

# Braybrook Primary School

Braybrook, Orton Goldhay, Peterborough, Cambridgeshire PE2 5QL

## Inspection dates

14–15 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Too few pupils reach national expectations in reading, key writing skills and mathematics by the time they transfer to secondary school at the end of Year 6.
- Pupils' progress as they move through the school from one year group to the next varies too much.
- Recent improvements in teaching and learning need longer to become fully established.
- The teaching of some elements of mathematics, such as reasoning, is not secure.
- A few teachers do not recognise when pupils understand and are ready to move on in their learning.
- Some teachers fail to correct pupils' misconceptions in lessons, so pupils are left confused.

### The school has the following strengths

- The headteacher's strong and decisive leadership, ably supported by the deputy headteacher and governors, is improving the quality of education provided by the school.
- The stimulating curriculum engages pupils so that they want to learn.
- Children get a good start to their education in the Reception class, so they are well prepared for Year 1.
- Pupils' personal development, behaviour and well-being are good. Pupils say that they feel safe and well cared for in the 'Braybrook family'.

## Full report

### What does the school need to do to improve further?

- Raise attainment in reading, elements of writing and mathematics at the end of Year 6, by ensuring that pupils make sufficient progress in every year as they move through the school.
- Improve the quality of teaching, so that it is good or better throughout the school, by ensuring that teachers:
  - fully understand, and implement successfully, the school's changes to teaching and learning
  - have sufficient mathematical knowledge and understanding to effectively teach aspects such as reasoning
  - regularly check on how well pupils are learning and reshape tasks if pupils are ready to move on
  - recognise pupils' misconceptions and correct them more quickly.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Everyone – staff, governors, parents and pupils – talks about the ‘Braybrook family’. One member of staff stated, ‘I have never worked in a school that has such a strong bond between staff, pupils and parents.’
- The headteacher’s high expectations of everyone, including herself, drive the school forward. She has established a school culture where pupils truly strive to ‘be the best they can be’. Other leaders, governors and staff share her resolve. Every member of staff responding to their online survey agreed that the school has a culture that encourages calm and orderly conduct and is aspirational for pupils.
- Braybrook is a fully inclusive school; all pupils are welcomed into the school family. As a result, new pupils settle quickly and thrive.
- Leaders’ clear understanding of the school’s strengths and areas to improve ensures that energy and resources are targeted in the right areas. All staff responding to their survey agreed that they have a clear understanding of the goals the school aims to achieve.
- The headteacher and deputy headteacher form an effective team. They lead by example. Together they drive school improvement, for example in reading and writing.
- The headteacher’s determination to improve the quality of teaching and learning is clear. Over time, teaching is improving. Regular checks ensure that teachers know what needs to improve. Suitable training is provided. Performance management is effective. However, not enough time has passed for all teachers to absorb and perfect some of the new and recently introduced approaches in teaching, particularly in mathematics. As a result, the progress pupils make is uneven. This is exacerbated because, despite the school’s best efforts, the recruitment of high-quality teachers is difficult.
- Subject leaders’ impact is effective. The headteacher has ensured that the right people are in the right roles. Expertise, such as that of the phonics leader, is used successfully. Improvements, such as in phonics, result from good training. Any weaknesses, such as in spelling, are quickly identified and effective steps taken.
- Staff morale is high. All staff responding to their online survey said that they were proud to be members of staff and agreed that the school is well led and well managed. One stated, ‘The new headteacher is supportive and encouraging of teachers.’ They agree that leaders do all they can to ensure that staff are motivated, respected and effective.
- Pupils said that the ‘imaginative learning projects’ (curriculum topics) are ‘fun and interesting’. They like the intriguing activities that often start new topics and arouse their curiosity. For example, one morning they arrived at school to find aliens had landed. Further enrichment is provided by a good range of visits and visitors. Parents are involved too, for example providing a panel to judge pupils’ sweet bar designs.
- Pupils’ spiritual, moral, social and cultural development is strong. They are very caring of one another. Despite the relatively high number who join or leave during their

primary years, the school is a very harmonious community.

- Pupils' clear understanding of British values starts from the way they are treated by staff and governors. They understand 'democracy' because they see it in action when they are asked for their views and those views are acted upon.
- Inclusion is well managed. Each pupil's needs are assessed and support provided. The funding for pupils who have special educational needs and/or disabilities is spent effectively. New pupils get the help they need to settle quickly.
- Additional pupil premium funding is used effectively. Extra help is tailored to each individual, checked to ensure that it works and changed if not. Pupils receive access to a wider range of opportunities, such as visits.
- Additional primary school physical education and sports funding is used well. Pupils participate in extra activities, such as tennis and street dancing. In their online survey, nearly all pupils agreed that the school encourages them to look after their physical health.
- In the recent past, the local authority has given the school good support. Although teaching and learning require further improvement, changes already made have impacted positively on both.
- Links with other schools benefit staff. For example, mathematics subject leaders are working together to improve relatively weak aspects, such as the teaching of reasoning.
- The positive relationship with parents is very beneficial. In Reception, parents like the online assessment that enables them to see how their children are learning in 'real' time and to contribute themselves. Parents with older children say that they like the new longer conversations about their children's progress and how they can help at home.

## **Governance of the school**

- Governance is effective. In the recent past, governors have benefited from working closely with the local authority to better understand their roles and responsibilities.
- Governors have a clear understanding of the school's strengths and areas for improvement. For example, they know that elements of mathematics need to improve.
- Governors hold school leaders to account for ensuring that the school is improving. They make good use of the information provided by leaders. They visit regularly to form an independent view and have greater insight into how the school functions.
- Spending decisions are firmly rooted in the best interests of pupils. For example, the recent improvements in the teaching of reading have been supported by significant investment in books, to give pupils a greater variety and range. Family liaison officers are seen as very good value for money. Governors say, 'They pick up children and families immediately, that same day. If we had to refer, it could take weeks.'
- Governors check that additional funding, such as the pupil premium, is used effectively. They know the impact on both pupils' personal and academic development.
- Governors oversee the performance of staff, including the headteacher, closely.

## Safeguarding

- The arrangements for safeguarding are effective.
- School leaders and governors, by their own actions, demonstrate that they give safeguarding a high priority. They have created a culture where staff work closely together to promote pupils' safety and welfare.
- Leaders ensure that training, such as in child protection and the 'Prevent' duty, is up to date. As a result, all staff have a good awareness of what to look for in order to keep pupils safe.
- Staff said that they are confident in raising any concerns. Parent liaison officers, in particular, work very closely with families.
- The overwhelming majority of parents responding to their online survey agreed that their children are safe in school.
- The school swiftly involves outside agencies should action be needed to address any concerns or seek help to support vulnerable families.
- Documentation is comprehensive and detailed. Checks on the suitability of staff, governors, volunteers and contractors are thorough.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching varies across the school in different classes and subjects. As a result, in some year groups pupils do not make the progress they should. Work seen in pupils' books, the school's information about pupils' progress and attainment and the school's records of teaching and learning confirm this.
- Some recent improvements to teaching and learning, for example in the teaching of reading and spelling, need longer to become fully embedded.
- There are limitations in some teachers' mathematical subject knowledge, such as how to teach problem-solving and reasoning. Leaders identified this and extra training is beginning to make a difference. Even so, teaching is not yet consistent across classes.
- In lessons, teachers sometimes fail to recognise when pupils do not understand and need to go over their learning, or when they have understood and are ready to move on. Both have an adverse impact on pupils' learning.
- Relationships between staff and pupils are positive. As a result, lessons run smoothly. Nearly all pupils responding to their online survey agreed that their teachers encourage them to be friendly towards other pupils and that pupils behave well in lessons.
- Teachers deploy teaching assistants effectively. In phonics lessons, for example, clear training and preparation mean that they know what to do and what pupils are expected to learn.
- Staff teach speaking and listening skills well. Lessons regularly include opportunities for pupils to articulate their ideas and learn from one another.
- Reading skills, previously a weakness, are taught more effectively. In Reception, for example, children know the meaning of terms such as 'trigraph' and enthusiastically search for words including blends such as 'ear'. Staff make reading fun, for example

with 'pyjamas evening', when families return in the evening and staff tell bedtime stories.

- The teaching of writing is good. Skills are taught and then practised in real and relevant writing activities across other subjects.
- The teaching of mathematics is improving. The subject leader identified weaknesses in the teaching and worked with leaders in other local schools to create a plan of action, which is being implemented.
- Homework is used mostly to practise and improve basic skills or research for future lessons. Four in every five parents responding to the survey agreed that it is appropriate.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Nine in every 10 parents responding to the online survey agreed that their children are happy at school. Nearly every pupil responding to their survey agreed that they enjoy school.
- Pupils' positive attitudes contribute to their learning. They want to learn and try hard in lessons. Only rarely do they lose concentration, for example when their teachers do not recognise that they need extra help or that they understand and are ready to move on.
- Staff successfully promote pupils' positive work ethic. Pupils talk about 'being the best I can be' at whatever they do. This has a positive impact on every aspect of school life.
- A genuine warmth exists between staff and pupils. They all recognise themselves as members of the 'family'. They help each other, particularly those who are younger. 'Ambassadors' help those new to the school to settle in and find their way around.
- Pupils welcome the many opportunities to take responsibility. Pupils' pride in being chosen for leadership roles such as 'prefect' or 'house captain' is self-evident, as is their desire to make a difference. They proudly say, 'We give other children a good example.'
- Family liaison officers provide a 'bridge' between home and school. They work closely with parents to remove barriers to learning and promote attendance. They also provide beneficial training for parents. They support and encourage vulnerable pupils to play a full and active part in school life and help ensure that they make a positive transition to their next school.
- Pupils' well-being is given a high priority. Pupils thrive because support is tailored to their needs. For example, those who will benefit start the day with calming activities so that they enter class ready to focus on learning.
- Pupils said that they feel safe in school. This is confirmed by their online survey. They said that bullying is rare but, if it happens, staff resolve it quickly. They are very confident that, if they were worried, 'trusted adults' would resolve their problems quickly.
- Pupils' good understanding of how to stay safe, whether using the internet or crossing

the road, is the result of regular reminders.

## Behaviour

- The behaviour of pupils is good. A very high proportion of parents responding to the online survey agreed that the school makes sure its pupils are well behaved and deals effectively with bullying. Pupils, too, stated that behaviour around the school is good.
- Right from Reception, children quickly learn the school's strong values that promote good behaviour.
- Pupils respond well to praise and reward. For example, they enjoy sitting at the front in assembly or being rewarded for good behaviour with special lunchtime fun activities.
- Pupils work and play together well. In class, they enjoy opportunities to participate in a group, share ideas and help one another. In the playground, they mix well.
- Pupils move around the school sensibly and safely. They have good manners, invariably hold the door open for others and are very respectful towards adults.
- Pupils take pride in themselves, their workbooks and their school. They treat equipment with care and help keep the school tidy.
- Attendance is broadly average. It has improved since the appointment of the headteacher, particularly that of disadvantaged pupils, for several reasons. Family liaison officers robustly support families who struggle to get pupils to school. They offer advice and practical help, always with the expectation that parents ultimately take responsibility. Parents said that the before- and after-school care is very helpful. Pupils said that they look forward to these enjoyable opportunities to chat and play with friends.

### Outcomes for pupils

### Requires improvement

- Over the last three years, standards in reading, writing and mathematics at the end of Year 6 have been below the national average.
- Current assessment information indicates that pupils' attainment in reading, writing and mathematics is improving, although there remains room for further improvement.
- Attainment is improving most in the younger classes because teachers from Year 1 onwards are building on the good start these pupils now receive in Reception.
- Attainment in phonics has improved recently. The good foundation given in Reception means that, right from the start, children acquire and use good phonics skills.
- Progress made by pupils as they move through the school has been variable over time. Progress of pupils currently in the school is improving, although inconsistencies remain within and between year groups. The majority of pupils are making the expected progress and an increasing proportion of the most able pupils, including the most able disadvantaged pupils, are exceeding the expected progress. This is because the quality of teaching is improving.
- Pupils from minority ethnic groups and those who speak English as an additional language make good progress. The strong focus on building their understanding of

English quickly means that they rapidly acquire the skills to flourish.

- Disadvantaged pupils currently in the school make similar progress to other pupils in the school.
- Progress in reading is improving. Recent staff training is very beneficial. Pupils experience a much wider range of stories because of a significant investment in books. Authors visit and explain their craft. Pupils increasingly find reading 'fun'.
- Since the previous inspection, progress in writing has improved significantly. The revised curriculum gives pupils a wide variety of interesting opportunities to write. Wall displays give them examples of high-quality writing to raise their aspirations.
- In mathematics, the clear calculations policy ensures that pupils learn methods accurately and develop these basic skills well. However, there has not been enough emphasis on the development of reasoning, fluency and problem-solving.

### Early years provision

**Good**

- Most children enter the Reception class with skills below those typical for their age group. They make good progress and the proportion reaching a good level of development by the end of Reception is broadly average.
- Children settle quickly so each day gets off to a good start. They know the routines, what to expect and what staff expect from them.
- Children immerse themselves in the good range of stimulating activities. Children love learning. They are inquisitive. They concentrate on the tasks they are given or choose, and persevere if they are difficult.
- Children's personal development is good. Children enjoy being responsible for themselves and managing what they do and how they do it. Staff get children into good learning habits by the time they enter Year 1.
- Children respond positively to the high expectations of staff. The quality of teaching is good. However, the organisation of the setting can mean that children sometimes have limited interaction with an adult.
- Children read well. Staff reinforce their phonics knowledge in other class activities. Children enjoy writing accounts of their activities. They add numbers confidently.
- Children who have special educational needs and/or disabilities make good progress from their differing starting points. They are given the help they need to succeed.
- Adults work well together, for example to teach phonics. Accurate checks on children's progress enable staff to recognise gaps in children's learning and plan suitable activities. Tasks are personalised to each child's needs.
- The relationship with parents is positive. Transition into Reception is well managed. The online assessment is appreciated by parents. For example, they say that they can see what their child has done at school and plan activities at home to support learning.
- Recent improvements are due largely to the leader's good knowledge and understanding of early years provision. Safeguarding is effective and children's welfare needs are met.



## School details

Unique reference number	110735
Local authority	Peterborough
Inspection number	10023517

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Sarah Morton
Headteacher	Emma Green
Telephone number	01733 232 159
Website	<a href="http://www.braybrookprimary.co.uk">www.braybrookprimary.co.uk</a>
Email address	<a href="mailto:office@braybrook.peterborough.sch.uk">office@braybrook.peterborough.sch.uk</a>
Date of previous inspection	31 January–1 February 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is slightly smaller than an average-sized primary school.
- There is one class in each year group except Years 3 and 4, where there are two classes in each year group.
- The majority of pupils, six in every 10, are from White British backgrounds. Of the remainder, the largest group are those of any other White background.
- Approximately one third of pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is above average.
- The overall proportion of pupils who receive support for their special educational needs and/or disabilities is above average.

- A relatively high proportion of pupils join or leave the school during the academic year.
- In 2016, the school met the government's floor standards, which are the minimum expectations of pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates before- and after-school care five days a week.
- An independent pre-school shares the site. It is inspected separately.

## Information about this inspection

- The inspectors visited all classrooms. Some visits were conducted jointly with the headteacher, the deputy headteacher or the numeracy leader. In addition, the inspectors observed small groups of pupils being taught.
- The inspectors looked at work in pupils' books and listened to pupils read.
- The inspectors observed pupils in other activities and as they moved around the school and site.
- The inspectors held meetings with the headteacher, other leaders, teachers, other staff and governors. Inspectors also met with a representative of the local authority.
- The inspectors met with pupils to discuss their experiences at school.
- The views of 57 parents who responded to the online questionnaire, Parent View, were taken into account. The inspectors also held informal discussions with parents. The inspectors considered the views of 21 members of staff and 76 pupils who responded to their online surveys.
- The inspectors looked at a range of school documents and information. These included the school's development plan, checks on the quality of teaching, curriculum plans, minutes of meetings of the governing body and pupils' behaviour and attendance records. The inspectors also looked at arrangements for safeguarding procedures, including relevant records.

## Inspection team

Robert Greatrex, lead inspector	Ofsted Inspector
Liz Kissane	Ofsted Inspector
Mark Neild	Ofsted Inspector
Helen Jones	Ofsted Inspector

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