

Brayton Church of England Voluntary Controlled Primary School

Brayton Lane, Selby, North Yorkshire, YO8 9DZ

Inspection dates 1–2 October 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The Christian caring ethos and nurturing environment within this school is the hallmark of its work. Shining together as one is the key. This view is borne out by parents who are delighted with the school's work and how well their children are looked after by staff.
- The provision in early years prepares children well for their future learning in school. As a result pupils are happy, keen to learn and get on well with each other.
- Pupils of all abilities, including disabled pupils, those who have special educational needs and disadvantaged pupils make good progress.
- The quality of teaching is good and at times outstanding. Teachers and teaching assistants work very well together to plan activities which enthuse and excite pupils.
- Pupils' positive attitudes and good behaviour make a strong contribution to their learning. There are strong supportive relationships which help pupils feel safe and secure.
- The rich curriculum provides pupils with a wide range of learning activities including visits that greatly broaden pupils' experiences and promote good spiritual, moral, social and cultural development.
- Governors work closely with the recently appointed headteacher and, along with the staff, all make an effective team committed to improving teaching and ensuring that pupils reach the highest standards possible.
- Governors have a good knowledge and understanding of how well the school is doing. They are fully involved in the school's activities and development.

It is not yet an outstanding school because

- In mathematics teachers do not consistently check during lessons whether all groups of pupils are making rapid progress and so provide further challenge or support as needed.
- Teachers do not always make sure that pupils act upon the advice given in marking to improve their work.
- Some school improvement measures lack clarity of purpose and leaders cannot, therefore, be sure how effective their actions have been.
- Some middle leaders are at an early stage in developing their areas of responsibility.

Information about this inspection

- The inspectors observed teaching in 15 lessons, including two observations carried out jointly with the headteacher. The inspectors also observed collective worship and listened to pupils reading. They looked at examples of pupils' work with both deputy headteachers and observed pupils at lunchtime and break times.
- The inspectors held meetings with pupils, staff, members of the governing body and a representative from the local authority and diocese. They spoke with parents as they brought their children to school.
- The inspectors took account of 21 questionnaires returned by staff. There were 33 responses to the online questionnaire (Parent View) and these were considered.
- The inspectors looked at a range of documents, including data on pupils' attainment and progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

| | |
|-----------------------------|----------------------|
| Mark Colley, Lead inspector | Additional Inspector |
| Barbara Martin | Additional Inspector |
| Paul Plumridge | Additional Inspector |

Full report

Information about this school

- The school amalgamated with its neighbouring junior school in September 2013 and is now a larger than average primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below that in other schools.
- The very large majority of pupils are of White British heritage.
- Since the school amalgamation there have been six new teaching staff and significant changes in governance and leadership across school, particularly the new headteacher, who took up her appointment in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, particularly in mathematics, by ensuring that:
 - teachers regularly check during lessons that all groups of pupils are fully supported and challenged so that they make rapid gains in their learning
 - teachers consistently check that pupils respond to marking.
- Improve further the effectiveness of leadership and management by:
 - making it clearer what each school improvement initiative is intended to achieve so that the impact can be more accurately monitored and evaluated
 - developing the skills of relatively new middle leaders in ensuring new initiatives are fully implemented and their impact measured to raise achievement in their areas of responsibility.

Inspection judgements

The leadership and management are good

- The recently appointed, highly committed headteacher is working closely with a team of enthusiastic staff who are all united in their determination to continue to improve the school.
- The headteacher has quickly established a clear view of the school's strengths as well as development needs. She has the determination to direct school improvement successfully.
- Systems in place to improve the quality of teaching are good. Teachers are regularly observed teaching and provided with feedback on how to improve. Teachers' pay is linked closely to performance management and targets linked to pupils' progress are challenging.
- Tailored staff training is in place to rapidly drive whole-school improvement and some of this is undertaken through strong partnerships within the local cluster of primary schools. The progress of pupils is closely checked and extra support is swiftly put into place when necessary.
- Leaders, including those for subject areas, evaluate the school's work accurately, checking the performance of pupils regularly. However, the school's system for recording this information is not clear enough to enable leaders to check rigorously enough.
- The headteacher has been in post for five weeks and although school self-evaluation is accurate the school's improvement plans are at an embryonic stage. As yet they are not always as clear as they could be and therefore success is less easily measured. The intended impact of the activities on the content of the curriculum and on pupils' learning and development are not explicit enough for leaders to be able to evaluate how successful initiatives are.
- The local authority and diocese has a good relationship with the school but take a light touch approach. They have supported it well during its amalgamation and the change of leadership including arranging professional development and support from other school leaders.
- The school is implementing the new curriculum for 2014 and is working within its cluster of local schools to establish an efficient system for assessing the progress and attainment of pupils from term-to-term and to use this information to plan suitable work for them.
- The school's curriculum motivates pupils well and also ensures that English and mathematics skills are taught well and the pupils are now being encouraged to use these as needed in all their activities.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The school has strong links with schools in Zambia and associated partnerships and visits enrich pupils' cultural and global education.
- The school's systems for the safeguarding of pupils meet statutory requirements. To keep pupils safe and to raise achievement, the school works closely with parents. Parents participate in workshops and school events that help them to know the best way to help their children at home. Reports to parents give clear information about how well their children are doing at school.
- **The governance of the school:**
 - Governors carry out their statutory duties well. They support senior leaders well in promoting respect and tolerance for all faiths, or no faith, cultures and lifestyles. They use their expertise well to assist the school in preparing pupils positively for life in modern Britain.
 - Through their well structured and frequent visits, governors have a clear understanding of the quality of teaching and the performance of the school in comparison to other schools nationally. Together with the new headteacher, governors use this information and data about pupils' progress in each year group, to identify key priorities for improvement in the short and longer term. They use the budget, including the additional funds for sports and pupil premium, effectively to raise achievement in physical education, reading, writing and mathematics.
 - From their good knowledge of the school's strengths and weaknesses, governors offer high levels of support and challenge. They check that the policy for linking teachers' pay to pupils' progress is implemented correctly and underperformance is not tolerated. Governors are aware of the current systems for pupils' assessment and are also aware of the school's work to integrate effective assessment systems into the new National Curriculum.
 - Governors have played a pivotal role in ensuring that the amalgamation of the junior and infant school has been smooth and has not interrupted the trajectory of improving teaching, outcomes or provision.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. They show respect for each other and to all adults who work with them. Pupils are friendly and polite; relationships are strong. Many confidently spoke with great pride about their school to inspectors. They enjoy school, feel well cared for and safe.
- All staff and almost all parents agree that the behaviour of pupils is good. Pupils themselves say that while behaviour is good for most of the time, there are occasions both in the playground and in lessons when a few pupils do not behave as well as they should. However, they are confident that any issues are dealt with by staff.
- The school environment is well looked after and attractive; impressive displays of pupils' work are evident throughout the school and, as a result, pupils have a pride in their school and themselves.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school; they value the opportunities to help each other stay safe such as the work of the Year 5 safety officers. Parents who responded to Parent View agree that their children are safe in school.
- Pupils say bullying is rare but if it does occur it is dealt with quickly by adults in school. They understand about different kinds of bullying such as name-calling and appreciate the way the school teaches them about safety.
- Rigorous checks on pupils' attendance and working partnerships with other professionals help to keep pupils safe. Pupils arrive on time and lessons start promptly.
- The primary school sport funding is used to broaden sporting opportunities for pupils, while developing the expertise of staff using specialist coaches. This has, for example, led to increased opportunities in activities such as gymnastics and handball tournaments, as well as bike ability courses. As a result more pupils are taking part in a wider range of sporting activities to help them stay healthy and promote their well-being.

The quality of teaching is good

- The quality of teaching is good and improving. This has had a positive effect on pupils' learning and achievement and, as a result, pupils make good progress throughout the school.
- Pupils frequently share their ideas with others. Pupils work successfully in pairs and groups and this helps their social and communication skills.
- All teachers have high expectations and plan lessons that systematically build on the pupils' previous learning. They question pupils carefully to make sure that they have understood what is being taught. This helps them to make accurate assessments of pupils' attainment.
- Teachers, particularly in mathematics, do not always check often enough during lessons whether groups of pupils are making rapid progress in their learning. This means that sometimes pupils are not given extra support or additional work to enable them to make greater progress.
- Reading is taught well. Pupils make at least good progress. They are provided with a range of opportunities to read and the school works well with parents to encourage this.
- An example of pupils' thirst for learning was evident when pupils in Year 3 were reflecting on a story they had read. In small groups, they carefully analysed the feelings and thoughts of key characters. This helped them to gain a greater understanding of the story and predict how the story might continue. The teacher made skilful use of visual prompts, drama and key statements. This helped to ensure all groups made excellent progress in developing their comprehension, writing and language skills.
- Marking is consistently completed and pupils are told what they could do to improve their work. However, there are not enough opportunities for pupils to respond to these comments. This reduces the effectiveness of the marking in securing further progress.
- Teaching assistants play a key role and are used well to support individuals and groups of pupils with particular needs. Support for disabled pupils, those with special educational needs, disadvantaged and the more able pupils is good across the school. This is the reason why different groups of pupils make good progress.
- All parents believe that their children are taught well. Inspectors agree.

The achievement of pupils is good

- Standards of attainment and rates of progress in reading, writing and mathematics have improved across the school. Leaders rigorously check how well every pupil is doing. They act swiftly to put actions in place to tackle any underachievement. Therefore, all pupils in this school have an equal chance to succeed.
- Teachers place a strong emphasis on developing English and mathematical skills in Years 1 and 2. This ensures pupils' basic skills develop well. Pupils quickly learn to use their knowledge of phonics (letters and their sounds) to tackle unknown words. As a result most pupils reached the standards expected in the Year 1 phonics check in 2014. Standards achieved at the end of Year 2 have improved since the last inspection and are above national average in writing and mathematics and inline in reading. Good teaching and a high level of care and support ensure a larger proportion than nationally reach the higher levels.
- Since the amalgamation with the junior school, pupils' progress in Years 3 to 6 has significantly improved. Lesson observations and work in pupils' books show that most pupils are making good progress from their starting points. They are now making up the lost ground from previous years. The percentage of pupils reaching the expected standard in reading, writing and mathematics, although still just below national average, doubled in 2014. Just under a half of all Year 6 pupils reached the higher levels in reading and writing, with a quarter in mathematics.
- In Year 6 in 2014, disadvantaged pupils' attainment was approximately half a term behind those of their classmates in mathematics, a term behind in reading and broadly the same in writing. When compared to the attainment of non-disadvantaged pupils in 2013 nationally, disadvantaged pupils at Brayton Church of England Primary School were two terms behind in reading and one term behind in writing. They were a year and a term behind in mathematics. Current school data indicates that any in-school attainment gaps between different groups in the school are closing rapidly. This reflects the school's commitment and effectiveness in promoting equality of opportunity and in tackling discrimination.
- Pupils enjoy reading both at home and at school and many have favourite authors. They are enthusiastic readers and their love of books is developed as they move through school. When they reach Year 6, pupils are confident and use a wide range of reading skills to bring stories to life. They throw themselves fully in to characterisation, reading with real intonation and showing they understand what characters may be feeling or thinking.
- The most able pupils are now making good progress across Key Stage 2. However, the historically slow progress made before amalgamation means that, at the end of Year 6, the percentage reaching the higher levels, particularly in mathematics and in grammar, punctuation and spelling is still below that seen nationally.
- The progress of disabled pupils and those with special educational needs is closely checked and reviewed regularly. Carefully planned support, that is well matched to the needs of these pupils, makes sure they make good progress.

The early years provision is good

- Most children start school with skills and abilities typical for their age. Children settle quickly into the early years and achieve well. The proportion of children achieving a good level of development by the end of Reception Year is above average.
- The children learn well through play and in teacher-led activities because teaching is good. A good range of interesting equipment supports play activities in the classroom and outdoor area. These are chosen to relate to the current topics and staff skilfully listen to and question children as they play, to assess and support their learning.
- Children behave very well because they become absorbed in activities that motivate them to want to learn. They play happily together, share resources and make friends with classmates from all backgrounds. Whether they are playing indoors or outdoors, they behave in ways that keeps them safe.
- The setting is led and managed very effectively. Assessment arrangements are thorough and accurate and an excellent quality of information is provided to parents through the children's individual 'learning journey' records.
- All staff work in close partnership with parents to involve them in their child's learning. There are good procedures to ease children's transfer from home to school. Information from parents gives staff a clear idea of children's knowledge, skills and interests. They use this information to provide a rich curriculum that promotes pupils' emotional health, safety and well-being.

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

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| Unique reference number | 121554 |
| Local authority | North Yorkshire |
| Inspection number | 447812 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 385 |
| Appropriate authority | The governing body |
| Chair | Chris Rodgers |
| Headteacher | Leanne Walker |
| Date of previous school inspection | 30 April 2013 |
| Telephone number | 01757 704308 |
| Fax number | n/a |
| Email address | admin@brayton-pri.n-yorks.sch.uk |

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