

# Inspection of a good school: St Peter's Brafferton Church of England Voluntary Aided Primary School

School Terrace, Brafferton, Helperby, York, North Yorkshire YO61 2PA

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Inspection date:

13 July 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

There is a warm welcome as soon as you step into this school. Leaders and staff help to make this school feel like a family. The school motto, 'small school, big heart', is reflected across many aspects of school life. Pupils value the strong relationships they have with staff. Pupils feel listened to and cared for by the adults who look after them.

Leaders and governors have high expectations for all pupils. These ambitions can be seen in the exemplary behaviour pupils show in and around school. Pupils rise to these expectations. Pupils feel safe in school. Pupils have a clear understanding of what bullying is. Pupils recognise that they do fall out with their friends, but that bullying is not a problem here. Leaders' records reflect this. Where incidents are reported, leaders take swift action.

Pupils learn well in core areas of the curriculum, such as reading and mathematics. However, pupils' learning is less secure in subjects such as history and design technology (DT).

Parents are overwhelmingly positive about the school. They celebrate the inclusive and caring ethos that leaders have established.

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

Leaders have developed a clear curriculum in reading and mathematics. This curriculum is ensuring that pupils make a positive start to their learning in core subjects. Pupils at the earliest stages of reading receive focused daily phonics lessons. This journey starts in Nursery, where children enjoy and join in with rhythm and rhyme. In addition to this,

children hear carefully chosen texts as part of the whole-school reading structure. This early enjoyment of reading continues into Reception, where children eagerly read and blend sounds. Staff use the structure and language linked to the phonics scheme confidently when teaching phonics. Older pupils talk enthusiastically about books they have read. In mathematics, the sequenced curriculum is matched to the expectations of each year group. Teachers adapt the curriculum well to meet the needs of mixed-age classes. Children in Nursery make a prompt start to number work. Children delight in recognising number in their learning.

The curriculum in subjects such as DT and history is less structured than in core subjects. Leaders have not mapped out effectively the small steps needed to build sufficient knowledge and skills over time. This makes it difficult for pupils to know and remember more and connect their learning together. The wider curriculum does not address the learning needs of the mixed-age classes as effectively as in core subjects. In addition, leaders have not developed effective ways to check how well pupils are learning the wider curriculum. Leaders, including governors, are aware of the importance of developing the curriculum in these subjects.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders carefully match support plans to pupils' areas of need. Pupils with SEND use a range of resources to access the full curriculum. This is an inclusive school.

Staff build warm and caring relationships with pupils. The newly implemented behaviour policy is having a positive impact across school. Pupils know the golden rules and that they need to be ready, respectful and safe. This encourages good behaviour. Leaders expand pupils' opportunities beyond lessons. For example, pupils take part in a range of music activities. Pupils enjoy both lunchtime and after-school clubs, such as gardening and book club. The personal, social and health education curriculum (PSHE) prepares pupils well for life as they get older. Pupils talk with empathy about equality and the different types of families and relationships that people may have. Fundamental British values are celebrated. Pupils are passionate about accepting that people are different. Pupils take on responsibilities linked to the environment and the Christian ethos of the school.

Leaders prioritise the workload for staff in this small school. Staff reflect positively about the teamwork that is shared across school. A group of committed governors provide appropriate challenge and support effectively to leaders. Together with school leaders, governors engage well with families to create a sense of harmony throughout the school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive timely and appropriate training to keep pupils safe. Staff are knowledgeable about the local risks that pupils may face. Procedures and protocols to keep pupils safe are clear. Leaders and staff are vigilant. Leaders keep timely and focused

safeguarding records. Where necessary, leaders make referrals to safeguarding agencies. Governors are well trained and ensure that training for governors is up to date.

Pupils recognise the many ways staff in school keep them safe. The PSHE curriculum and visits from professionals like the fire service help pupils to understand age-appropriate dangers they might face.

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

### **(Information for the school and appropriate authority)**

- In subjects in the wider curriculum, the small components needed to build pupils' knowledge and skills over time are not clearly mapped out. This makes it difficult for pupils to remember and connect their learning. Leaders need to ensure that the curriculum better identifies knowledge in these areas so that pupils build deep and connected knowledge as they move through school.
- Opportunities to check what pupils know and remember in the wider curriculum are not used consistently. Leaders and teachers do not have a clear picture of how well pupils are remembering the curriculum. Leaders and teachers must develop better ways to check that pupils are remembering the wider curriculum.
- The wider curriculum is not adapted consistently to meet the needs of pupils in mixed-age classes. This limits learning for some pupils. Leaders should work with staff to ensure that the wider curriculum better meets the needs of pupils in mixed-age classes.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

## **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

<b>Unique reference number</b>	121606
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10290100
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Shirley Sowray
<b>Headteacher</b>	Sarah Anderson
<b>Website</b>	<a href="http://www.st-peters-brafferton.n-yorks.sch.uk">www.st-peters-brafferton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	26 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of York.
- The school was previously inspected under section 48 of the Education Act, taking into account the school's religious character, in February 2019.
- The school has nursery provision, including provision for two-year-old children.
- The school offers wraparound care, including before- and after-school provision.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received 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.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and DT. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at planning and met with leaders to discuss history.
- To inspect safeguarding, inspectors spoke to staff, pupils and a range of stakeholders, including governors. Safeguarding documentation was scrutinised, including the safeguarding policies, and the single central record of recruitment checks. Inspectors spoke to pupils and observed relationships between pupils and adults. Inspectors also met with the designated safeguarding lead.
- Inspectors gathered views of parents informally in person and formally through responses to Ofsted's online survey for parents, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through pupil meetings.
- Inspectors spoke with representatives from the governing body, the diocese and the local authority.
- Inspectors observed pupils' behaviour in classes, during breaktimes and at lunchtime.

### **Inspection team**

Emily Stevens, lead inspector

His Majesty's Inspector

Jenny Thomas

His Majesty's Inspector

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