

East Bierley Church of England Voluntary Controlled Primary School

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

Unique reference number (URN): 107719

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils generally achieve outcomes that are close to the national average in national tests. Year 4 pupils typically achieve outcomes that are above the national average in the Year 4 multiplication times table check. Disadvantaged pupils make progress from their starting points, this is not necessarily reflected in national tests. Although there has been some improvement, outcomes in writing have been below national expectations by the end of Year 6. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Most pupils are well prepared for the next stage of their education.

Since the school's previous inspection, leaders have prioritised pupils' foundational knowledge. The emphasis on developing pupils' core skills in mathematics is enabling pupils to explain their answers well. Typically, pupils are able to remember what they have been taught across the curriculum. At times, the prior knowledge of older pupils is not as secure as it should be to build and connect to new learning. This means that their learning is not as in depth as it could be.

Attendance and behaviour

Expected standard 

The school's overall attendance is typically in line with the national average. Pupils' attendance has improved over time. Absence rates for pupils who are persistently absent have reduced over time, including for pupils with special educational needs and/or disabilities. Leaders understand pupils' barriers to attendance. They provide support to families to help pupils attend more regularly. Leaders acknowledge that they could take more timely action when attendance starts to decline. The attendance of disadvantaged pupils has been below the national average over time. Although there are still some disadvantaged pupils who do not attend as regularly as they should, the attendance of disadvantaged pupils has improved. The number of disadvantaged pupils who are persistently absent has declined.

Leaders ensure there are effective and consistent routines to support pupils to behave well. Low-level disruption is rare. There are warm relationships between pupils and staff. Pupils typically demonstrate positive attitudes towards their learning. Sometimes, the pride that pupils take in the presentation of their work is variable. Pupils are polite and respectful. They play well together during social times. Bullying is uncommon. If it does happen, leaders deal with it appropriately.

Curriculum and teaching

Expected standard 

Leaders have ensured that the school's curriculum is well planned and sequenced. It identifies the most important knowledge and vocabulary that pupils need to know and remember. Leaders regularly check the implementation of the school's curriculum. Consistent lesson routines are evident across the school.

Leaders ensure that the curriculum is generally taught well. There are frequent opportunities for pupils to revisit their learning. Effective professional learning for staff is helping them to

further develop their skills. Teachers are now more skilful in identifying gaps in pupils' learning. Staff know the needs of individual pupils well. Appropriate adaptations are made to support pupils with special educational needs and/or disabilities. Teaching assistants are deployed effectively and typically support pupils' needs effectively.

Phonics is taught well. In Reception, children enjoy daily story time and listen intently. Pupils enjoy reading. They read regularly and speak enthusiastically about the books they are currently reading.

Leaders ensure that securing strong foundations is a priority. Consequently, writing, reading and mathematics are improving across the school, especially for younger pupils. Some older pupils still have gaps in their handwriting and spelling skills. Leaders' expectations for the teaching of writing are not embedded consistently across the school.

Early years

Expected standard 

Leaders have ensured that the early years curriculum is ambitious and well sequenced. Staff understand children's needs well. They quickly identify when children need additional support. Appropriate strategies, including advice from external professionals, ensure that pupils with special educational needs and/or disabilities are generally supported well.

There are positive interactions between staff and children. Staff explore what children know, and model interactions well. This supports children who need to develop their communication and language skills. Leaders have established effective daily routines. As a result, children behave well. They cooperate well with each other. For instance, when completing a world jigsaw map together, children helped each other to find the jigsaw pieces. During transition points, children moved calmly from one activity to another. They were engaged and interested in their learning. Leaders' focus on strengthening children's writing skills, such as developing correct pencil grip, has supported children in Reception with letter formation.

Staff prioritise the development of children's personal, social and emotional development. Children develop secure social and emotional skills as a result. Children are happy and well cared for. Staff build positive relationships with families from the time their children start at the school. Children are typically well prepared for Year 1.

Inclusion

Expected standard 

There is a positive culture of inclusion at the school. Leaders have established high expectations for all pupils and understand pupils' needs well. They prioritise supporting pupils' mental health and wellbeing. The proportion of pupils with special educational needs and/or disabilities (SEND) is higher than the national average. Leaders ensure that pupils' barriers are known when they join the school. They provide additional training and support for staff to ensure that pupils with SEND have their needs met. Referrals to external professionals are appropriate. Leaders support families by ensuring they access relevant support from other agencies when needed.

Leaders use additional funding to promote pupils' learning in English, mathematics, spelling and reading. Leaders ensure that gaps in disadvantaged pupils' learning are identified, and

suitable interventions are implemented to help these pupils to catch up with their peers. Leaders monitor the impact of this support. The use of additional funding is beginning to have an impact on improving the attendance of some disadvantaged pupils. Leaders acknowledge there is still work to do. Leaders ensure that detailed personal education plans are in place for children who require them. They liaise effectively with the virtual school to support pupils.

Leadership and governance

Expected standard 

Since the school's last inspection, leaders have improved the school in all areas. The school's vision and values are known by staff. Leaders have established high expectations of what pupils can and should achieve. Leaders make decisions in the best interests of pupils. Leaders ensure that staff receive high-quality professional development to improve their skills. Since the last inspection, this has included external support to develop and improve the school's curriculum and improve teaching, including training to help staff to identify and support pupils with barriers to learning. Staff appreciate the training they receive. They are proud to work at the school and feel well supported and valued by senior leaders.

Leaders, including those responsible for governance, understand the school's context and families well. They know the school's strengths and areas for further development. Leaders acknowledge that whole school priorities could be more precise. Governors ensure that they fulfil their roles well, for example by providing appropriate challenge to leaders. Since the last inspection, they have improved how they assure themselves of the impact of the school's work. They visit the school regularly and seek external advice and support and they check that additional funding for disadvantaged pupils is used appropriately.

The vast majority of parents and carers are very positive about the school. They appreciate the school's nurturing ethos, welcoming environment, and the expanding range of enrichment opportunities.

Personal development and wellbeing

Expected standard 

Since the school's previous inspection, leaders have ensured that the personal development curriculum is comprehensive and coherent, and aligns with statutory guidance. Staff are given appropriate training to support the delivery and implementation of the school's personal development programme.

Pupils have a secure understanding of healthy and unhealthy relationships. They know how to stay safe online and learn how to keep themselves safe outside of school. For instance, pupils learn about water and fire safety, and have talks from the police about different issues. Older pupils' knowledge of some of the wider risks they may face outside of school is not as developed. Pupils understand how to look after their mental and physical health. Pupils have access to effective pastoral support which is provided by a range of staff across the school. There are opportunities through the curriculum, including additional interventions for pupils to talk about their worries or concerns.

Pupils enjoy learning about other faiths and cultures. Pupils speak confidently about the different faiths they learn about in school. They demonstrate respectful and tolerant attitudes

and understand the school values well. Some pupils do not have a secure understanding of fundamental British values and the characteristics that are protected by law.

Pupils enjoy the range of clubs and enrichment activities that the school offers to broaden their experiences. These activities include competitive sports with other schools, media club and residential visits. Pupils enjoy the leadership roles available, such as being a member of the school council or becoming a pastoral leader where they help and support younger pupils during social times. Leaders carefully check and monitor pupils' participation. They act quickly to remove any barriers. This ensures that all pupils benefit from what the school offers.

What it's like to be a pupil at this school

The school day gets off to a great start as staff warmly welcome pupils. There are high expectations of pupils' behaviour supported by consistent daily routines and positive relationships between staff and pupils. Pupils play well together in the playground. Most pupils are happy and feel safe and well cared for. They have a trusted adult in school they can talk to if they have any worries or concerns.

Pupils say bullying happens rarely. If it should happen, pupils are confident that staff will take action. Pupils show respectful and tolerant attitudes. They are polite and welcoming. Pupils enjoy learning about different faiths and cultures. For instance, they value learning from their peers during the school's culture day.

Pupils generally remember what they have learned. Some older pupils have gaps in their knowledge. This means, at times, they find it more difficult to connect previous knowledge to new learning. Typically, pupils achieve outcomes in national tests that are close to the national average. Pupils achieve particularly well in the Year 4 multiplication tables check.

Pupils enjoy reading in school. They understand why reading regularly is important. Older pupils take on roles such as reading ambassadors to support younger pupils. Pupils enjoy taking on leadership roles in school. Pupils benefit from the range of clubs and enrichment activities that the school offers such as theatre visits, residential trips and multi sports. These activities help to develop pupils' interests and talents. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities, benefit from these experiences.

Most pupils enjoy school and attend well. Some pupils have not attended school regularly enough. Although this is still the case for some pupils, their attendance is improving.

Next steps

- Leaders need to develop and refine their attendance strategy to further reduce absence for disadvantaged pupils so that they attend school regularly.

- Leaders should ensure that the prior knowledge of older pupils is secure to enable them to build and deepen their knowledge across the curriculum.
 - Leaders should ensure that pupils develop consistent and accurate writing skills, including in handwriting and spelling, across all subjects and staff identify and address errors and misconceptions promptly.
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About this inspection

The chair of the board of governors is Simon Bromley.

Inspectors carried out this full inspection under section 5 of the Education Act 2025.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and members of staff. The lead inspector spoke to members of the school's board of governors, including the chair and vice chair. The lead inspector also spoke to a representative from the diocese, a representative from the local authority and the local authority virtual school headteacher.

Inspectors confirmed the following information about the school:

There is a new headteacher and chair of the board of governors since the school's last inspection. Most governors are new to the school since the last inspection.

This school is registered as having a Church of England religious character. The school is part of the Diocese of Leeds. The school last received a Statutory Inspection of Anglican and Methodist Schools report in April 2019.

The school currently uses no alternative provision.

Headteacher: Victoria Meek

Lead inspector:

Michele Costello, Ofsted Inspector

Team inspectors:

Louise Greatrex, Ofsted Inspector

Shameem Hussain, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

School and pupil context

Total pupils

207

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.08%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.45%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.84%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	47%	61%	Below
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (final)	84%	75%	Above
2023/24 (final)	60%	74%	Below
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (final)	90%	74%	Above
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	13%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	50%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	25%	58%	Below
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	25%	59%	Below
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	68%	-41 pp
2024/25 (final)	S	69%	S
2023/24 (final)	13%	67%	-55 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	78%	-44 pp
2024/25 (final)	S	78%	S
2023/24 (final)	25%	78%	-53 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (final)	S	81%	S
2023/24 (final)	25%	79%	-54 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	14.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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