

Inspection of Brayton Church of England Primary School

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

Inspection dates: 23 and 24 April 2024

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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 |

The headteacher of this school is Allyson Buckton. This school is part of The Star Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Yapp, and overseen by a board of trustees, chaired by Nick Sheppard.

What is it like to attend this school?

Brayton Church of England Primary School has improved significantly in recent years. New leaders, with the support of the multi-academy trust, have successfully addressed previous weaknesses within the school. Staff and pupils are proud to be part of this friendly school. Many of them told inspectors that it feels 'like a family.'

The school has designed an ambitious curriculum, including for pupils with special education needs and/or disabilities (SEND). This starts when pupils first enter the early years. Pupils are starting to benefit from the stronger curriculum that leaders have introduced. There are a small number of subjects where the curriculum is new or still needs refining.

Pupils are happy and safe. They are proud of their school. Pupils attend well and come to school enthusiastic to learn. Lessons are rarely disrupted by poor behaviour. Pupils are kind to each other and bullying is not tolerated by either staff or pupils.

Pupils and staff treat each other with respect. The relationships between pupils and staff is a real strength of the school. The Christian ethos of the school helps pupils to develop both spiritually and morally.

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

School leaders have prioritised the development of the curriculum. Subjects such as English and mathematics are now well established. Staff regularly check what pupils know and use assessment to identify pupils who may need additional support. In a small number of foundation subjects, there is still work to do. In these areas of the curriculum, the school still needs to identify the most important knowledge that pupils need to know and remember.

The reading curriculum starts when pupils first enter the school in early years. Children in the Nursery class learn to identify the sounds they can hear in the indoor and outdoor learning environments. The formal phonics programme starts as soon as children join the Reception class. Staff training ensures that there is a consistent approach to the teaching of phonics. Pupils read books that match the sounds that they know. Pupils who are at the early stages of reading receive the support they need. However, the activities pupils are given to practise their writing do not secure accurate letter formation. This means that some pupils in Reception and key stage 1 cannot form letters accurately.

Staff in the early years have created an environment that supports the children's needs. The relationships between adults and children are strong. Children show positive attitudes toward their learning. Leaders have identified the important knowledge children need to learn to be ready to move into key stage 1. Children get the opportunity to practise what they have been taught through carefully chosen activities.

Pupils' additional needs are identified quickly. These pupils benefit from appropriate adaptations, where needed, to enable them to access and learn the curriculum. The school has ensured that staff have the training they need to support these pupils.

The school has high expectations of pupils' behaviour and attendance. The behaviour policy is well understood by staff and pupils. Lessons are rarely interrupted by poor behaviour. Pupils work effectively both in groups and independently. Most Pupils attend well and enjoy learning and spending time with their friends.

The school has taken steps to strengthen the personal development of pupils. This includes introducing a new curriculum for personal, social and health education. Pupils learn about people from different backgrounds and with different religious beliefs. Pupils show high levels of respect for others. However, some pupils have gaps in their knowledge of fundamental British values and the protected characteristics under the Equality Act 2010. The school needs to ensure that all aspects of the personal development offer work together to prepare pupils for their life in modern Britain.

Those responsible for governance are knowledgeable about, and committed to, the school. They have a detailed understanding of the quality of education that pupils receive. Governors provide effective challenge and support to school leaders. The school has taken swift and effective action to address weaknesses that previously existed. They have been well supported by the multi academy trust.

Staff are united by the vision of school and trust leaders. The culture of the school has been galvanised in recent years. Staff workload and well-being has been prioritised. Staff feel valued and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school's curriculum does not identify the most important knowledge that pupils need to know and remember. Pupils do not build a consistent depth of knowledge across all areas of the curriculum. The school should ensure that the most important knowledge that pupils must know and remember across all areas of the curriculum is clearly identified.
- In the early years and in key stage 1, some pupils are set writing tasks that do not match their phonics knowledge. Where this is the case, pupils cannot write or use letters accurately. The school should ensure that pupils get frequent opportunities to practise letter formation that is matched to their phonic knowledge in order to be ready for the next stage of their education.

- The different elements of the school's personal development offer do not align to ensure that pupils develop a rich set of experiences and have an age-appropriate understanding of the protected characteristics or fundamental British values. Sometimes opportunities are missed to fully develop pupils' understanding of these aspects of their development. The school must strengthen its oversight of pupils' wider personal development and ensure that pupils understand this important knowledge so that they are well prepared for life in modern Britain.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium_funding](#) this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 147521 |
| Local authority | North Yorkshire |
| Inspection number | 10323111 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 395 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nick Sheppard |
| Headteacher | Allyson Buckton |
| Website | braytonprimary.com |
| Date of previous inspection | 17 June 2021, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of The Star Multi Academy Trust.
- The school do not use any alternative providers of education.
- Brayton Church of England Primary School is part of the Diocese of York. The most recent section 48 inspection took place in January 2023.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with the headteacher and senior leaders responsible for safeguarding, behaviour, attendance, personal development and early years.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, religious education and history. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they have completed.
- Inspectors met with the special educational needs and disabilities coordinator. They reviewed pupils' education, health and care plans. Inspectors visited lessons to see how pupils with SEND are supported to learn.
- Inspectors met with the leader responsible for reading to discuss the support for pupils at the early stages of reading.
- The team scrutinised the school's records of bullying and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on external suspension.
- Inspectors met with the school improvement consultant and representatives from the local governing body and board of trustees.
- Inspectors spoke to a representative from the Diocese of York.
- Inspectors scrutinised records relating to attendance and records of pupils who have joined or left the school roll.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They considered responses to Ofsted Parent View, including free-text comments.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

June Richardson

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Paul Higginbottom

Ofsted Inspector

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