. It has some outstanding features. Pupils achieve well and reach standards that are above average by the end of Key Stage 2. Pupils enter the EYFS with skills that are broadly similar to those that would be expected for their age. They make very good progress and reach levels well above those found nationally by the end of the Reception year. They make good progress through Key Stage 1 and reach above average standards. They continue to make good progress through Key Stage 2. The most recent contextual value added score for the school, which is a measure of how much progress pupils make, places it in the top 28% of schools nationally. There are no significant differences between the progress of boys and girls. Pupils with learning difficulties and/or disabilities make better progress both than these pupils do nationally and the school average. Parents particularly appreciate the welcoming environment and individual support provided for their children.

The personal development of the pupils is outstanding. Their behaviour is excellent. They are cheerful, polite and helpful when greeting visitors and they mix well together in lessons and the playground. The pupils demonstrate a very high level of enjoyment and liking for their school. They say that there is no bullying at Brierley. They told the inspector proudly and with a real sense of achievement that, 'The school council has really sorted bullying out'. There has been only one racist incident reported in the last two years. Exclusions of pupils from the school are very rare. The school's provision for the personal development and well-being of the pupils is extensive. Regular assemblies are just one of the numerous ways in which the school provides very effectively for the social, moral, spiritual and cultural development of the pupils. Excellent displays around the school record a wide range of activities undertaken by the pupils and include, for example, well written letters from pupils to an adopted friend in El Salvador, for whom sponsorship was raised by the children. The school successfully encourages pupils to be active and responsible learners and to make a positive contribution to the life of the school. Pupils are keen to take on the different responsibilities that the school offers. They speak enthusiastically about the work of the school and class councils as well as willingly undertaking routine duties such as library and class register monitors. Pupils demonstrate excellent awareness of healthy living. Many take part regularly in a wide range of physical and sporting activities, including outside of school. Their positive attitudes and above average standards mean that they are very well placed to make the most of the next phase of their education. Attendance is satisfactory, although the proportions of authorised and unauthorised absence were well above average in 2007. The school monitors attendance carefully and has clear procedures for following up absence, but there are no clear signs of an improving trend in reducing the number of absences.

The quality of teaching and learning is good. The school makes optimum use of the site and accommodation to create a vibrant, attractive and stimulating learning environment. Relationships between the staff and pupils are excellent. Schemes of work and lesson plans are of high quality with activities varied according to the pupils' needs and designed to capture pupils' interest. As a result, pupils respond well in lessons and most think learning is interesting and fun. They apply themselves well to the tasks they are set and show good levels of concentration and independence. Pupils' work is marked well and provides encouragement, as well as information about any mistakes and guidance on how to improve. Pupils are clear about what they need to do. Teachers use assessment well to identify pupils who are falling behind and what is needed for them to improve. These pupils are provided with effective support to

get them back on track so that no pupil underachieved significantly in 2007. The school identifies areas for development in teaching and learning with precision. As a result, pupils' writing has improved since the last inspection, but these improvements have not yet had sufficient time to impact on standards overall.

The curriculum is broad and balanced, and enhanced significantly by a wide range of additional and extra-curricular activities. Pupils talk enthusiastically about educational visits and sports activities at other schools, which clearly enhance their motivation to learn. Guitar lessons for a whole year group, an experience shared by the class teacher, are proving particularly popular. There are many opportunities for pupils to learn about and engage with the wider community, for example, when pupils distribute harvest gifts. These experiences support the development of the pupils' positive attitudes. 'Provision mapping', a system that draws together detailed information about pupils' progress and experience, enables the school to ensure good progression through each key stage.

The care, guidance and support of the pupils are outstanding. Pupils feel safe and well cared for. Health and safety checks and risk assessments are carried out frequently. Clear procedures for child protection are in place. The school has excellent knowledge of the progress of individual pupils, the result of a detailed and comprehensive tracking system. There is a strong focus on the needs of vulnerable pupils that begins in the EYFS. This ensures that pupils, for example traveller children, make good progress whilst at the school. These children are helped to feel part of the school community by being supported in forming a circle of friends. Support for pupils with learning difficulties and/or disabilities is excellent. This ensures these pupils make at least as much progress as their peers and often more. The school places emphasis on celebrating the achievements of all pupils, resulting in many of them becoming confident learners. This is supported very well by the use of 'target cards' that enable the children to understand what they have achieved and work out what they need to do to improve.

The leadership and management of the school are good. The headteacher and staff are focused clearly on securing constant and continuous progress. They have been highly successful in creating an ethos that permeates the school, focused on the progress of each individual pupil. Subject and key stage coordinators carry out their duties conscientiously. The school has made good progress since the last inspection. High standards have been maintained in the EYFS. Standards at Key Stage 1 have risen each year. At Key Stage 2, the trend has varied, but standards have been maintained since 2004 and the progress made by the pupils has improved slightly each year. The school makes very good use of performance data about pupils' achievement and standards. This, along with an extensive range of other evidence, enables the school to make carefully considered, accurate and well-grounded judgements about itself. Analysis of achievement and standards in foundation subjects is, however, less rigorous than for literacy and numeracy. The school has made good use of external benchmarks and award schemes to evaluate the quality of its work and has been successful in achieving a number of awards.

The school has very good partnerships with other schools, outside agencies and community groups. The school promotes community cohesion well, as can be seen through its work to support traveller parents and participation in events such as the Gypsy Roma Traveller History Day. It has all the relevant policies in place to promote equal opportunities, but there is not yet a race equality action plan in place. The school has good knowledge of the views of parents/carers and the pupils, and is responsive to both. The overwhelming majority of parents are understandably very positive about the school and are highly complimentary about the education provided for their children. Governors are engaged well with the work of the school

and provide a useful level of challenge and support. The school has demonstrated good capacity to improve and very good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Attainment on entry to the EYFS is broadly similar to the levels of personal skills, attributes and abilities expected of children of this age. Their needs are clearly identified by the school and meticulously planned responses, focused through the preparation of a detailed 'learning journey' result in them making outstanding progress. It ensures also that the transition to Key Stage 1 is managed very effectively. Staff ensure a good balance of activities that meet the needs and interests of the children very well. Relationships in lessons are excellent and the children enjoy learning together. They demonstrate a high level of independence in lessons. The EYFS is very well led and managed.

What the school should do to improve further

- Implement a more rigorous approach to authorising absences and dealing with unauthorised absences, in order to improve attendance.
- Ensure all required aspects of equalities plans are fully in place, particularly race equality.

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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?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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	3
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?	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?	1

Leadership and management

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Brierley Church of England Voluntary Controlled Primary School, Barnsley, S72 9EJ

Thank you for talking to me and making me welcome when I visited your school recently. I spoke with you in lessons, around the school and in groups, looked at your work, read the questionnaires filled in by your parents/carers, and spoke with some of your teachers. Here is a summary of my main findings, which I hope will be of interest to you.

- Brierley Church of England is a good school. It is very popular with both you and your parents.
- You enjoy being at school, feel safe and that the teachers care about you.
- The school is led and managed well.
- You make good progress. Your behaviour is excellent. You are polite, cheerful and friendly young people. This is the result of the good teaching and excellent care, guidance and support you are given. Some of you who need additional help to do well make particularly good progress.

The headteacher, the staff and the governors at the school show considerable care and attention to detail in meeting all of your needs. I want them to make sure that all of you attend school whenever possible so that you get the full benefit of the many opportunities to learn and develop that it provides. I have also asked them to make sure that all the necessary plans are in place to ensure that everyone is treated equally and fairly.

Many of you already make an excellent contribution to the school and I am sure you will want to do everything you can to support the staff in making Brierley Primary even better.