

Dacre Braithwaite Church of England Primary School

Inspection report

Unique Reference Number	121627
Local Authority	North Yorkshire
Inspection number	339982
Inspection dates	15–16 March 2011
Reporting inspector	Carmen Markham

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Mrs Amanda Townson
Headteacher	Ms Catherine Lassey
Date of previous school inspection	4 October 2006
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Introduction

The inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed four teachers. They spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with members of the governing body, staff and groups of pupils and spoke formally to parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 89 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The work of the leadership team in accurately evaluating the quality of provision in the Early Years Foundation Stage and in ensuring that these children make good progress.
- The achievement and progress of pupils in Key Stage 1.
- How effectively the school challenges more-able pupils and ensures that their needs are met.
- Whether the school's evaluation of many aspects of its work as outstanding is accurate.

Information about the school

The school is much smaller than average compared to other primary schools. It is situated in a remote rural setting, four miles away from its nearest village. Very few pupils are known to be eligible for free school meals. Almost all are of White British heritage. There are no pupils at the early stages of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is half the national average. All children are organised into mixed-age classes. Since the previous inspection the school has been affected by a significant turnover of staff; this includes the headteacher. The current headteacher teaches for half the week. The school has been awarded the local authority's Highly Effective School status, Quality Mark Inclusion, Healthy School status and the Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Dacre Braithwaite is an outstanding school. Pupils and staff see themselves as a family who work and learn together in a calm and purposeful environment. The strong emphasis that the school places on the excellent spiritual, moral, social and cultural development of pupils and their high attainment ensures that they become well-rounded individuals who willingly take on responsibilities in school and in the community. All aspects of pupils' personal development are exemplary, including their behaviour and high attendance.

Children make an excellent start in the outstanding Early Years Foundation Stage where they make very rapid progress. This progress is maintained as pupils move through school, so by the end of Year 6 their attainment in English and mathematics is consistently high. Boys and girls perform equally well and the achievement of all pupils, including more-able pupils and those with special educational needs and/or disabilities, is outstanding. The school is very successful in promoting equality of opportunity.

Teaching, care, guidance and support, and the curriculum are all outstanding and account for the superb outcomes for pupils. The school's success in raising attainment is attributable to the detailed knowledge teachers have about the progress of every pupil and their needs, and to the staff's ability to use a range of strategies very flexibly to support personal learning. The extremely strong curriculum supports this process very effectively. Community cohesion is outstanding. It benefits from the very well-planned curriculum and from outstanding partnerships with the church, other schools, support agencies, parents and carers and global organisations.

The effectiveness of the school reflects the outstanding ambition and drive of the headteacher, staff and governing body. Their monitoring and evaluation of the school's performance is exemplary and school development planning demonstrates that, even where outstanding judgements are made, there is no complacency. This is evidenced in the ongoing work to complete the final phase of the development of the topic-based curriculum. It is a school that constantly strives for improvement; therefore its capacity for sustained improvement is outstanding. Governance and value for money are both excellent.

What does the school need to do to improve further?

- Further develop the curriculum to ensure that it continues to reflect the current outstanding practice by:
 - – completing the final cycle of the creative curriculum
 - – increasing pupils' involvement in the development of their curriculum
 - – developing the school grounds to extend outdoor provision for all pupils.

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Outcomes for individuals and groups of pupils

1

All pupils are enthusiastic and well-motivated learners, who rapidly gain the confidence to try new activities and ideas. They concentrate well on tasks and are not afraid to make mistakes as there is always 'a second chance' to get things right. They work collaboratively and independently and know how to improve their learning because they are aware of their targets and of the success criteria that indicate if they are met. Most pupils are involved in some way in evaluating their work, and pupils become increasingly skilled at writing their own success criteria as they move through school. Pupils appreciate the rewards provided by the school for good work and they enjoy the work they undertake because it is challenging and enables them to develop new skills.

Most children start school in the Reception class with below age-related expectations, and sometimes well below, as they have had limited pre-school experience. They make good progress through Key Stage 1 and the number of pupils attaining the higher Level 3 is rising steadily. By the end of Year 6, pupils have made excellent progress and have achieved outstandingly well. Their attainment is consistently high in both English and mathematics. Data clearly indicate that the achievement of both more-able pupils and those with special educational needs and/or disabilities is also excellent.

Pupils are mature, articulate and proud of their school. They are very involved in contributing to their school community through a number of committees. This includes a very pro-active school council and the excellent buddy system that ensures that all but the oldest pupils have a buddy to look after them during key periods of the school day and when they join the school. This promotes the family atmosphere in school. Therefore, pupils feel exceptionally safe and behave responsibly at all times. Pupils have been fully involved in establishing a healthy lifestyle in school, including identifying healthy lunch boxes. Their high attendance, ability to work collaboratively, excellent experience of enterprise projects and outstanding attainment in basic skills ensure that they are increasingly well prepared for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are extremely effective as they work in strong partnerships with teaching assistants, and sometimes volunteer parents and carers, to deliver learning that meets the needs of all pupils. They are exceptionally skilled at ensuring that pupils in mixed-age classes work as a class but work at accurate levels. They make excellent use of school data and other relevant information in their exemplary planning. They plan small steps at a time to ensure there are no gaps in pupils' learning and experiences. Teachers ensure that pupils know what they will learn, what they will do in a lesson and what they should achieve by the end of the lesson. Therefore, pupils develop as independent learners who can assess their work and make effective use of high quality teacher marking. Excellent resources, including information and communication technology (ICT), interest and motivate learners and ensure their full involvement in lessons.

The curriculum meets all requirements, including pupils' personal development and their physical development through sport. The basic skills of literacy, numeracy and ICT have a high priority in the curriculum and are further developed in cross-curricular topics. This makes a significant contribution to outstanding performance in English and mathematics. All pupils have access to the curriculum as planning is very flexible in taking account of their needs. The curriculum is particularly successful in introducing pupils to lifestyles that are different from their own, through music, art, reading, charity work, enterprise projects, exploration of world faiths and working with pupils from a variety of

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communities. A good range of after-school clubs is exceptionally well attended. Excellent, contrasting residential experiences provide pupils with memorable experiences in London and Whitby. The school is currently working on the final phase of its cross-curricular plan, but contrary to the school's normal practice, pupils have not been involved in curricular developments. The school benefits from extensive grounds which are, however, not fully exploited as a resource for learning.

Excellent arrangements for care and well-being enable pupils to learn very effectively. Exemplary case studies of pupils who are vulnerable due to their circumstances demonstrate that the support for these pupils is very well targeted and makes a significant difference to their achievement and well-being. Where appropriate, the school works closely with specialist support agencies to ensure the best outcomes. The school has good strategies in place to maintain high attendance. Transition arrangements into school, to new classes and onto high school are thorough and work successfully. Parents and carers are most welcome in the school and kept very well informed about all aspects of school life. They are seen as valued partners in promoting learning and are frequently invited to workshops to develop their own skills.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and governing body work as a highly effective team to ensure that pupils are successful in both their personal and academic development. This vision is subscribed to by all staff. All share a sense of purpose and morale is very high. They are proud of the school and the community it serves. Procedures to ensure rigorous monitoring and evaluation of the school's performance are closely adhered to and provide information to support exceptionally well-focused action planning. The governing body is very effective and plays an exceptional role in monitoring and action planning. It is also rigorous in its evaluation of its performance. Significant improvements to teaching have been implemented, including the setting of challenging targets. The rigorous use of school data has enabled staff to plan lessons to match individual pupils' needs. Pupils who need specific support are identified and appropriate interventions put in place. Inequality has been tackled exceptionally well. For example, previous unevenness between the achievement of different groups of pupils has been eliminated by robust monitoring and improved teaching. Community cohesion has been systematically audited and thoroughly developed, to ensure that pupils from the school's relatively isolated rural community have a very good experience of other faiths, ethnicities and socio-economic groups. Safeguarding procedures are good. Pupils are involved in risk assessment and as a result they feel exceptionally safe in school, and staff are fully up to date with the latest

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requirements. The quality of safeguarding is good rather than outstanding because of some minor omissions in the paperwork.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The reception children are taught in the same classroom as Year 1 pupils. Most children enter the Reception Year with skills that are below age-related expectations, with a small minority well below. However, they settle very quickly to their new routines and make outstanding progress, and by the end of reception they are above the age-related expectations in all areas of their learning.

Children are extremely well cared for in a stimulating and welcoming environment. The teacher is exceptionally skilled in her ability to provide for and organise two different groups in the same class; she ensures that at all times children are working at the appropriate level. This stems from exemplary planning and well-organised resources, together with the very effective team work of the excellent teaching assistants. Relationships are superb and expectations are high. Pupils quickly learn to concentrate on a given activity and they work both collaboratively and independently. There is a first-rate balance between pupils engaged in a focus activity and those choosing their own activity. The indoor and outdoor areas are both used imaginatively by children and are outstanding in the quality and range of opportunities offered. A good emphasis on children's speaking skills and work on sounds and letters promote children's reading skills very well.

Leadership and management of the provision are very strong. Children are kept very safe and all requirements are fully met. Planning is of very high quality. The provision works extremely closely with parents and carers and keeps them well informed about their child's progress. Teaching assistants observe and record children's progress. This is used

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systematically to inform assessments, to form part of the children's very high quality Early Years Foundation Stage profiles and to identify priorities for further development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An exceptionally high percentage of parents and carers responded to the questionnaire. Those who did were overwhelmingly positive about the school. They identify many strengths, including the extraordinary progress made by pupils, the dynamic learning environment that adapts to the needs and interests of children, the family atmosphere and the development of social values. Parents and carers feel very involved in the school and are well informed about their child's progress. They value the school's history and links made with the families of deceased soldiers of the two World Wars, but they are also delighted that their children attend a school that is fit for the 21st Century. These positive views of parents and carers are reflected in the report's findings.

The very small number of negative comments reflected the concerns that some parents and carers have about limited opportunities for sport and the absence of a male role model in school. Some parents and carers would also like more to be done to manage parking at busy times. Several are concerned that what they see as a focus on attainment is working to the detriment of other aspects of school life. The inspectors agree that more could be done to improve the parking situation and the school has agreed to look at this. The school's curriculum provides pupils with many outstanding opportunities to extend their experiences and meet all requirements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dacre Braithwaite Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 89 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	63	28	31	4	4	0	0
The school keeps my child safe	69	78	20	22	0	0	0	0
My school informs me about my child's progress	50	56	38	43	1	1	0	0
My child is making enough progress at this school	51	57	36	40	1	1	0	0
The teaching is good at this school	56	63	32	36	1	1	0	0
The school helps me to support my child's learning	50	56	36	40	2	2	1	1
The school helps my child to have a healthy lifestyle	58	65	29	33	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	53	39	44	2	2	0	0
The school meets my child's particular needs	54	61	32	36	3	3	0	0
The school deals effectively with unacceptable behaviour	50	56	36	40	2	2	0	0
The school takes account of my suggestions and concerns	43	48	39	44	5	6	1	1
The school is led and managed effectively	49	55	38	43	1	1	0	0
Overall, I am happy with my child's experience at this school	59	66	28	31	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2011

Dear Pupils

Inspection of Dacre Braithwaite Church of England Primary School, Harrogate, HG3 4AN

I would like to thank you for making the inspectors so welcome when we visited your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their activities.

You attend an outstanding school. Children in the Reception class make an excellent start to their education. By the end of Year 6, your attainment is high in English and mathematics and your progress is outstanding. Your behaviour and attendance are exemplary. You all feel safe in school and you understand how to stay safe. It was good to see how very considerate you all are of other people and that you try to be helpful and kind to each other. You are interested in the world around you. In assembly you were very concerned about the crisis in Japan. Teaching, the curriculum, and the care, guidance and support you receive are all outstanding. Your school is a happy place where you want to learn, and we agree with you when you all said in your inspection questionnaire that, 'the headteacher and senior staff in your school do a good job'.

One of the reasons for our visit was to see how your school can improve. We have asked your headteacher to:

- work with teachers and pupils to complete the development of the last part of the topic-based curriculum
- develop the school grounds to provide more opportunities for outdoor education for all pupils.

You can help to improve your school by helping teachers to review part of the curriculum and making sure that you keep working towards your targets.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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