

# Scarborough, Braeburn Primary and Nursery School

Braeburn, Eastfield, Scarborough, North Yorkshire YO11 3LG

## Inspection dates

21–22 June 2017

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Since the amalgamation of the infant and junior schools, leaders have not acted with enough urgency to bring about the necessary improvements to raise pupils' outcomes.
- The school's self-evaluation is overgenerous. Arrangements to check the quality of teaching lack rigour. Leaders have failed to improve teaching quickly enough. A legacy of ineffective teaching and underachievement remains.
- Governors have not fulfilled their legal responsibility to ensure that the national curriculum is taught. They have not held leaders to account for the school's decline.
- Standards by the end of Year 6 are too low. In all key stages, pupils make too little progress. Disadvantaged pupils underachieve. The use of the pupil premium funding is ineffective.
- Teachers do not make good enough use of assessment information to accurately plan pupils' next steps in learning.
- In all key stages, expectations of what pupils can achieve are too low. Work set for the most able pupils is commonly too easy.
- Pupils do not have the basic literacy and numeracy skills to enable them to access all areas of the curriculum successfully or to prepare them well for secondary school.
- Early years provision is inadequate. Too few children reach a good level of development. Children are not prepared for learning in Year 1.
- Too often, poor behaviour disrupts learning. The management of pupils' behaviour is inconsistent.
- Strategies for engaging parents in helping their children to learn are not successful.
- Leaders' actions to improve attendance have not been successful. Attendance remains below average. Some pupils are absent too often.

### The school has the following strengths

- Effective leadership in English and mathematics is beginning to improve the quality of teaching.
- The school provides well for pupils' welfare. Support for vulnerable pupils is strong.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Urgently improve the effectiveness of leadership and governance by ensuring that:
  - self-evaluation processes are robust and provide an accurate view of how well the school is performing
  - arrangements to check the quality of teaching, learning and assessment and the performance of staff are rigorous and bring about consistently good teaching
  - governors understand all of their legal responsibilities and how well pupils are achieving so that they effectively hold school leaders to account
  - the curriculum is improved so that pupils develop a firm grasp of basic literacy and numeracy skills
  - additional funding for disadvantaged pupils is used effectively
  - pupils develop a good understanding of other countries and cultures.
- Rapidly improve the quality of teaching so that pupils make good progress in reading, writing and mathematics and reach standards that are at least in line with those expected by the end of Year 6 by:
  - making sure that expectations of what pupils can achieve are consistently high in all key stages
  - making sure that information collected from assessing pupils' skills, knowledge and progress is accurate and used consistently well to provide work that is matched to pupils' varying needs and abilities
  - improving teachers' management of pupils' behaviour, so that learning is not disrupted.
- Improve pupils' personal development, behaviour and welfare by:
  - improving attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities, so that it is at least average
  - insisting that pupils give teachers their full attention and behave well in lessons
  - strengthening communication with and participation of parents in their children's learning.
- Rapidly increase the proportion of children who reach a good level of development by the end of Reception Year by:
  - ensuring that teachers use their assessments to set challenging work, plan future

learning and identify precise learning targets for individuals and groups

- making sure that clear routines are established so that the children quickly develop good attitudes to learning
- improving the quality of provision during activities which children choose for themselves, including outdoors
- making sure that the teaching of early reading, writing and number prepares children more effectively for Year 1.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The quality of education provided is inadequate. Leaders have not demonstrated the capacity to improve the situation quickly enough. All groups of pupils, including the most able, disadvantaged pupils and those pupils who have special educational needs and/or disabilities, have made too little progress since the amalgamation of the infant and junior schools. Leaders have not been successful in driving up standards and have not ensured equality of opportunity for all pupils. A legacy of underperformance continues to hamper the school's rate of improvement.
- Governors have been too slow to fulfil their legal responsibility to follow the statutory national curriculum. Only now is it being introduced. As a result, too many pupils have failed to make the progress expected of them in reading, writing and mathematics. Leaders have not ensured that the curriculum provides pupils with opportunities to adequately equip them with the knowledge and skills they will need to be successful in secondary school. Standards by Year 6 are very low.
- Senior leaders, including governors, have an overgenerous impression of the school's effectiveness, including its capacity to improve. Leaders do not accurately compare the school's performance against that of other schools nationally, particularly those in similar challenging circumstances. School leaders and managers are not challenged effectively to improve their leadership and drive improvements in the quality of teaching and learning quickly enough.
- Although leaders have introduced numerous changes in an attempt to improve the quality of teaching, their efforts so far have had too little impact. For example, a new assessment system and curriculum have been introduced. However, these are not applied consistently across the school. Initiatives have not been given enough priority or their impact checked.
- Leaders have not checked the performance of teachers and teaching assistants rigorously enough. Consequently, leaders have failed to identify the correct priorities to improve teaching and pupils' achievement. While some improvement to the arrangements for managing teachers' performance is now evident, this has not had a consistent and positive impact on improving the performance of pupils.
- Leaders closely monitor the use of the pupil premium funding. Additional funds have had a positive impact on the welfare of disadvantaged pupils and on their performance in the phonics screening check by the end of Year 2. However, gaps in attainment and progress between this group and other pupils are not closing quickly enough. High rates of absence continue to hamper their achievement. Governors do not hold the school to account well enough for making sure that disadvantaged pupils achieve well.
- Pupils who have special educational needs and/or disabilities receive a range of support, which is well designed to meet their individual needs. These pupils are fully included in the life of the school. Despite this support, pupils who have special educational needs and/or disabilities make slow progress. The extra funding for special educational needs has variable impact.

- Leaders have created a caring environment. The specialist unit for vulnerable children ensures that pupils feel safe. Leaders have invested much time, effort and resource into the nurture of pupils who face many challenges outside school. The school provides effective support for children who have social, emotional and mental health needs.
- The primary school physical education (PE) and sports funding is used effectively to improve the expertise of staff in teaching PE as well as providing extra-curricular activities. Good use is made of on-site facilities and a swimming coach to enable all children to leave school being able to swim 25 metres.
- Pupils' spiritual, moral and social development and understanding of British values are promoted well through the assembly programme, religious education and the personal, health, social citizenship education (PHSCE) curriculum. Pupils' cultural development, however, is less well developed. Pupils say that they enjoyed their 'diversity day' and learning about the lives of their Sikh, Muslim and Christian visitors. Pupils do not have sufficient opportunities to further extend their knowledge and experience of other countries and cultures.
- The local authority has worked in partnership with the school to try to secure good leadership and governance. Several school reviews have been conducted to identify areas that need development and to monitor the performance of leaders. The local authority advisers are aware of the difficulties that the school faces and have provided good support to leaders. The school benefits from valuable links with an outstanding school to share good ideas which teachers then use in their classrooms. This work has not, however, prevented the school from declining and being judged inadequate.
- The school should not appoint newly qualified teachers.

### **Governance of the school**

- Governance is inadequate.
- The governing body has presided over the amalgamation of the infant and junior schools. The decline in pupils' outcomes demonstrates their lack of capacity to secure improvements.
- Governors have not ensured that the national curriculum and assessment arrangements have been effectively implemented.
- Governors understand performance management procedures, but have not been rigorous in their implementation, rewarding staff for targets that are only partially met.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's arrangements meet all statutory requirements. Leaders have rightly placed the highest priority on making sure that all the school's pupils are safe. The school's policies are up to date, reflecting the latest guidelines. Staff have been fully trained and know the school's procedures well. They are able to identify and support any pupil at risk.

- Inspectors found that staff keep detailed and well-organised records and work well with parents and other agencies to help pupils whose circumstances make them potentially vulnerable. Staff check carefully that those agencies have taken action in response to any referrals the school has made.

## Quality of teaching, learning and assessment

## Inadequate

- Staff turbulence, including long periods of staff absence, has impacted negatively on the quality of teaching. Weak teaching over time has resulted in all groups of pupils making inadequate progress, including in reading, writing and mathematics. The effectiveness of current teaching across the year groups remains too variable. It fails to meet pupils' varying needs.
- Poor teaching over time has resulted in low standards by the end of Year 6. Current teaching is too weak to ensure that the gaps evident in pupils' knowledge and skills are filled. Pupils are not catching up lost ground quickly enough. Pupils are not equipped with the firm grasp of basic literacy and numeracy skills they need in order to be successful at secondary school.
- Expectations of what pupils can achieve are too low. Commonly, teachers set work that fails to take what pupils already know and understand into account. Work for the most able pupils, for example, is often too easy. These pupils are not required to think deeply enough. Less-able pupils are faced with tasks that they are unable to complete. Both these groups of pupils make inadequate progress as a result. Furthermore, this poor match of work often results in pupils becoming restless and off task; their behaviour deteriorates and, on too many occasions, learning is disrupted. Teachers' management of this is not good enough.
- Information from assessing pupils' skills, knowledge and progress is not used to good effect. Teachers' use of this information is inconsistent and often their assessments are too generous. Pupils' performance in external tests, for example, has been well below teachers' own assessments.
- Teachers' feedback to pupils about how to improve their work varies widely between year groups and requires improvement. Pupils are not clear enough about what they have done well and what to do to move forward.
- Staff are responding well to new leaders' actions aimed at improving the quality of teaching. The stronger teamwork evident between teachers and teaching assistants is helping some pupils to improve. Teaching of the mastery of mathematical calculation is improving for example. Phonics teaching in the early years and key stage 1 has also improved. A higher proportion of pupils are now reaching the required standard in the Year 1 phonics screening check.
- Some teaching is good. In art and computing, pupils are taught well. Pupils in Year 5 are doing well. In Year 5 in English, constant checking of pupils' writing by teachers and their assistants enabled pupils to identify errors and find opportunities to add complex vocabulary for themselves.
- Teachers do not make good use of homework to consolidate the learning that takes place at school. The school works hard to encourage greater participation of parents in

supporting learning at home. Some parents value the opportunities to contribute more to their children's learning. Pupils do not read to adults at home often enough. This slows pupils' learning and proficiency.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils are safe and feel safe in school. They report that recently there have been only isolated instances of bullying and that these are sorted out. All pupils know who to turn to if they are unhappy, and they make good use of the specialist staff available.
- Pupils lack a little confidence and determination as learners. They are not always clear about the purpose of the work they are doing or how the school is supporting them. Their attitudes are more dutiful than engaged. When pupils finish their work in class, they are not inclined to ask for more. Pupils told the inspectors that they do not always do homework or read at home.
- Pupils collaborate well in class when asked to work in a pair or small group. They are generally kind to each other, but frequently speak over each other in lessons. During the inspection, younger pupils found it difficult to listen carefully to each other or to adopt appropriate behaviours, for example when answering teachers' questions.
- The school has provided guidance to pupils about how to stay safe online. Pupils recall visitors from the emergency services explaining how to keep safe on the roads and when away from school.
- The school takes steps to encourage pupils to be more independent, such as by acting as 'diversity champions' or applying to join the school council. The school environment is attractive and well maintained. Equipment is provided to encourage pupils to use playtimes constructively.

### Behaviour

- The behaviour of pupils is inadequate.
- Overall, attendance has been below average for the last two years and remains so. Systems and procedures are in place to try to improve attendance. The school is active in working with families of pupils who are absent because of their domestic circumstances, for example. However, too many pupils are regularly absent, particularly disadvantaged pupils and pupils who have special educational needs and/or disabilities. The attendance of different groups of pupils is not checked carefully enough.
- In too many lessons, behaviour is not as good as it should be. Teachers' management of pupils' behaviour is ineffective. The school's 'look like a learner' initiative is not effective. Teachers fail to gain the full attention of pupils. Pupils often lose concentration and become distracted because the work they are given is not an

appropriate level for their varying abilities. This slows learning. Some pupils produce too little or untidy work. Boys, in particular, make the most of occasions when adults do not supervise them. They become involved in silly behaviour which interrupts their concentration and slows their progress.

- The school works hard to establish productive relationships with parents to help them gain a better understanding of how they can help to improve their children's learning. However, this is yet to prove successful in widening parents' involvement across all the year groups.

## Outcomes for pupils

## Inadequate

- Across the key stages, pupils, including disadvantaged pupils and the most able, make inadequate progress from their starting points in reading, writing and mathematics. Standards by the end of Year 6 in 2016 were very low. This reflects poor teaching over time. Pupils' progress in reading was extremely weak.
- Inspection evidence shows that too few pupils currently in Year 6 are working at the levels expected for their age. Although there have been some recent improvements to speed up pupils' progress, progress is still too slow to enable these pupils to catch up quickly to where they should be.
- The proportion of pupils reaching the expected levels at the end of Year 2 in 2016 was much lower than average in reading and mathematics. From their starting points, progress was too slow. Too few pupils currently in key stage 1 are working at the expected levels for their age.
- Disadvantaged pupils underachieve. In Year 6 in 2016, disadvantaged pupils made significantly less progress than other pupils nationally from the same starting points. In the current Year 6, gaps between the achievements of disadvantaged pupils compared to others have continued to widen during their time in school. The school's use of the pupil premium is not effective.
- The most able pupils do not make enough progress. In all key stages, expectations of what they can achieve are too low. Work lacks challenge and, as a result, too few pupils reach their potential in reading, writing and mathematics by the end of Year 2 and Year 6.
- Pupils who have special educational needs and/or disabilities are well supported to help them overcome personal barriers to their learning. Over time, however, they have made very slow progress. Their current progress varies too much between year groups.
- Leaders have placed a strong focus on improving pupils' achievement in reading and, as a result, progress is starting to speed up. New incentives to encourage early reading are proving to be successful. Younger pupils who read to inspectors could apply appropriate phonic knowledge to help them read more unusual or complicated words. Phonics is being taught increasingly well. Pupils are now reading more regularly in school and a love of reading is being fostered. However, for older pupils, a legacy of underachievement remains. Older pupils struggle with aspects of reading, such as decoding unfamiliar words.



- The quality of pupils' handwriting is too variable. Pupils do not routinely take enough pride or care with their written work. Pupils are not clear enough about what they need to do to improve their writing.

## Early years provision

## Inadequate

- In 2016, the proportion of children reaching a good level of development by the end of Reception was significantly below the national average. Although children's starting points are often low, this represented inadequate achievement. School assessment information indicates that a higher proportion of children in Reception currently are working at a good level of development, but this proportion still remains too low. All groups of children make slow progress. Too many children leave the Reception Year ill-prepared for learning in Year 1.
- Children's attitudes to learning are underdeveloped. Routines and procedures are not well established. This results in a slow start to the day and poor use of time during the transition between activities.
- Children do not always behave well, particularly boys. Although children are kept safe and they are taught to share and cooperate, groups of the same gender tend to play together in stereotypical activities. Adults fail to challenge this.
- The learning environment is spacious, bright and welcoming. However, staff do not make the most of the areas available. The choice of equipment or materials provided for children when they are given opportunities to choose activities for themselves is too limited. For example, a large proportion of boys in the Reception class spent much time playing on tricycles and the climbing frame despite almost all of them already being able to demonstrate the expected gross motor skill development. This restricts their learning and progress.
- Early reading, writing and number skills are not taught well enough. There are too few opportunities for children to participate in stimulating activities to consolidate and extend their learning, particularly outdoors. Children cannot play outside during wet weather because they do not have suitable waterproof clothing. This restricts their opportunities to become resilient, inquisitive learners.
- Expectations of what children can achieve are too low and this slows their learning. Teaching is too inconsistent, varying greatly across the Nursery and Reception classes. Staff do not make good use of their knowledge of what children already know and can do or children's interests to plan the future learning activities or identify personal targets for individual or groups of children.
- Adults do know the children well. Procedures to get to know them, and their families, before they start school are improving. However, arrangements to assess children's skills, knowledge and understanding and to track their progress are weak. Teachers' assessments are overgenerous.
- The new leader of early years is very experienced. Her specialist skills in early years provision are helping her to accurately identify priorities for improvement, such as maximising opportunities for more self-directed play, increasing parental involvement and developing closer links between the Nursery and Reception classes.

- Additional staff work closely with individual children, such as disadvantaged children and those who have special educational needs and/or disabilities, to support learning and to help them overcome any difficulties they may be facing. Children's speaking and listening skills, for example, are well supported through the 'every child a talker' initiative. Despite this, weak teaching results in inadequate progress for these groups of children.

## School details

Unique reference number	121316
Local authority	North Yorkshire
Inspection number	10031916

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Mike Tilling
Headteacher	John Palmer
Telephone number	01723 582616
Website	<a href="http://www.braeburnschool.com">www.braeburnschool.com</a>
Email address	<a href="mailto:admin@braeburn.n-yorks.sch.uk">admin@braeburn.n-yorks.sch.uk</a>
Date of previous inspection	27–28 March 2012

## Information about this school

- In September 2014, Scarborough Braeburn Infant and Nursery School expanded. The age range of pupils increased to include those in Years 3 to 6. The junior school that these pupils previously attended closed. The infant school was renamed Scarborough, Braeburn Primary and Nursery School. Since this amalgamation, there have been significant changes in staffing.
- The school is larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils who are known to be eligible for the pupil premium funding is much higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above that seen nationally. A small number of these pupils have an education, health and care plan.

- The school provides full-time places for children in the Reception classes and part-time places for children in the Nursery.
- The school is an Enhanced Mainstream School (EMS) providing outreach support for children who have social, emotional and mental health needs.
- The school does not meet the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school provides out-of-school care in the form of a breakfast club.
- The school is taking part in the local authority 'Achievement Unlocked' strategy aimed at improving outcomes for disadvantaged pupils.

## Information about this inspection

- Inspectors undertook a series of short, focused visits to classrooms and longer lesson observations in each year group. A number of these were conducted jointly with senior leaders.
- Inspectors visited the school's breakfast club and the EMS provision.
- Formal and informal discussions took place with senior leaders, including governors, subject leaders, pupils, parents and two representatives from the local authority.
- Documentation relating to the school's website and safeguarding, including the single central record of recruitment checks, was scrutinised.
- The schools' self-evaluation, plans for improvement and analysis of current pupils' attainment and progress were evaluated.
- Pupils' work in different subjects was scrutinised alongside senior and middle leaders.
- Inspectors observed pupils' behaviour in lessons, during break and at lunchtimes.
- Inspectors listened to pupils read individually.
- Inspectors took into account the 12 responses to Ofsted's online questionnaire, Parent View, and 44 responses from staff to the online survey. Inspectors also took into account the responses to the school's own surveys of parents, staff and pupils.

## Inspection team

Cathy Morgan, lead inspector	Ofsted Inspector
Paul Plumridge	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector

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