

**INSPECTION UNDER SECTION 48
OF THE EDUCATION (SCHOOLS) ACT 2005**

Brierley CE (VC) Primary School

Unique reference Number: 106629

Local Authority: Barnsley

Diocese: Wakefield

Dates of inspection: 9th February 2006

Mr. J. D. Jagger

This inspection was carried out under section 48 of the 2005 Education (Schools) Act to report on the quality of the denominational education provided in the school.

INTRODUCTION

Basic information about the school:

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| Name of school | - Brierley CE Primary |
| Address | - Beech Close Brierley Barnsley S72 9EG |
| Telephone | - 01226 711332 |
| Type of school | - Controlled |
| Age range of pupils | - 4-11 |
| Headteacher | - Mr. M Reed |
| Chair of Governors | - Mr Adam Midgley |
| Diocese | - Wakefield |
| Local Authority Area | - Barnsley |
| Name of inspector | - Mr. John Jagger |
| Date of Inspection | - February 9 th 2006 |
| Date of last inspection | - 28/29 th November 2000 |

Summary Judgement

Brierley CE Primary is a good church school with some areas of outstanding provision and with ambitions to further develop aspects of the service it provides.

Established strengths

The school makes very good educational provision for its community.

Particular strengths include;

- **A strong programme of personal, health and social education and a clear recognition of the importance of the “Every Child Matters” agenda;**
- **The provision of a stable educational community where pupils feel secure and able to enjoy the educational experiences provided;**
- **Very good pupil behaviour and an atmosphere of trust between pupils and professional staff;**
- **Strong leadership and management that recognises the need for continuous re-appraisal of its provision and priorities against its agreed and published intentions.**

Focuses for development

This good school would be further enhanced by;

- **The consolidation of emerging procedures for evaluating the effectiveness of its provision as a church school;**

- **Seeking to improve the provision for worship by establishing a focal point around which the act of worship is conducted and by the identification of strategies to evaluate the impact of worship on pupils.**

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Brierley CE Primary is a six-class primary school built in 1981 and serving the village and neighbouring community and on occasions providing schooling for a small community of travellers. The school is situated in a pleasing sub-urban location and makes very good use of its pleasant location for both social and educational purposes.

The school successfully achieves its major purpose in providing excellent educational provision as a community school. It also recognises its responsibilities as a church controlled school and with the strong support of the governing body and the local incumbent, it is developing a clearer identity as a church school. There is strong evidence within the life of the school, supported by the testimony of pupils and parents, indicating that the school is a caring institution with a broad and rich curriculum experience offered to all pupils. The school provides well for those pupils experiencing educational or personal difficulties and also seeks to challenge the more able. The school has a strong tradition of pastoral care and is responding well to those aspects of care and preparation for adult life within the agenda of the "Every Child Matters" project. Pupils understand the purpose of the School Council, are aware of the relevant details in the Behaviour and Anti-Bullying policies and behave excellently both in classroom and playground environments.

The school properly reflects Christian values and traditions within its everyday life and its programmes of worship and religious education meet legal requirements and are deemed to be important aspects influencing the broader policies and practices of the school. The support of the new incumbent, an increasingly close working relationship with the Parochial Church Council and a desire by governors that the school must play a central role in the life of the community are strengthening the school. These factors are enabling the school to redefine its role as a church school, offer an introduction to worship and Christian belief to those pupils that wish to follow this and an underpinning of moral understanding and behaviour for those making different decisions.

The school has ambitions to further develop important aspects of its provision but is currently judged to provide a good Christian education meeting the needs of all its learners and with several aspects, including personal and social education and pupil behaviour, being outstanding.

What is the impact of collective worship in the school community?

The school has developed a clear policy for worship that gives guidance to teachers about the purpose, conduct and content of worship. The document is used closely to plan a programme of worship that reflects the major festivals of the Christian calendar but also seeks successfully to recognise the key events within other major faiths. The programme is properly recorded to ensure coverage and discussions with pupils confirm that they enjoy and understand the material presented. Efforts are made through a mixture of whole school and key stage acts of worship to provide a strong communal experience but also to respond to the differing needs and understanding of the younger and older pupils. Worship is regularly led by

Father Peter and is also supported by the headteacher and other staff. The school also makes use of the church premises for celebration of the major festivals and seeks to make parents welcome in school for celebratory events. Worship is appropriately delivered and pupils enjoyed the involvement in song and prayer with Father Peter. The environment for worship is in a general-purpose hall and would be enhanced by a more precise focal point such as a cross, candle or other artefacts. Successful efforts have been made to enhance the hall as an appropriate location for worship but unavoidable noise from the nearby kitchens does on occasions intrude. There is evidence of the recognition of the importance of meditation and reflection in worship and strong efforts are being successfully made to extend the use of calming music into the more general educational environment. The school and the incumbent are very aware of the need to properly balance the provision of a communal act of worship and celebration for all, with the provision of a route for those wishing to explore a more explicit outlet for their faith traditions. The school also recognises the need to further develop strategies for evaluating the impact of the acts of worship within the school community. The current provision for worship is judged to be satisfactory but the school recognises the necessary courses of action to further enhance provision and ensure consistency.

How effective are the leadership and management of the school as a church school?

The general standards of provision for education within the school are high. This is largely because of a clear vision for the broad and challenging curriculum shared by headteacher and governors. Both parties have developed a clear strategic vision and supportive self-evaluation procedures to enable them to give confidence to themselves and to parents that the children are being well served by the school. The school has also begun to recognise the need for parallel structures and activities to allow it to evaluate its provision as a church school. Currently that provision is often strong but the school wishes to ensure that it is consistent and that claims are well supported by evidence. These are appropriate actions and are to be encouraged. Leadership within the school is strong, with the headteacher and staff providing positive role models to pupils. Communication with parents appears to be good and relates to both the academic and social development of pupils. Pupils interviewed indicate that they feel secure and happy and have confidence in their teachers.

The school's programmes are underpinned by a broad and coherent array of policies that are regularly reviewed. There are instances, for example in the Sex Education and Relationships Policy, where the church's values relating to the family might be more clearly expressed. However, the programmes delivered and the overall ethos of the school, very properly represent the values of a good church school.

Governors and head teacher work well together to provide a strong framework of guidance to enable the staff to provide a high quality education. The school works closely with the local authority and its diocese and seeks to make best use of available professional training. The routines of the school are well administered and the organisation provides well for its pupils. The current strong provision and the recognition by senior management and governors of areas in which to search for improvement result in the standards of leadership and management of the school as a church school being judged to be good.