

Berry Brow Infant and Nursery School

Inspection report

Unique Reference Number	107599
Local Authority	Kirklees
Inspection number	336916
Inspection dates	9–10 February 2010
Reporting inspector	Linden Phillips

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Mrs Danielle Howlett
Headteacher	Mrs Jacquie Hall
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw all teachers and visited eight lessons in the Nursery and Reception classes and five sessions of activities in Year 1 and Year 2. They spent about 50% of the time looking at learning. They held meetings with governors, staff and groups of pupils. They observed how the school worked alongside parents and carers, and volunteers. Inspectors scrutinised curriculum plans, assessment and tracking records and looked at pupils' work. The inspection team analysed 102 questionnaires from parents and carers of children at the school and 17 from staff.

- how well all pupils make progress
- how well the new curriculum meets the needs of all pupils
- whether teachers' assessments of pupils' work help pupils improve
- the impact of the school's work with other agencies on the personal development of pupils.

Information about the school

Berry Brow is an average-sized infant school which caters for the Early Years Foundation Stage in its Reception classes and Nursery class. Most pupils are White British with a below average number from minority ethnic groups. A small number of pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is around the national average. The number of pupils who are entitled to free school meals is slightly below but broadly average. The school has recently gained the Investors in Pupils and Healthy Schools Status. It also has the Activemark for its work in physical education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Berry Brow is a good school. Pupils thrive and develop into confident, courteous children who have a good sense of what they can contribute to their world. Exciting activities and good teaching mean that pupils thoroughly enjoy their learning and make good progress. Most pupils' starting points are below average but by the time they reach the end of Year 2 their attainment is average and, for some, above. Standards are rising and pupils' skills in writing are now significantly above the national average.

Achievement is good. The school recognises that some less-confident girls have not coped as well with the level of choice expected in the new curriculum and is giving them extra support. Pupils who have special educational needs and/or disabilities make equally good progress and achieve as well as others because of the focused attention they receive.

The Early Years Foundation Stage is led and managed well. Children benefit from excellent resources and good teaching so that they make good progress. They are eager, well-motivated learners who enjoy making choices, playing and exploring their world through a wide range of activities. At times, children, particularly higher-attaining children, do not have sufficient different experiences to extend their learning.

Assessment information is not always used well enough when planning activities that children choose for themselves to ensure that they are attracted to more challenging activities.

The school has developed an innovative but carefully structured curriculum in Key Stage 1 which provides pupils with exciting learning opportunities. It makes learning huge fun: it encourages pupils to think for themselves, to cooperate with others and to become aware of the way that different aspects of learning link together. At times, however, pupils focus mainly on completing tasks and are unclear about what they should be learning. Staff work energetically with individuals and groups, but sometimes obvious errors are not corrected. The result is that pupils at different stages of learning do not make as much progress as they could.

Staff care for pupils very well and help them to feel exceptionally safe and secure. Pupils take responsibility for their own health; their understanding, enjoyment and participation in physical activity are outstanding. The emphasis on the pleasure and fun of a healthy life has also helped pupils engage with the wider community. When planning to look after chickens, pupils distributed leaflets to the school's neighbours to check their views and also recruited kindly eyes to keep a watch over their Eggloo. Pupils also meet and play with children from other schools. Teachers and staff work with outside agencies extremely well to support pupils' needs and to build on ideas to provide very focused support in school. The school is keen to seize opportunities which will enrich the

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curriculum and provide memorable learning experiences. Photographs and comments from the large proportion of parents and carers who take part in regular 'Family Learning Mornings' highlight the benefits of the school's approach. 'This is a brilliant way to see how they learn mathematics and how to do this at home,' is a comment echoed by many.

Pupils make particularly good progress in developing social skills. High expectations ensure that pupils' behaviour is excellent in classrooms and around the school. They are kind to each other, respectful and responsive to adults and very welcoming to visitors. Pupils work with staff to maintain a harmonious school community. They are encouraged to make choices and in doing so they recognise right and wrong. Pupils' growing confidence, cooperative teamwork and good awareness of the world around them develop skills which will help them later in life.

Good leadership from the headteacher and her deputy is supported by an active and knowledgeable governing body. The school provides good value for money because its work is successfully focused on improving standards and ensuring good progress.

A constant re-evaluation of its work and attention to detail mean that the school has good capacity to improve further.

What does the school need to do to improve further?

- Improve planning in the Early Years Foundation Stage to make sure that all children, and in particular those who are capable of making fast progress, are encouraged to choose activities which will stretch their learning.
- Continue to raise standards in Key Stage 1, and improve the progress of all pupils, by:
 - - checking that all staff are very clear about how pupils should be extending learning and skill in each different activity, giving swift support to help pupils rectify errors
 - - monitoring the curriculum arrangements so that as pupils move between tasks they build on earlier learning
 - - ensuring that pupils at each stage of learning understand what they need to do to improve the standard of their work.

Outcomes for individuals and groups of pupils**1**

Pupils make good progress in lessons because of the good teaching they receive. Activities are enjoyable and so pupils are engaged and active learners. Teachers monitor learning carefully and can show that pupils, including those with special educational needs and/or disabilities, reach the levels expected given their starting points. Indeed, most exceed them. Some girls have not made progress as quickly as they should and the school gives them extra support. A small number of pupils at an early stage of learning English as an additional language are supported well and they make good progress too. Many children arrive at school not yet meeting the expectations for their age. In 2009, pupils in Year 2 reached slightly above average levels of attainment and

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pupils' writing was significantly above. The school's close monitoring indicates that the improving trend of attainment in Year 2 is continuing across the school. Pupils are very proud of what they have achieved and talk animatedly about their current work. They work well in lessons, readily sharing what they know and are increasingly able to take responsibility for their own learning.

Pupils' attendance is broadly average and the school is working with parents and carers to reduce the number of holidays taken in term time. Pupils of all ages demonstrate that they feel exceptionally safe in school. They work with their teachers to make sure that safety is a priority for everyone. They use materials and tools with care. They visit the local railway station and learn about safety on the road and in stations. Pupils in all classes understand about healthy eating and the fun to be had in exercising. The participation rate of Berry Brow's pupils in sporting activities with other schools is considerably better than average. Pupils cook or bake every week so they get a hands-on experience of making tasty, healthy food. In Year 2 pupils study a well-designed course on healthy lifestyles. The school is part of a 'Grow it, Cook it, Eat it' initiative. Pupils grow food on a nearby allotment and harvest their vegetables to make meals.

Pupils are very conscious of the wider world. The school council leads the effort to raise money for Haiti and pupils have responded with energy. Staff helped pupils articulate their empathy for others and what practical help they hoped their money would provide.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers are enthusiastic about their work and are effective in helping pupils make progress. Lessons are busy and purposeful as a result of teachers' planning, the good deployment of teaching assistants and good relationships between adults and pupils. Teachers assess to National Curriculum levels across all subjects. Pupils' work is monitored every day to inform the next day's interventions. At times, though, pupils need more help in understanding what they are learning rather than simply completing a task. The school is very careful to assess work accurately and works with local authority advisers and its linked junior school to check teachers' assessments. However, the school does not put its records together in a way which would allow staff to see at a glance how individual pupils' attainment and progress compare across subjects and whether problems in one area might be affecting another.

In evaluating the curriculum the school asked very pertinent questions about how children learn, what excites and enthuses them and at the same time what the school must teach to meet national requirements. The result is a good, innovative curriculum that plays a large part in pupils' exemplary behaviour, good social skills and evident enjoyment. After listening and talking about the day's theme, pupils use their 'job sheets' to move from task to task. However, the curriculum plan does not give enough guidance to staff about the way in which the various activities can build on earlier learning. Good-quality resources are deployed well so that pupils respond with enthusiasm to the attractive and interesting activities.

Care, guidance and support for pupils are good. Staff are very conscious of their role in helping pupils to become happy, confident and self-reliant. Vulnerable children receive very good support and all play their part in this inclusive community. For example, every morning before school the 'Get Going Gang' dance and exercise to catchy music; this has been very successful in improving the coordination, confidence and social skills of pupils who find moving around difficult.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher, the leadership team, the governors and staff share a clear vision of continuing improvement so that all pupils achieve well. The headteacher and deputy headteacher monitor the quality of teaching across the school and communicate high expectations. The governing body is well organised and well informed. Governors keep a firm hand on ensuring that statutory requirements are met, finances are managed efficiently and the work of the school in raising standards is monitored. All safeguarding procedures are in place, meet requirements and are checked regularly. Each child matters at Berry Brow and all staff are successful in ensuring that pupils have equal opportunities to enjoy and achieve. Good, informative links with the nearby junior school improve pupils' transfer to their next stage of learning.

The school draws on support from many external partners to improve provision for its vulnerable pupils, but is also very active in its responses. The school maintains productive links with the local junior, secondary and special schools, as well as with infant schools across the borough. Sporting links are particularly strong and take-up excellent. Links with a ballet school have led to a weekly dance class after school. The school sends home a weekly newsletter and provides information about the school on its attractive website.

The school is a happy and inclusive community. The school's promotion of community cohesion is satisfactory but is developing well. The school has made many productive links with the local community and pupils are given opportunities to learn about the world around them and make a contribution to it.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Berry Brow provides children with a caring and well-ordered environment which is also stimulating and attractive. Many and varied outdoor activities challenge children's physical and creative development. Children respond with enthusiasm, making good progress in acquiring skills and understanding. Most children start school with skill levels that are below those expected for their age. They improve and most meet expectations on entry to Year 1 and some exceed them. A strong team is effectively led and managed. Teachers' assessment is rigorous so staff have very good information to inform their work. Planning for focus activities is good so that they are generally well matched to children's interests and stages of development. However, for some other activities, when children are choosing activities themselves, planning does not move learning on fast enough for higher-attaining children and there are missed opportunities to extend learning.

All welfare and safeguarding requirements are met. Children know they are cared for in school and they, in turn, care for each other. Their behaviour is almost always excellent and their social skills improve continually. When they do not behave quite as they should, teachers skilfully encourage them to change what they do. The consistently high expectations from teachers and staff mean that children work exceptionally well together in pairs, in small groups and all together. They feel safe and know what to do to be safe. For example, they put on aprons before cooking, they make sure they wear warm clothing before they go outside and they know what to do if there is a fire. They are already aware of the importance of keeping healthy: they cook and they enjoy their exercise.

In phonics lessons, children were completely engaged and responded with enthusiasm to questions about the previous day's learning. Teachers use good strategies to maintain children's interest; at times teachers use puppets very effectively, for example to develop children's confidence in introducing themselves.

Parents and carers are welcome and they make a substantial contribution to their children's progress. Quiet reading time at the beginning of the school day, when parents, carers and children work together, promotes pupils' literacy but, just as importantly, builds confidence and self-esteem. Children who have special educational needs and/or disabilities or who are at an early stage of learning English as an additional language are fully involved because of the effective support they are given.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The school conducts its own annual questionnaire for parents and carers which typically draws a 90% response rate. The school acts on parents' and carers' views and reports back to them via the weekly newsletter and the website.

Analysis of the questionnaires received during the inspection indicates that a large majority of parents and carers are supportive of the school. Parents and carers feel that their children enjoy school, are kept safe and know how to be healthy. Some parents and carers would like more information from the school about how well their children are making progress. The school gives detailed information to parents and carers about their children's progress each term but might wish to ask parents and carers what further information would be helpful.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berry Brow Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	47	49	49	1	1	0	0
The school keeps my child safe	51	51	48	48	0	0	0	0
The school informs me about my child's progress	32	32	53	53	10	10	2	2
My child is making enough progress at this school	36	36	53	53	9	9	1	1
The teaching is good at this school	41	41	53	53	4	4	1	1
The school helps me to support my child's learning	42	42	48	48	6	6	0	0
The school helps my child to have a healthy lifestyle	35	35	60	60	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	38	55	55	2	2	0	0
The school meets my child's particular needs	36	36	55	55	5	5	1	1
The school deals effectively with unacceptable behaviour	45	45	50	50	3	3	1	1
The school takes account of my suggestions and concerns	39	39	52	52	4	4	2	2
The school is led and managed effectively	38	38	54	54	3	3	2	2
Overall, I am happy with my child's experience at this school	43	43	51	51	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Inspection of Berry Brow Infant and Nursery School, Huddersfield, HD4 7LP

Dear Pupils

Thank you very much for welcoming us into your school. You were very polite to your visitors. We were very impressed by your excellent behaviour and the way that you care for each other. We particularly liked the way you looked after your chickens and the pride you take in the garden.

Berry Brow is a good school and these are some of the good things about it.

- Teachers and staff care for you very well and help you to be safe.
- You know a lot about being healthy and show it in the things you eat and the way you enjoy your outside play and exercise.
- You and your parents and carers work together to enjoy stories and improve your reading.
- You enjoy your lessons and work very hard at your jobs. This means that you are learning lots of exciting things. Your writing is especially good.

We have talked with your teachers about making things even better. We have asked them to do these things.

- Encourage children in the Nursery and Reception classes to choose things to do which make them think a bit more.
- Check pupils' work in Year 1 and Year 2 carefully to make sure they have understood each job and are learning new things.

I am sure you will help your teachers make Berry Brow even better. Take good care of those eggs.

Yours sincerely

Ms Linden Phillips

Lead Inspector

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