

East Bierley Church of England Voluntary Controlled Primary School

South View Road, East Bierley, Bradford, West Yorkshire, BD4 6PH

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well throughout the school. As a result, most pupils currently in Year 5 are working at levels above those expected for their age in English and mathematics.
- Teaching is usually good and there is some outstanding practice. Teachers have good subject knowledge and explain new ideas clearly and confidently.
- Pupils' behaviour is good and their attendance is above average. They say they feel safe in school at all times. Pupils have a thorough understanding of how to keep themselves and others safe.
- The curriculum provides well-organised and effective opportunities for learning for all pupils.
- The headteacher provides clear educational direction for the school. Senior leaders and governors work together effectively to further the expertise of teachers and raise pupils' achievement.
- The procedures for assessing how well the school is doing successfully identify the correct areas for development.
- Arrangements for checking the progress of different groups have been improved since the previous inspection and are robust.
- The governing body ensures that pupils and staff are safe and is influential in helping the school move forward.
- The ability of leaders and governors to carry on making improvements is good.

It is not yet an outstanding school because:

- Pupils are not always given work that matches their ability.
- Teachers do not use marking consistently to guide pupils to improve.
- There are not enough opportunities for pupils to work things out for themselves.
- Pupils do not consistently write accurately constructed sentences and there are insufficient opportunities for them to write at length in different subjects.
- Pupils' mathematical problem-solving skills are not well-enough developed.

Information about this inspection

- The inspectors observed 14 lessons or parts of lessons taught by six teachers. Five of these were joint observations with the headteacher.
- Discussions were held with the Chair of the Governing Body and other governors, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 57 responses to the on-line questionnaire (Parent View) in carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- East Bierley is smaller than the average-sized primary school.
- Previously a first school, it is being developed into a through primary. It currently provides for pupils up to Year 5 and, from September 2013, provision will be extended to include Year 6 pupils.
- There is a below average proportion of pupils known to be eligible for the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Most pupils are of White British heritage.
- The school has gained a number of national awards, including the Activemark, and holds Healthy School status.

What does the school need to do to improve further

- Raise pupils' attainment in writing and mathematics by:
 - ensuring pupils consistently use grammar, punctuation and spelling accurately
 - providing sufficient opportunities for pupils to write at length in different subjects
 - improving pupils' problem solving skills in mathematics.
- Further improve the quality of teaching by:
 - making sure that teachers always provide work that matches the ability of different groups
 - ensuring marking is used consistently to show pupils their precise next steps in learning
 - providing more opportunities for pupils to work things out for themselves.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skill levels that are generally typical for their age. They make good progress through the school and most pupils in Year 5 are working at levels above those expected for their age in English and mathematics. This represents good achievement.
- Attainment in reading is above average at the end of Key Stage 1 and above that expected in Year 5. Pupils enjoy reading and are keen to talk about their favourite books and authors. They read widely in school and at home.
- In the Early Years Foundation Stage, children are eager to learn and confident in making choices for themselves. They work well together and show much enjoyment in all their activities, such as in the role play area set up as a cafe.
- In Years 1 to 5, pupils concentrate for lengthy periods and are keen to do well. They enjoy contributing to class and group discussions and are supportive of each other in lessons.
- Pupils' writing is imaginative and holds the attention of the reader. They confidently use a range of styles, including poetry, to express their ideas. Pupils' handwriting is neat but they do not consistently use grammar, punctuation and spelling correctly.
- In mathematics, pupils have well-developed calculation skills, including quick mental recall of number facts. They are not proficient in applying these skills to solve number problems in a variety of real-life situations.
- Disabled pupils and those who have special educational needs make good progress because well-targeted extra support is provided to meet their individual needs.
- The funding for those pupils known to be eligible for the pupil premium has been used successfully by leaders to raise their attainment in English and mathematics. The provision of small group and individual support has improved the progress of pupils known to be eligible for free school meals. Although their attainment in English and mathematics is lower than other pupils in school, the gap between them has been significantly narrowed to around two terms. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching is good

- In the Early Years Foundation Stage, adults provide children with stimulating activities that are matched well to their individual needs. There is a good balance between activities led by adults and those chosen by children. Good use is made of the outdoor area, much improved since the previous inspection, to extend learning that has taken place indoors.
- In Years 1 to 5, teachers have good subject knowledge that enables them to explain new ideas clearly and confidently. They make clear to pupils what they are to learn and what they need to do to achieve success. Teachers ask pupils searching questions to get them thinking and to see how much they have understood.
- Good relationships and the way teachers organise their classrooms help pupils to learn well. Teachers use information about how well pupils have learned to help them plan future lessons. Teaching assistants are generally deployed well to support the learning of all pupils, particularly disabled pupils and those who have special educational needs.
- At times, the work set for some pupils is too easy and for others too hard. Teachers' comments about pupils' work sometimes helps them to improve but this is not always the case. In some lessons, teachers do not give pupils enough opportunity to work things out for themselves.
- Outstanding teaching was characterised by pupils being given highly motivating activities that captured and maintained their interest and very effectively met their individual needs. Such teaching was observed in a literacy lesson for pupils in Year 1. They made excellent progress in their understanding of how to use letters and sounds to help them read unfamiliar words.
- Spiritual and moral development is promoted effectively by pupils being encouraged to reflect on

the wonder of the world around them and by high expectation of their behaviour. Social and cultural development is fostered by pupils being given opportunity to work collaboratively and to explore the traditions and beliefs of cultures different to their own.

The behaviour and safety of pupils are good

- Pupils have a comprehensive knowledge and understanding of how to keep themselves and others safe. They know about the dangers related to road, railway, waterways and the use of the internet. Pupils know what they need to do if approached by a stranger. The curriculum is planned effectively to deepen pupils' understanding of such issues.
- There is a good awareness among pupils of the different types of bullying, such as cyber and physical bullying, and they say any such occurrences rarely happen. They are confident that any bullying would be dealt with promptly by staff. The views of parents, staff and pupils and a scrutiny of behaviour logs confirm that behaviour has been good over time.
- Pupils' show respect and consideration for others. They are well behaved and are polite and courteous. Their behaviour ensures that lessons run smoothly with minimum disturbance to learning. Pupils say that some pupils do not always behave as well as they could do when on the playground during lunchtime.
- Pupils' enjoyment of school is shown by their above-average attendance and the way in which they arrive on time. They say that the school is a 'Good place in which to learn and are really happy that they will be able to go into Year 6, rather than going to a different school'.
- There are good opportunities for pupils to take on responsibility and they accept these readily. School councillors carry out their roles diligently and ensure that pupils have a voice in how the school develops.

The leadership and management are good

- The headteacher provides focused educational direction and has a clear view of how good the school can be. Senior leaders and governors work well together to drive forward improvements. They have ensured that the development of the school into a through primary has not disrupted pupils' learning.
- Leaders and governors successfully encourage all staff to do their best and morale is high.
- The management of staff performance and training of teachers and other adults has been improved since the previous inspection and effectively meets whole-school and individual staff needs. There is a clear link between the performance of teachers and their salary progression.
- Senior leaders undertake lesson observations to check the quality of teaching. They rightly acknowledge the need for more consistency in the effectiveness of teachers' marking and in providing work to match the ability of different groups.
- The school's procedures for gaining an accurate view of its performance are good and leaders regularly check if the action taken to bring about improvement is proving successful.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check carefully the progress of different groups to identify if any of them require extra support. This is exemplified in the way funding for pupils known to be eligible for the pupil premium has been used effectively to raise their achievement in English and mathematics.
- The care and welfare of pupils is at the heart of the school's work. Leaders ensure that all pupils are safe and looked after well.
- The local authority has confidence in the ability of school's leadership to continue making improvements and provides 'light-touch' support.
- Staff show respect for pupils and other adults. Relationships at all levels are good and contribute positively to pupils' learning and development.

- The curriculum is planned well to interest pupils in learning and to effectively promote their spiritual, moral, social and cultural development. It is enhanced by a wide variety of well attended extra-curricular activities and visits, such as to Eden Camp as part of pupils' studies about the Second World War. There are not enough opportunities provided for pupils to practise and refine their writing skills by writing at length in different subjects.
 - **The governance of the school:**
 - Governance is good. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise and reward good teaching. Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. The governing body ensure that safeguarding requirements are met. Governors manage the budget effectively and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107719
Local authority	Kirklees
Inspection number	412669

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–10
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Robert Light
Headteacher	Marcus Newby
Date of previous school inspection	5 November 2008
Telephone Number	01274 335404
Fax number	Not applicable
Email address	office.eastbierley@edukirklees.net

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