

# Briercliffe Primary School

## Inspection report

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<b>Unique Reference Number</b>	119168
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339371
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lorraine Higham
<b>Headteacher</b>	Mrs Karen Jackson
<b>Date of previous school inspection</b>	3 October 2006
<b>School address</b>	Delamere Road Briercliffe Burnley BB10 2JU
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## Introduction

This inspection was carried out by three additional inspectors. They spent two-thirds of their time looking at learning and visited 18 lessons or parts of lessons. Inspectors observed 11 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 64 questionnaires from parents and carers were received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of strategies introduced to improve progress and raise attainment, particularly in writing and mathematics
- if there is sufficient challenge for boys and for pupils who are more-able
- whether there is an appropriate balance between teacher-directed and child-initiated activities in the Early Years Foundation Stage
- the extent to which all leaders and governors are involved in planning strategically for school improvement.

## Information about the school

This above-average-size school has Early Years Foundation Stage provision in two Reception classes. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of educational needs, is below average. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are White British.

The school has gained a number of awards, including Healthy Schools status.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school is a friendly and caring setting in which to learn. The headteacher provides focused educational direction, firmly based on raising standards. All staff and governors share her vision for school improvement and a strong team ethos is evident.

Overall pupils make satisfactory progress and, by the end of Year 6, attain average standards in English, mathematics and science. This represents satisfactory achievement from their starting points on entering school. Over the last year, leaders, working in close and productive partnerships with the local authority, have successfully focused on raising pupils' attainment and improving their progress in both writing and mathematics. Nonetheless, the school rightly acknowledges there is more to do, particularly in terms of making guided writing sessions more focused and in providing further opportunities for pupils to write purposefully across the curriculum. In mathematics, the school is exploring ways of more regularly reinforcing pupils' calculation skills.

Pupils' progress is no better than satisfactory because the quality of teaching and of learning is inconsistent. Some teachers do not always use assessment information effectively to challenge pupils of different ability. Neither, in some cases, are teachers fully accountable for the progress that pupils make.

Pupils' behave well and this contributes to the harmonious atmosphere evident throughout the school. They are keen to learn and tackle activities enthusiastically. The curriculum is extended by a wide range of enrichment activities. Staff are firmly committed to the care and well-being of all pupils and this is much appreciated by parents and carers. Pupils say they are looked after well and feel safe and secure in school.

Self-evaluation is accurate and enables all leaders to identify and target the correct areas for development. Leaders' actions have led to a trend in improvement, such as in boys' progress, but some weaknesses remain. Plans reflect what the school needs to do to consolidate success and secure further improvement. The monitoring and evaluation of teaching and learning is not sharp enough to iron out inconsistencies. Governors are supportive of the school but they are not fully effective in holding leaders to account for its performance or involved enough in planning strategically for improvement. The capacity for sustained improvement is satisfactory.

## What does the school need to do to improve further?

- Raise standards, particularly in writing and mathematics, by :
  - making guided writing sessions more focused and providing further

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opportunities to write purposefully across the curriculum

- reinforcing pupils' mathematical calculation skills more regularly.
- Improve the quality of teaching and learning by :
  - ensuring teachers always use assessment information effectively in order to set challenging work that matches the abilities of different groups of pupils
  - making sure that teachers are fully accountable for the progress their pupils make.
- Strengthen leadership and management by :
  - sharpening the monitoring and evaluation of teaching and learning and ensuring that the action taken to bring about improvements in their quality is fully effective
  - developing the expertise of governors in planning strategically for improvement and in holding the school to account for its performance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils work steadily and concentrate for long periods. They are interested in their work and willing to listen to and appreciate the views of others. They especially enjoy practical work. This was evident in a mathematics lesson for pupils in the Year 3/4 class, in which they were finding fractions of amounts by dividing. Pupils enjoy books and read well. They take pride in presenting their work neatly and take particular care with their handwriting. Pupils satisfactorily use their mathematical calculation skills to solve number problems in real-life situations. They capably use information and communication technology to support their learning in other subjects. There is no significant difference between the achievement of different groups. Pupils with special educational needs and/or disabilities make the same progress as other pupils, because of the extra support they receive.

Pupils clearly know the difference between right and wrong and understand the consequence of their own and others actions. They are polite and considerate towards others. Pupils do not have a well developed understanding of life in a culturally diverse modern Britain. They contribute well to school life by willingly taking on responsibilities and by carrying them out diligently, such as being a member of the school council. Their good behaviour promotes a positive relationship with the local community. Pupils are adopting healthy lifestyles by eating sensibly and taking regular exercise. They are soundly prepared for the next stage of education and for their future lives.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teachers have secure subject knowledge that enables them to confidently explain ideas and demonstrate new techniques. They manage classrooms well, so that pupils are engaged in their work and little time is lost. Teachers use verbal feedback and marking well to let pupils know how they are doing and what to do next to improve. Some teachers do not always use assessment information effectively to set work that is sufficiently challenging. Staff make satisfactory use of a variety of resources, including new technology, to support learning. Teaching assistants are soundly deployed to support all pupils, particularly those with special educational needs and/or disabilities. Teachers check on pupils' progress during lessons and modify their plans accordingly to support learning.

The curriculum satisfactorily meets the needs of pupils and provides sound preparation for their future lives. Enrichment activities, such as extra-curricular clubs and educational visits, extend pupils' skills and widen their horizons. The school's commitment to promoting pupils' healthy lifestyles is reflected in the school's status as a Healthy School. A long-term partnership with local schools to promote pupils' physical activity is a good example of this commitment. There are insufficient opportunities for pupils to refine and extend their literacy skills by writing purposefully across the curriculum. The programme for personal development is good and is shown in pupils' good progress in this aspect of their learning.

The arrangements for the care of all pupils contribute positively to their well-being and support their learning. The school provides a safe learning environment for individuals and groups of pupils. Robust child protection procedures and rigorous risk assessments

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are in place. Staff know what to do if they have any concerns about the well-being of a pupil. Well-targeted support for potentially vulnerable pupils, fosters their learning and development. Good links with outside agencies, including the school's educational psychologist, provide extra support for individual pupils when needed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders know the school's strengths and weaknesses and this enables them to target areas for development. This is seen in the way staff have worked to ensure boys and the more-able pupils are challenged sufficiently. Staff training, the provision of boy-friendly resources, along with modifications to planning, mean that boys are now more involved in activities and make the same progress as girls. The more-able pupils are making better progress than before because planning has been improved to provide activities that match their abilities. Leaders and governors establish ambition and drive improvement in a satisfactory way, by ensuring the school stays focused on the key areas for development. However, the monitoring and evaluation of teaching and learning lacks sharpness. The school promotes equal opportunity and tackles discrimination well. It has relevant information about different groups of pupils and checks their performance and their contribution to school life. All safeguarding requirements are met and arrangements are regularly reviewed. Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. There is only limited evidence of success in promoting community cohesion beyond the school. Relationships with parents and carers are good, with the school taking account of their views and any concerns they may have.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Views of parents and carers**

Almost all parents and carers who responded to inspection questionnaire were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'I am very happy with the school and the way my child is taught and cared for' and 'There is a real sense that the children are at the heart of everything the school does.' A very small minority did not agree that their children were making enough progress. Inspection evidence shows that pupils make satisfactory progress and increasing numbers are making good progress. A few indicated the school did not take account of parents' suggestions and concerns. Inspection evidence does not support this view.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Briercliffe Primary 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 309 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	55	29	45	0	0	0	0
The school keeps my child safe	48	75	16	25	0	0	0	0
The school informs me about my child's progress	31	48	29	45	4	6	0	0
My child is making enough progress at this school	35	55	25	39	4	6	0	0
The teaching is good at this school	36	56	26	41	1	2	0	0
The school helps me to support my child's learning	33	52	29	45	1	2	0	0
The school helps my child to have a healthy lifestyle	35	55	28	44	1	2	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)	34	53	27	42	3	5	0	0
The school meets my child's particular needs	32	50	28	44	2	3	0	0
The school deals effectively with unacceptable behaviour	32	50	31	48	0	0	0	0
The school takes account of my suggestions and concerns	24	38	34	53	4	6	0	0
The school is led and managed effectively	33	52	29	45	1	2	1	2
Overall, I am happy with my child's experience at this school	39	61	23	36	1	2	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



27 January 2010

Dear Pupils

Inspection of Briercliffe Primary School, Burnley, BB10 2JU

Thank you for the very friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do. Yours is a friendly school that helps you to make satisfactory progress and to reach average standards in English, mathematics and science by the time you leave.

What we found out about your school

You behave well and work well together in pairs and small groups.

The school is helping you to lead healthy lifestyles.

You enjoy taking on responsibilities, such as being a member of the school council.

Adults look after you well and make sure you are safe, in and around school and on visits.

You are keen to learn and enjoy coming to school.

The headteacher, staff and governors are working hard to help you do better.

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

Improve your writing skills and strengthen your mathematical calculation skills.

Make sure teaching always challenges you to think hard and to make good progress.

Support governors in developing their skills in helping the school to improve.

All of you are a credit to your school and can help it to improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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