

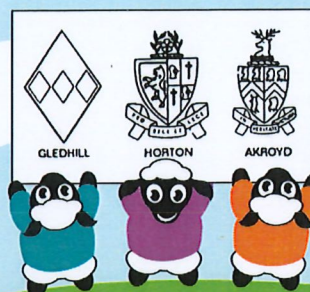
BARKISLAND

Church of England (VA)
Primary School

We Believe, We Nurture, We Succeed!

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Scammonden Road, Barkisland, Halifax, W. Yorkshire, HX4 0BD

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Email: admin@barkisland.calderdale.sch.uk

www.barkislandcofeschool.org.uk

Headteacher: Mrs B. Schofield (B.Ed (Hons)NPQH)

Dear Parents and Carers,

19th June 2025

OFSTED INSPECTION REPORT

I am pleased to share with you the report from our most recent Ofsted inspection, which took place on **May 13th and 14th**. This was an *ungraded* inspection, carried out under **Section 8 of the Education Act 2005**. These inspections are designed for schools that were previously judged to be **'Good' or 'Outstanding'**, with the aim of confirming whether they continue to provide the same high standards.

We are delighted to report that Barkisland School has taken effective action to maintain the standards identified at the last inspection and **continues to be judged a 'Good' school**.

At the conclusion of the inspection, the lead inspector held a final feedback meeting with members of the Senior Leadership Team, Governing Body, Local Authority, and the Diocese. During this session, she spoke very positively about our school, noting that she would be happy to send her own children to Barkisland. She also praised our pupils, describing them as exceptionally articulate about their school experience, with impressive understanding of British Values and Protected Characteristics, and how these apply to their own lives and the wider world.

As the published report is limited in length, we wanted to share with you a fuller picture of the feedback we received. Below is a summary of the key strengths and developments that were recognised during the inspection.

Our School: A Summary of Strengths and Progress

At our school, we are proud of the journey we're on. This summary brings together the key strengths, developments, and ongoing priorities that are shaping the experience and outcomes for every child. It reflects the hard work of staff, the commitment of our families, and, most importantly, the enthusiasm and resilience of our pupils.

High Expectations and Strong Outcomes

We have high aspirations for all children, and we are continually working to raise standards even further. Outcomes across the school are strong and ambitious.

Teachers have high expectations and encourage every child to do their best. Resilience is a key part of our school culture, and pupils rise to challenges with determination and a love of learning.

Support for Pupils with Special educational Needs and Disabilities (SEND)

There is clear and early identification of children who may need additional support, and this helps them make good progress. Quality First Teaching is delivered in all classrooms, and children are not routinely withdrawn for catch-up sessions—support is embedded in the classroom environment wherever possible.

*Working with the Diocese of Leeds and the Metropolitan Borough of Calderdale
May he give you the desire of your heart and make all your plans succeed Psalm 20:4*



Plans for SEND pupils are detailed, clear, focussed and targeted. However, we are continuing our work to further increase independence for some pupils, helping them to access tools such as maths counters and word banks without adult prompting to enable them to make even stronger progress within curriculum.

Recent SEND coffee mornings have been well received by parents and carers, building stronger home-school partnerships.

A Balanced, Carefully Developed Curriculum

Our broad and balanced curriculum has been developed thoughtfully over time. Leaders and staff work hard to ensure that every subject is well planned and delivered with purpose. Any changes are made with care, always with a clear rationale and with the needs of pupils and staff in mind.

Subject leaders are passionate and knowledgeable, and this enthusiasm filters down to the children. Pupils are excited about their learning and engage well in lessons across the curriculum.

Our school development plans this year have had a large focus on improving Oracy across the school alongside the improvements within handwriting (in KS1 and KS2) and transcription. The work on this has had a positive impact in some areas of the school and this is something which will continue to be a focus into the next school year.

Excellent Attendance and Behaviour

Our pupils enjoy school, and this is reflected in our excellent attendance, which places us in the top 20% nationally. Leaders do not become complacent and continue to promote high attendance for all pupil groups—including SEND, disadvantaged, boys, and girls—with no significant variation across groups.

Behaviour in lessons and around school is consistently strong. Pupils are engaged, motivated, and keen to do well. They understand the difference between learning behaviours and play behaviours and respond appropriately in each context. Bullying is rare, and pupils understand the difference between unkindness and bullying. They trust staff to resolve any issues quickly and fairly.

Pupil Voice and Personal Development

Pupil voice is strong and meaningful. Children feel listened to and know that they can help shape the school environment. From choosing reward systems to influencing fundraising events and giving feedback on lunches, pupils are encouraged to take ownership of their school experience.

Opportunities for personal development are plentiful. Roles such as Buddies, Play Leaders, Worship Leaders, Befrienders, and Learning Detectives help children develop leadership skills and confidence. Children are respectful, tolerant, and show a mature understanding of equality and diversity.

They also have an excellent awareness of our Christian values, British values, and the concept of Protected Characteristics—understanding how these apply both to their own lives and to the experiences of others.

A Safe and Nurturing Environment

There is a strong safeguarding culture throughout the school. Pupils feel safe and are confident in how to keep themselves and others safe, including when online. The school site is secure and welcoming, and this contributes to pupils' positive sense of wellbeing.

Lunchtimes and playtimes are calm and purposeful, with a range of engaging activities available. Our Sports Coach is having a strong impact on physical activity during breaks and lunchtimes, helping pupils stay active and engaged.

A Strong Start in Early Years

Our Early Years Unit, including Nursery, gives children an excellent start to their education. The Nursery supports smooth transition into school and has allowed younger children to access high-quality provision earlier. It also supports the school financially by generating income.



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There is a strong focus on early reading and maths, and recent improvements in handwriting and transcription are already having a positive impact in Nursery and Reception. Plans to extend this work into Year 1 will help to address areas where previous approaches were not as effective.

This is particularly pleasing to hear, as we have worked incredibly hard across the Early Years Unit over recent years to ensure our children receive the very best start to their education, building upon this with the expansion of the unit over time.

A Welcoming Community with Strong Leadership

Children are happy, confident, and know that they belong. They enjoy visits from the vicar, going to church, and taking part in the wide range of clubs and events that the school offers. They also recognise that some children may find things more difficult than others—and show great empathy and understanding.

Leadership across the school is strong and deeply committed. Senior leaders work closely with staff, prioritising their wellbeing and workload. All staff have access to regular, protected wellbeing time, and there is a strong sense of mutual respect and appreciation across the team.

Decisions are always made with children at the centre. The Governing Body shares the school's vision and works alongside leaders to support continuous improvement. Their commitment to the school and the wider community is evident in everything they do.

In Summary

Our school is a place where children feel safe, cared for, and inspired to achieve their best. They grow not just as learners, but as kind, confident individuals who are well-prepared for the future.

We are incredibly proud of all we have achieved—and we thank you for your ongoing support in helping us provide the very best for every child. **We believe, we nurture, we succeed!**

Kind regards

Mrs Becky Schofield

Mr Ashley Kingston & Mrs Jenny Rome

Headteacher

Co-Chairs of the Governing Body

*Working with the Diocese of Leeds and the Metropolitan Borough of Calderdale
May he give you the desire of your heart and make all your plans succeed Psalm 20:4*



Inspection of a school judged good for overall effectiveness before September 2024: Barkisland CofE VA Primary School

Scammonden Road, Barkisland, Halifax, West Yorkshire HX4 0BD

Inspection dates:

13 and 14 May 2025

Outcome

Barkisland CofE VA Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy in this welcoming and friendly school. Relationships across the school are warm and respectful, reflecting the school's positive culture and vision of 'we believe, we nurture, we succeed'.

There is a shared aim that pupils, including those with special educational needs and/or disabilities (SEND), will be well prepared for their next steps in education. High expectations are in place for all pupils' learning, attendance and behaviour. Pupils meet these expectations.

Pupils enjoy learning about other religions and cultures in the world. They understand and respect how people are different. Pupils learn how to keep safe in their local area and what it means to be responsible citizens.

Pupils say they love coming to school to learn. Consequently, their attendance is high. Pupils behave well in lessons. Learning is not disrupted. Pupils play well together at social times. If they fall out, play buddies help pupils to resolve problems.

All pupils receive opportunities to participate in a wide range of school clubs, including film club, tag rugby, choir and science club. These clubs are well attended. Pupils are proud to hold positions of responsibility such as 'learning detectives', where they work alongside subject leaders looking at the curriculum and pupils' books.

What does the school do well and what does it need to do better?

Reading has been a key priority for the school. Pupils receive access to quality phonics teaching with staff who are well trained. The teaching that pupils receive closely matches their understanding. Pupils read books that match the sounds they are

learning. Pupils who need extra support with learning phonics receive the support that they need. This means that everyone gets off to the best possible start in learning to read.

The school has developed subject curriculums that set out the order in which new topics are taught. Within each unit of work, the key concepts have been identified clearly. These carefully build on previous learning. In computing, for example, it is clear to see how the topic studied builds on prior learning. In Year 6, pupils were looking at artificial intelligence and potential bias to write programmes to provide accurate information. In Year 2, pupils were learning about what to publish in an i-book to make sure it contains correct information.

Pupils with SEND access the same curriculum as their peers, at times with adult support. However, activities and the work in pupils' books show that some tasks do not align with what the pupils need to learn. For some, the resources they need to support their learning are not readily available. This means that some pupils with SEND do not achieve as well as they could.

Pupils have positive attitudes to learning. They are keen to learn the curriculum and are proud of their work. However, there is some variation in how well letter formation is taught, including for older pupils. Additionally, errors in these important foundational areas are not consistently addressed by teachers.

In the early years, adults develop strong relationships with children. Adults carefully consider what the youngest children need to know and when. Consequently, the school has ensured a coherently thought-out approach to the curriculum. The learning activities that children undertake, including the focus on early reading, mathematics and transcription, ensure that they develop the necessary vocabulary, knowledge and skills. Consequently, children achieve well and are well prepared for Year 1.

The personal development offer for pupils is exceptionally well considered, extensive and woven throughout the curriculum and life of the school. Pupils learn about different cultures and how to be responsible citizens. They learn to value difference and understand the importance of treating others equally. Pupils build the skills and understanding they need to lead happy and healthy lives. Leadership opportunities for pupils are plenty.

Leaders, including those responsible for governance, have an accurate view of the school's strengths. They know the areas on which to strengthen the school's work. Staff are committed and want the best for all pupils. Teachers at all stages of their careers are well supported by leaders. Staff value the support the school gives them around managing their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that teaching enables pupils with SEND to access the support or resources they need. This limits the progress these pupils make in their learning. The school should ensure that teachers support pupils with SEND to use resources effectively and learn the curriculum well.
- On occasion, the school does not make sure that some pupils develop the foundational writing skills they need. Consequently, in some classes, pupils' writing and letter formation is incorrect. The school should ensure that pupils are secure in their writing skills.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

| | |
|--------------------------------------------|--------------------------------------------------------------------------------------|
| Unique reference number | 107552 |
| Local authority | Calderdale |
| Inspection number | 10346179 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 195 |
| Appropriate authority | The governing body |
| Chair of governing body | Ashley Kingston |
| Headteacher | Becky Schofield |
| Website | www.barkislandcofeschool.org.uk |
| Dates of previous inspection | 19 and 20 November 2019, under section 5 of the Education Act 2005 |

Information about this school

- This is a Church of England voluntary aided school within the Diocese of Leeds. The next inspection of the school's religious character is likely to take place by 2029. The most recent section 48 inspection was 24 October 2023.
- The school does not currently use any alternative provision.
- The school offers breakfast and after-school provision for pupils who attend the school. It also runs a holiday club that serves other schools.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Prior to the inspection, the inspector reviewed documents on the school's website, as well as published information about the school's performance.

- The inspector met with the headteacher, the deputy headteacher, the SEND coordinator, the early years leader and subject leaders. The inspector also spoke with members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke to adults about their work in lessons.
- The inspector observed pupils' behaviour, including at breaktimes, lunchtimes and in lessons. The inspector also spoke to pupils about behaviour and after-school clubs. The inspector spoke with leaders, teachers and pupils about the school's approach to personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses from parents and carers to Ofsted Parent View. This included the comments submitted via the free-text facility. The inspector also spoke to parents at the school at the start of the school day. The inspection also considered the responses to Ofsted's online staff survey and the pupil survey.

Inspection team

Nicola Shipman, lead inspector

Ofsted Inspector

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