

Braybrook Primary School

Braybrook, Orton Goldhay, Peterborough, PE2 5QL

Inspection dates 31 January–1 February 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make consistently good progress during their time in school, often from very low starting points.
- Almost all teaching is now good. Teachers plan a variety of activities, which fully engage pupils, so that most are attentive and keen to learn.
- Standards are rising and good improvements have been made in mathematics and English since the last inspection.
- Pupils behave well, feel safe and say they enjoy coming to school.
- Pupils who are at risk of underachieving are quickly identified and well supported by skilled practitioners.
- The headteacher, senior leadership team and governors are providing clear and effective leadership which is leading to improved teaching and higher standards across the school.

It is not yet an outstanding school because

- Standards in writing are below average and not as good as they are in reading.
- Not enough pupils attain the higher levels in English and mathematics at either Key Stage 1 or Key Stage 2.
- In some lessons the pace of work is not fast enough and teachers do not match work precisely enough to the different abilities of pupils in the class.
- Teaching is not yet outstanding and teachers need more opportunities to share and observe the best teaching. Literacy and numeracy subject leaders do not have enough time to lead their subjects.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, of which four were joint observations with the headteacher and/or deputy headteacher. Four pupils in Years 1 and 2 read their books to an inspector.
- Documents scrutinised during the inspection included the school’s data on pupils’ progress, planning, records relating to behaviour and attendance, and school improvement plans.
- Informal discussions were held with parents as they delivered their children to school and at the weekly coffee morning.
- Meetings were held with pupils, senior and middle leaders, The Chair and former Vice Chair of the Governing Body and with a representative of the local authority.
- Inspectors took account of 12 responses to the online questionnaire (Parent View) and 26 responses from members of staff through the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Joan Beale, Lead inspector

Additional Inspector

David Belsey

Additional Inspector

Full report

Information about this school

- Braybrook Primary School is an average-sized primary school with increasing pupil numbers.
- Two pupils learn each morning at Pupil Referral Unit within the Local Authority.
- A high number of pupils leave or join the school at times other than usual.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below that seen nationally.
- The proportion of pupils from ethnic minorities or who speak English as an additional language is currently in line with that seen nationally but is set to increase.
- The proportion of pupils eligible for the pupil premium (additional funding for certain groups of pupils, in this case those known to be eligible for free school meals) is higher than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than that seen nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is in line with that seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Strengthen teaching so that it is always good and a significant proportion of it is outstanding by:
 - creating more opportunities for teachers to share the strongest aspects of their own practice
 - introducing teaching methods that are similar to those used in other schools where teaching has been deemed outstanding
 - making sure teachers always provide tasks with exactly the right level of challenge for all groups of pupils, especially the most able
 - ensuring learning moves on at a suitably brisk pace and that teachers give pupils enough to do so that they keep working throughout the lesson
- Raise attainment so that standards are in line with national averages in literacy and mathematics by 2014. by:
 - improving the teaching of writing in the Early Years Foundation Stage, so that children get off to the best possible start with their writing and build on this in Years 1 and 2
 - ensuring that pupils across the school receive clear guidance on how to improve their writing in all subjects, not just in literacy
 - ensuring that the subject leaders for literacy and numeracy have enough time to lead improvements in their subject areas and to monitor the impact these then have.

Inspection judgements

The achievement of pupils is good

- The large majority of children start school with skills and abilities that are much lower than those expected for their age. The standards they reach by the time they leave in Year 6 represent good progress from their individual starting points. Parents and carers agree that their children are making good progress.
- Children get a good start in the Reception Year. Many join school with low level communication and language skills and weak personal and social skills. They make good progress in these areas subsequently because the provision they receive is good. They take part in a range of stimulating activities across all the areas of learning, with a good balance of teacher-led and child-initiated learning. Despite this, because of their difficulties, many children enter Year 1 with skills that are still below those expected for their age.
- Pupils' good progress across the school has led to improved standards for the past three years and the school has been named as one of the 100 top performing schools by the Minister of State. Although standards remain below average in both English and mathematics, school tracking data shows that the current Year 6 and subsequent year groups are likely to achieve better than last year and that standards will continue to rise steadily.
- The school tracks pupils' progress carefully. It quickly spots any pupils who need extra help and makes sure that they get the right support. The school is using additional funding effectively to narrow the gap between the achievement of pupils eligible for the pupil premium and other pupils. This funding is used to employ both extra teaching assistants and well qualified teachers to support these pupils in reading, writing and mathematics.
- Pupils who are disabled or who have special educational needs and the small number who speak English as an additional language make at least expected and often good progress. Well constructed learning activities are provided for these pupils, and these are quickly adjusted if any pupil has difficulty understanding what they are expected to do and learn.
- Two pupils currently learn each morning at a Pupil Referral Unit. There are good systems in place to support the learning and progress of these pupils.
- Pupils' reading skills are improving as a result of the high priority that is given to reading in all classes. The youngest children have a well taught daily lesson, which focuses on learning the sounds that letters make. This is continued into Years 3 and 4. Writing standards, however, are weaker. Many pupils find it difficult to maintain accurate grammar and punctuation in longer sentences and cannot consistently spell simple words accurately.

The quality of teaching is good

- Teaching is mostly good. This represents an improvement on the quality of teaching at the time of the last inspection. As a result pupils are now making good progress over their time at school. Writing in The Early Years Foundation Stage is not taught in a structured enough way to allow children to gain all the skills they need before they start Year 1.
- Teachers explain clearly to pupils what they are going to learn and how they can make their

learning successful. Lesson plans usually include teachers' assessments of work pupils have previously completed and details of the activities organised for different groups. In a Year 3 maths lesson, work was particularly well matched to the needs of different pupils. More able pupils worked independently on subtraction problems, and confidently chose their own method to solve these. Other groups worked on their own with carefully designed resources to help them learn whilst a third group was taught directly by a teacher who supported their learning very well.

- Not all teachers plan and organise their teaching as well as this. In a small number of lessons, when work is not well matched to the needs of different pupils and pace slows, pupils' progress is less good.
- Teachers' have good subject knowledge. This is evident not only in the accurate teaching of phonics (the sounds that letters make) and mathematics but also in the good quality work pupils produce in other subjects. In a Year 6 lesson pupils were very well supported and guided by their teacher's knowledge and skills to make film clips about endangered species and environments.
- In the best lessons teachers use questioning very well to encourage pupils to think more deeply about their learning. However the use of questioning to engage the pupils, check understanding and challenge them to develop further their thinking further is not consistently good across the school.
- Support staff are used effectively. They have good subject knowledge and the quality of their teaching is consistently good. They give very effective support to pupils who need it, including disabled pupils, those who have special educational needs, those in receipt of pupil premium funding and pupils who speak English as an additional language.
- Marking is generally good, with most teachers informing pupils about how well they have done and exactly what they need to do to improve. However the feedback pupils receive for their writing in literacy lessons is better than they receive for writing in other areas of the curriculum.

The behaviour and safety of pupils are good

- Behaviour around the school and in lessons is good. Teachers expect pupils to be on their best behaviour at all times and they respond well. Teachers act quickly to support any pupil with a behavioural difficulty.
- Pupils enjoy school, show enthusiasm for their learning, and concentrate and work well, both independently and in groups.
- Pupils are kept safe at school and say that the school is a friendly place where people get on well with one another.
- Pupils understand the importance of keeping themselves safe and are aware of the different forms of bullying. Pupils reported that bullying and any incidents of unacceptable behaviour are rare and they understand the code of conduct the school expects.
- Strong relationships between adults and pupils and good care and support are seen in all classes. In Reception classes members of staff provide good role models to help the youngest

children to develop positive personal and social skills.

- Assemblies, teaching programmes and the very thoughtful ethos of the school all support pupils' spiritual, moral, social and cultural development well. Pupils also know the importance of treating everyone as equal, whatever their background or beliefs.
- Attendance is in line with the national average.

The leadership and management are good

- The headteacher and deputy headteacher provide effective leadership, which is ensuring a continued rise in standards in the school. Staff work well as a team and all are committed to the further improvement and continued success of the school.
- Leaders know how the school is performing and have identified the right priorities for improvement. Pupils' progress is tracked systematically through the collection of data and meetings are held regularly with staff to discuss their assessments and to check if pupils are doing well enough.
- Both senior and subject leaders undertake regular observations of teaching and this has helped to bring about improvements in its overall quality. The subject leaders for mathematics and literacy have benefitted from good training opportunities but do not have enough time to systematically assess the effectiveness of recent or planned improvements.
- Targets set for teachers are rigorous and their performance is carefully managed. Decisions made about teachers' salary progression are based on the quality of their teaching and the progress of their pupils.
- Teaching programmes are well balanced and relevant to pupils' needs. They are enhanced by clubs held at lunch time and after school, which are well attended and enjoyed by pupils. These activities contribute well to the school's good provision for pupils' spiritual, moral, social and cultural development. A choir has recently been formed and pupils were heard to sing with enjoyment and enthusiasm.
- Partnerships with parents are good. Parents spoken to informally spoke highly of the school 'It's a wonderful school' said one. There is a strong partnership with the local authority, which has helped promote the good improvements made since the last inspection.
- **The governance of the school:**
 - Governors are closely involved in the life of the school. The Chair of the Governing Body and other experienced governors have a good knowledge of its work. They are aware of the quality of teaching, and they know what is being done to improve it. They play a full part in the management of teachers' performance and make informed decisions about salary increases. Robust procedures for safeguarding meet statutory requirements. Governors ensure that the school's budget is tightly managed. They know that pupil premium funding is being spent on carefully targeted additional provision and that this is improving pupil outcomes. Governors ensure that they receive the professional training they need to develop their roles further and receive detailed reports on standards that allow them to compare their school with others nationally.

What inspection judgements mean

| School | | |
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| 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 | 110735 |
| Local authority | Peterborough |
| Inspection number | 401148 |

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 | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 236 |
| Appropriate authority | The governing body |
| Chair | Mike Edwards |
| Headteacher | Nikki Lamond |
| Date of previous school inspection | 25 May 2010 |
| Telephone number | 01733 232159 |
| Fax number | 01733 370325 |
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