



Braybrook Primary School

Inspection Report

Unique Reference Number 110735
Local Authority CITY OF PETERBOROUGH
Inspection number 288758
Inspection dates 13–14 November 2006
Reporting inspector John Brennan

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

Type of school	Primary	School address	Orton Goldhay
School category	Community		Peterborough
Age range of pupils	4–11		Cambridgeshire PE2 5QL
Gender of pupils	Mixed	Telephone number	01733 232159
Number on roll (school)	193	Fax number	01733 370325
Appropriate authority	The governing body	Chair	Mr M Edwards
		Headteacher	Mrs A Baker
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller than average school serves families in and around the Orton Goldhay area of Peterborough. This is a socially and economically disadvantaged area. Children start school with skills and abilities that are well below national expectations especially in language and social development. The percentage of pupils entitled to free school meals is more than double the national average. Almost all of the pupils are of White British backgrounds. However, a small but growing number of pupils come from other backgrounds. A few pupils are at the early stages of learning to speak English. The percentage of pupils with learning difficulties and/or other disabilities is above average. The percentage of pupils either leaving or joining the school other than at the usual time is much higher than average. The school has achieved the Healthy Schools Award, Basic Skills Quality Mark, the Local Authority's Inclusion Mark and Investors in People Status. There has been considerable staff turnover recently.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which provides good value for money. Strong leadership, especially by the headteacher, has seen the school through a period of turbulence due to considerable staff changes. Despite this pupils achieve well and reach average standards. This shows improvement since the last inspection. Good teaching, especially in Reception and Year 4 to 6, helps pupils do particularly well. Throughout the school lessons are well planned and, especially in Year 4 to 6, pupils are set imaginative tasks. Writing is consistently well taught and problem solving is a prominent part of mathematics lessons. However, teachers are less successful at promoting speaking and listening to help pupils express their thoughts and ideas clearly and succinctly. In addition, teachers do not always use pupils' answers to questions to gauge their level of understanding and adjust the pace of lessons to meet pupils' needs effectively.

Varied and often innovative ways of working have resulted in pupils' personal development being good. Pupils have a good knowledge of their key learning targets. They willingly take responsibility for their school through taking on jobs such as sport leaders and are helped to take responsibility for their own behaviour. They are very active during sports lessons and in sports clubs and eat healthily but there is relatively little for them to do at playtimes. This limits the school in its ability to develop pupils' physical and social skills to the full. The school regularly seeks pupils' views and uses their ideas to make changes to aspects of school life when appropriate. The curriculum is good and successfully fosters creativity by helping pupils express themselves in subjects such as art and writing. A practical approach to learning underpins the good provision in the Foundation Stage. The school takes good care of pupils. Efficient assessment systems help the school pinpoint pupils in need of extra help. Support is provided quickly so that pupils with learning difficulties or those who are just beginning to learn English progress well.

A strong partnership with the local authority has helped equip key staff with the necessary skills to support the headteacher in leading the school forward. The school accurately assesses its strengths and weakness and tackles these in a calm and determined manner. The track record of success and the good start made in helping new staff settle into the school give the school good capacity to improve further.

What the school should do to improve further

- Improve teacher's questioning and provide more opportunities in lessons for pupils to develop their speaking skills.
- Provide pupils with more to do in the playground.

Achievement and standards

Grade: 2

The school sets challenging targets for pupils which in the main are met. Pupils with learning difficulties receive prompt help and support, especially in literacy, and achieve

well. Pupils who are at the early stages of learning English are quickly assessed and soon gain in confidence. Children in the Foundation Stage progress well and because of the excellent teaching of letter sounds make especially rapid progress in learning to read. Although many reach expected standards by the time they start Year 1 a significant minority remain below the levels expected. Work seen in books and in lessons shows that pupils do better in Years 4 to 6 than Years 1 to 3. National test results have fluctuated in Year 2. Provisional results for last year show them nearing national averages. Results have improved steadily in Year 6 and in most years match national standards. However, there is scope to improve standards in speaking and listening throughout the school so that pupils can explain better what they do and do not understand. Throughout the school there is some very high quality art work on display.

Personal development and well-being

Grade: 2

Pupils are developing good attitudes and effective learning skills which will help them in their future lives. Attendance rates are satisfactory and have increased well over the past few years. Many pupils choose to eat healthily. Take up of the many different sporting activities is high. Pupils are especially keen on the aerobic 'energiser' sessions which they say 'give you lots of energy' However, there is some 'milling around' at playtimes because a limited amount of play equipment is on offer to facilitate social play. This occasionally leads to some boisterous behaviour which a few parents raise concerns about. However, pupils say they feel safe and that any incidents of poor behaviour are dealt with well. The innovative use of 'listening boxes' for pupils to 'post' their feelings and concerns are particularly well thought of by pupils. Counselling sessions on how to deal with squabbles enable pupils to reflect on their actions and how their behaviour affects others. As well as showing a growing sense of responsibility for their actions, pupils willingly take responsibility for their work and undertake jobs around the school. They take an interest in the wider community and take part in events when appropriate. The vitality of the curriculum does much to aid their cultural development, including their knowledge of multi-cultural issues. This is indicative of their good moral, social, spiritual and cultural development.

Quality of provision

Teaching and learning

Grade: 2

Astute leadership has, in the main, equipped staff with key skills suited to the context of the school. Teachers new to the school have made a good start in acquiring these skills. Throughout the school planning is detailed and the criteria by which teachers and pupils can measure success are well defined. These are used well by the teachers of older pupils to help pupils reflect on their own and each other's work. As one boy noted of his friend's work, 'you could have used more alliteration.' This is indicative

of thoughtful tasks that require pupils to help each other and refine their work. Teachers are not as successful at drawing pupils into talking and in asking questions that deepen their thinking and guide the next stages of teaching. This can lead to pupils sitting listening for too long. When this is allied to tasks which do not turn key objectives into thought provoking tasks, as can be the case in Years 1 to 3, it can lead to unproductive chatter.

Curriculum and other activities

Grade: 2

Creativity underpins the curriculum and helps give pupils a rich vein of imaginative experiences, especially in the arts. Pupils feel their work is valued because it is strikingly displayed. An extensive and popular menu of clubs, such as Magical Mathematics, and a good range of visits out of school make school life appealing. The curriculum in the Foundation Stage is practically based and strikes a good balance between indoor and outdoor learning. Quick fire, talk-based sessions on sounds punctuate each day and are especially successful. The promotion of basic skills, such as those for writing, are given purpose because they are woven into subjects such as history. However, on occasions the balance is not achieved between fostering basic skills and developing the core skills of other subjects. For example, a Year 3 history lesson was used effectively to promote literacy but the skills associated with history were not so well highlighted. A thorough programme for pupils' personal development forms a prominent part of pupils' learning. This helps to raise pupils' confidence and self-esteem.

Care, guidance and support

Grade: 2

Pupils who join the school at other than the usual times settle quickly because of the supportive induction programme. Thorough assessment procedures ensure that those pupils who have learning difficulties and other needs are quickly identified and tailored support programmes are put in place. Teaching assistants are well briefed and help support pupils, especially those with particular needs, throughout the course of lessons. Good partnerships with agencies outside of school greatly benefit vulnerable pupils. Assessment information generates key learning targets, which are becoming increasingly well known by pupils themselves as they work their way up 'target rockets.' The school has suitable procedures for ensuring pupils' safety, including those for child protection.

Leadership and management

Grade: 2

Reflective and purposeful leadership, typified by the headteacher, results in decisions being made based on a good understanding of the context of the school. The school has the confidence of most parents and has put in place good structures to work with them. Governance is good overall. Governors offer the school good support but are yet to be fully involved in the partnership the school has established with parents. Work with the local authority has equipped key leaders, especially for literacy and

numeracy, with essential management skills. These skills have been used to good effect to support colleagues, to help new staff settle into the school and identify areas for school development. Assessment procedures have been revamped and give a clear picture of how well pupils are performing. The school actively seeks pupils' views about changes it has made, for example in the creative curriculum, and uses these well to make further adjustments. Where monitoring has included focused visits to lessons, for example in writing, accurate and constructive feedback to teachers has been used successfully to improve performance. However, some monitoring, for example in speaking and listening, has been too informal to secure significant levels of improvement. End of year reviews help identify subjects for inclusion in the school improvement plan. The plan is detailed in how core subjects such as English will be developed. However, plans to develop non-core subjects, such as design and technology, are not given enough thought.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 November 2006

Dear Children

Braybrook Primary School, Orton Goldhay, Peterborough, PE2 5QL

Thank you for welcoming us to your school when we visited it recently. We would like to share with you what we thought.

You go to a good school. The headteacher, staff and governors are working hard to make it better still and have some good ideas about how to do this. There are lots of interesting lessons, especially in art, and clubs for you to join. Some of your art work is great and when we first walked in it felt like we were entering an art gallery. We could see how much you enjoy school. We were impressed with how many of you know your targets and how hard many of you work towards them. It was good to see you eating healthy foods at playtime and lunchtime and how much you like exercise. The 'energiser' session looked and sounded to be great fun. However, we did see many of you standing around in the playground. We think this is because there is too little for you to do and too little equipment for you to play with. We have asked the school to think about how to make playtime and lunchtime more active.

The school is good at helping new children to settle and learn the ways of Braybrook. New teachers are also helped to feel at home. We have asked the school to help them learn all the things that teachers who have been at the school for longer know.

We could see how much you enjoy lessons in which you were helped to share your thoughts with your friends and with your teachers. We don't think that this happens often enough and saw that you found it hard to concentrate when you had to listen for too long. We have asked the school to give you more opportunities to talk about learning in lessons. You can play your part by joining in with talk in a sensible way.

Thank you once again and good luck in the future.

John Brennan

Lead inspector