

Brayton Church of England Voluntary Controlled Infant School

Brayton Lane, Brayton, Selby, North Yorkshire, YO8 9DZ

Inspection dates 30 April–1 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The stimulating activities in the Early Years Foundation Stage give children a good start to their education and they make good progress from their individual starting points.
- Attainment at the end of Year 2 is above average in reading, writing and mathematics and has been for the last three years.
- Pupils of all abilities make good progress in reading, writing and mathematics. Disabled pupils, those who have special educational needs and those who are eligible for pupil premium funding also make good progress because they are aided by highly effective support work.
- Overall, the quality of teaching in Key Stage 1 is good and is strongest in reading and writing.
- Behaviour is good and pupils are keen to learn in lessons. Pupils say they feel safe in school.
- The effective headteacher is developing a strong new leadership team, which is moving the school forward by tackling the weaknesses in achievement, teaching and learning quickly and effectively.
- The governing body understands the strengths and weaknesses of the school and holds the school to account by assessing its performance rigorously through challenge and support.

It is not yet an outstanding school because

- Teaching is not consistently good or better in Key Stage 1, especially in mathematics.
- Pupils do not always have enough time in lessons to get on with their work and, especially, to apply their skills and knowledge during mathematics lessons.
- Teachers do not adjust tasks and add extra challenge during lessons to ensure pupils make outstanding progress, especially the more-able pupils.
- Marking does not show pupils what they have to do next and pupils do not have enough opportunities to improve their work.

Information about this inspection

- The inspectors observed 16 lessons, three of which were conducted jointly with members of the school’s leadership team. The inspectors also made a number of shorter visits to classrooms.
- Inspectors analysed pupils’ work and the school’s data about their attainment and progress.
- A formal discussion was held with pupils across Key Stage 1 as well as informal conversations during lessons and at break times.
- Meetings were held with members of the governing body and with senior and middle leaders. A meeting was also held with a representative from the local authority.
- Pupils read to inspectors and talked to them about the types of books they enjoy.
- Inspectors analysed a range of documentation including: safeguarding records and those relating to pupils’ behaviour and attendance; records of the monitoring of teaching and pupils’ learning; the school’s self-evaluation and improvement plans.
- Inspectors took account of 25 responses from the online questionnaire (Parent View) and discussions with parents carried out during the inspection.
- Fifteen staff members completed the voluntary staff questionnaire.

Inspection team

Julie Harrison , Lead inspector

Additional Inspector

Sarah Quinn

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The majority of pupils are from White British families.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is very low.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals, those in local authority care or whose parents are in the armed forces) is well below average but has risen gradually during the past three years.
- The school has received awards including the Rights Respecting School Award and the Fairtrade Award to enhance its global dimension.
- Since September 2012 the headteacher has taken on the role of the acting headteacher at Brayton Community Junior School.

What does the school need to do to improve further?

- Raise the quality of teaching in Key Stage 1, especially in mathematics, so that it is consistently good or better in order to raise achievement by:
 - making sure that, during lessons, tasks are adjusted to ensure they are always hard enough and challenge pupils to make as much progress as possible, especially for the more-able pupils
 - ensuring pupils have enough time and opportunities to apply their skills and knowledge in lessons, especially in mathematics
 - improving the quality of marking so that pupils know what they have to do next, and providing the opportunity to improve their work.

Inspection judgements

The achievement of pupils

is good

- The majority of children start school with skills and understanding expected for their age, although some social skills are lower. In the Early Years Foundation Stage children make good progress, with some making accelerated progress because the school assesses their ability promptly. Their progress is tracked closely and activities planned at just the right level with extra help for any who may start to fall behind.
- Previous high attainment in Key Stage 1 declined in reading, writing and mathematics in 2012, although it remained just above national expectations. Mathematics was not as high as reading and has declined over the last three years. This decline has quickly been addressed through additional sessions for pupils needing extra help, although in class time is not always available to apply their skills. Nevertheless, pupils are making good progress in reading, writing and mathematics from their individual starting points. Current attainment is rising and is above national expectations.
- The results of the phonics screening test for Year 1 pupils last year were well below national expectations. Response was prompt with the introduction of a new scheme to teach pupils their letters and sounds. This is reaping benefits and attainment for the current Year 1 is above expectations. Additionally, the current Year 2 pupils have improved their skills and closed the gap identified in their previous results.
- Pupils enjoy reading fiction and non-fiction books. They tackle unfamiliar words with confidence using their improved understanding of letters and sounds. The more-able pupils read out loud with expression and fluency.
- Disabled pupils and those with special educational needs make good progress from their starting points due to well-targeted support which meets their individual needs, particularly in phonics and mathematics.
- The pupil premium funding is being used effectively to provide extra help for pupils known to be eligible for free school meals. As a result, their current attainment in English and mathematics is above national expectations. Their progress is better than that of non-free school meal pupils.
- By the time the pupils leave Year 2 they have good literacy, numeracy and other relevant skills to equip them well for the next stage of their education.

The quality of teaching

is good

- Teaching is good and it is evident from data and pupils' books that it is ensuring pupils make good progress.
- The quality of teaching and provision in the Early Years Foundation Stage is consistently good and some lessons are outstanding, which accelerates children's progress. Staff have high expectations and are rising to the challenge of the new national targets (Early Learning Goals). The vibrant classroom and imaginative activities ensure children enjoy learning. Tasks are exciting and challenging so that children try hard and succeed.
- The quality of teaching in Key Stage 1 is good overall but stronger in literacy than mathematics.
- In the good or better lessons teachers provide different tasks for the variety of abilities in their class and always expect the best from their pupils. The pace is brisk and teachers check that when a task is completed another is available to sustain the pupils' progress.
- When teaching is less effective, teachers do not spot when a pupil is ready to move on or give time to apply their knowledge, and this slows down progress, especially for the more-able pupils.
- Reading is taught successfully. The teaching of letters and sounds is organised most effectively. Pupils in Years 1 and 2 are mixed and taught in small ability groups daily. Sessions are practical and enjoyable and this is having a positive impact on pupils' spelling and writing.

- Sometimes in mathematic lessons time is not used efficiently and pupils are not given enough opportunity to learn new skills and then apply them, for example in solving problems.
- Teaching assistants provide support and challenge where they are most needed. They show good subject knowledge when leading individual and small-group activities, especially in phonics and mathematics. These boost the learning of disabled pupils and those pupils with special educational needs, those who are eligible for pupil premium funding and those causing concern. Staff enhance these pupils' confidence and basic skills and enable them to make good progress.
- Teachers' marking is not consistent across Key Stage 1. The best practice includes good-quality feedback, highlighting strengths and next steps for improvement, but there is little evidence that shows pupils have understood these or used the marking to improve their learning.

The behaviour and safety of pupils are good

- The school's ethos is calm, friendly and orderly. Behaviour is good in classrooms and the playground areas. Pupils usually listen carefully to teachers and others. They move around the school with care and consideration for others, especially on the stairs. Playtimes are stimulating breaks due to the variety of equipment available which is used sensibly by pupils.
- Staff follow the new behaviour policy and manage behaviour well. As a result, pupils are clear about what is expected of them. There have been no exclusions.
- Pupils have positive attitudes to learning and they work collaboratively together, sharing and taking turns. On the few occasions where teaching is weaker, some pupils lose concentration and low level misbehaviour occurs.
- Pupils feel safe and know how to look after themselves. They have a good understanding of different types of bullying and know it is unkind to call others names or upset them. Pupils see this as a friendly and kind school and parents share their views.
- Pupils are happy to come to school and attendance is above the national average with no persistent absentees due to the implementation of effective strategies to support attendance.

The leadership and management are good

- The headteacher's aspirations for the school are shared by staff, governors and parents. She is a forward thinking, highly motivating and inspirational leader. The subject leaders have developed their responsibilities and the school is well placed to move forward.
- The school's monitoring of pupils' progress and evaluation of its performance is accurate. Findings inform the development plan, which focuses on the relevant weaknesses linked to raising attainment. The school undertakes relevant actions to improve weaknesses quickly and effectively as is seen in the response to raise pupils' skills in letters and sounds.
- The leadership team is skilled and accurate in observing teaching and recognising strengths and areas for development. They feedback to staff in a highly professional manner, which leads to improvement in teaching and learning. Only a few minor weaknesses remain.
- Teachers are set targets linked to their teaching skills and the progress pupils in their class make. The resulting training requirements have been enhanced by shared training with the junior school staff. Salary awards are linked to the achievement of targets.
- The curriculum is stimulating, exciting and takes into account the pupils' interests. It meets all the pupils' needs and helps them to develop their skills while preparing them to live in a diverse society. It makes a strong contribution to the pupils' spiritual, moral, social and cultural development through worship, visits, music, art, global opportunities and visitors. During the inspection teachers from the Zambian link school were visiting and they had brought artefacts from their Zambian pupils to develop the pupils' global awareness.
- The school works very closely with parents and keeps them fully informed on a regular basis. This includes parents of pupils who have social, emotional or behavioural concerns. The special educational needs leader provides good advice and support, often in liaison with other

professionals. The pupils learn to manage their own behaviour and play a full part in school life. Parents hold the school in high regard as shown in Parent View and discussions with parents.

- The school meets the needs of all its pupils, who have the opportunity to succeed without discrimination whatever their ability or individual needs. The school meets safeguarding requirements.
- The local authority has a good relationship with the school and offers support as needed.
- **The governance of the school:**
 - The governing body is well led and informed through high-quality reports from the headteacher and the governors' own systematic visits to school. Governors check on pupils' progress and hold the school to account by analysing the performance data. They understand the school's strengths and weaknesses by monitoring rigorously the school's self-evaluation and the school development plan. They evaluate the use of the pupil premium funding and the impact of the phonics and mathematics intervention on current standards. They have a good understanding of the quality of teaching and check that pay awards are linked to performance targets.

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

Unique reference number	121554
Local authority	North Yorkshire
Inspection number	413344

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Chris Rodgers
Headteacher	Alison Smith
Date of previous school inspection	13 July 2010
Telephone number	01757 704581
Fax number	01757 290792
Email address	headteacher@brayton-inf.n-yorks.sch.uk

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