

Inspection of Bracebridge Infant and Nursery School

Francis Street, Bracebridge, Lincoln, Lincolnshire LN5 8QG

Inspection dates: 23 and 24 May 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

The school motto of 'being the best that we can be' drives everything that leaders do. This ethos embodies leaders' ambitions and captures the spirit of togetherness that has been created. The improvements that have been made in recent years show the determination that leaders have to bring out the best in everyone.

Pupils enjoy their time at school. They are enthusiastic about their learning. Classrooms are calm, nurturing environments. Pupils behave well. They are polite and respectful. Pupils know what it means to be a good friend. They like spending time with each other. Pupils love getting rewards for following the golden rules and showing the school values.

Pupils feel safe and secure at Bracebridge Infants. As soon as they start school, adults begin to develop children's independence, encouraging them to do things for themselves as much as they can. For example, pupils know they can solve an 'ant problem' on their own because it is only something small, but they must share an 'elephant problem' with an adult because it is something big that really upsets or worries them.

Parents and carers are very positive about the school. They recognise and appreciate the care and commitment of the staff.

What does the school do well and what does it need to do better?

Leaders have responded well to the concerns raised at the previous inspection. School leaders and trustees have worked in tandem to bring about these improvements.

The curriculum is now a strength of the school. Leaders have thought carefully about what they want pupils to know and when they need to learn it. Curriculum plans set out the precise order of learning from when children start in nursery through to when they leave in Year 2. This is the case for all subjects and every area of learning in the early years.

Pupils achieve well in reading. Staff are experts in how to teach the school's phonics programme. They explain how to pronounce the sounds that each letter makes precisely. Staff show pupils how to sound out and blend letters to read whole words. They encourage pupils to do this in their heads if they can. This helps pupils to read fluently. Staff constantly check that pupils are keeping up in phonics lessons and provide support straight away if it is needed. The books that pupils are given to read are matched to the letter sounds they know. This means that pupils can build their confidence and fluency when reading at home.

Children get off to a good start in the early years. Staff know their individual needs well. They teach children how to do things for themselves and encourage them to

become independent. However, not all staff develop children's communication and language skills during free choice activities as well as they might. They do not always take opportunities to check and extend knowledge and vocabulary when children are playing.

Teachers model new learning well. Teachers use an 'I do, we do, you do' approach to ensure that pupils have had the chance to watch and practise before they have a go on their own. This approach helps pupils be successful. In some subjects, such as mathematics, teachers ensure that pupils are able to recall what they have previously learned in detail. However, this is not the case in all areas of the curriculum. As a result, pupils' knowledge of prior learning is not secure in some foundation subjects. They remember the activities they have done rather than the knowledge that they can use again.

The leader with responsibility for special educational needs and/or disabilities (SEND) ensures that staff provide pupils with SEND precise support that is closely matched to their individual needs. Teachers adapt their lessons in the right ways. By making these changes, pupils with SEND access the full curriculum.

Leaders have thought carefully about the values they want pupils to acquire as part of their personal development. Pupils learn about these in 'Together Time'. They know that appreciation is about caring for someone, and patience is about waiting your turn and not rushing. The 'see and be seen' books in the school library represent different backgrounds and lifestyles. They help pupils recognise, value and celebrate difference and diversity. As Year 2 pupils told inspectors, 'It doesn't matter who you are, what you look like or where you're from, we treat everyone the same here.'

Staff feel well supported. They welcome the time that is given for them to complete their subject leadership responsibilities. They appreciate the consideration that is given to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders hold weekly 'safe and well' meetings to check on pupils' welfare. They share the information that staff need to know to keep children safe. Staff are well trained. They can recognise the signs that might show a child's needs are not being met. They know what to do if they are worried. Staff pass on their concerns promptly. Record-keeping is detailed. Leaders involve other agencies when they should. They are persistent when they have to be, so that pupils get the support they need. Trustees check that their safeguarding policy is being followed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, some staff do not take every opportunity to develop pupils' communication skills. They do not consistently extend children's understanding and build their vocabulary through free choice activities or imaginative play. This means that children in the early years do not consolidate and build their language skills as quickly as they might. Leaders must ensure that all staff have the training they need to maximise their interactions with children, so they can consistently develop children's knowledge, skills and vocabulary through talk.
- In some foundation subjects, teachers do not systematically help pupils remember the key knowledge that they need for future learning. As a result, pupils are not always able to recall prior learning. Sometimes, pupils remember activities rather than the knowledge they need to retain. Leaders must review their systems, so that teachers routinely revisit the important knowledge that pupils need to remember and use again.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 139142 |
| Local authority | Lincolnshire |
| Inspection number | 10240972 |
| Type of school | Infant |
| School category | Academy converter |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 86 |
| Appropriate authority | Board of trustees |
| Chair of trust | Robert Pitman |
| Headteacher | Lucy Wilson |
| Website | www.bracebridge.lincs.sch.uk/ |
| Date of previous inspection | 17 and 18 September 2019, under section 8 of the Education Act 2005 |

Information about this school

- Bracebridge Infant and Nursery School is a single academy trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, religious education and physical education. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The lead inspector also visited art and design lessons and spoke to pupils about their learning in this subject.

- Inspectors met with the headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, the early years, behaviour and personal development.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, school improvement plans, records of governance, and documentation relating to pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1 and Year 2 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met the chair and the vice chair of the trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of the Ofsted staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Mark Westmoreland

Ofsted Inspector

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