



Brayton Church of England Voluntary Controlled Infant
School

Inspection Report

Better
education
and care

Unique Reference Number 121554
Local Authority North Yorkshire
Inspection number 292157
Inspection dates 11–12 December 2006
Reporting inspector Robert Robinson

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

Type of school	Primary	School address	Brayton Lane
School category	Voluntary controlled		Brayton, Selby
Age range of pupils	5–7		North Yorkshire YO8 9DZ
Gender of pupils	Mixed	Telephone number	01757 704581
Number on roll (school)	152	Fax number	0
Appropriate authority	The governing body	Chair	Mr W Smiles
		Headteacher	Mrs A Smith
Date of previous school inspection	11 March 2002		

Age group	Inspection dates	Inspection number
5–7	11–12 December 2006	292157

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average-sized infant school. Almost all pupils are of White British background. No pupils are at an early stage of learning English as an additional language. The socio-economic circumstances of the area are average. There is a small proportion of pupils from Traveller families. The number of pupils with learning difficulties and/or disabilities is below average. The school provides pre-Reception education in the spring and summer terms. The headteacher took up her post in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'My child has done well and really enjoys going to school'. 'This is a happy school which supports learning, play and confidence.' These parental comments are justified as this is a good school providing good value for money. The headteacher and other senior staff lead and manage the school well. As a result teaching is good and pupils achieve well so they reach above average standards by the end of Year 2, although too few pupils achieve the higher levels in writing.

Pupils enjoy coming to school as reflected by their good attendance. They respond well to the good, supportive care they receive. Children make a good start to their schooling in the Reception and pre-Reception class where interesting activities enable them to be active learners so that they achieve well. Systems to check pupils' progress are thorough. This information helps staff to plan for pupils' next steps of learning. The school has recently introduced a succinct record of pupils' attainment so that progress towards challenging targets can be monitored more closely. Relationships are harmonious between pupils as well as between pupils and staff. Pupils feel safe and trust all the adults they deal with. They are very well aware how to maintain a healthy lifestyle and the school has achieved the Healthy School Award. Pupils have a clear understanding of what constitutes a healthy lunch and appreciate the opportunity to take part in the after-school 'Huff and puff' fitness club. They are well prepared for future learning because of their good acquisition of basic skills.

The new leadership have build on the previous strengths in leadership and management. Subject coordinators are now taking more responsibility for standards in their subjects. Recent curriculum revisions have provided more opportunities for pupils to develop their writing skills in other subjects. For example, pupils wrote detailed accounts of the Fire of London as part of a history topic. Visitors to school and theme days add a new dimension to learning, such as when a visitor led a 'Victorian day' for the whole school.

The headteacher, the senior team and governors have an accurate view of the school's strengths and areas for development. The school has improved since the last inspection and above average standards have been maintained. Good partnerships with parents, outside agencies and other schools benefit pupils' learning, including pupils from the Traveller community and those pupils with learning difficulties and/or disabilities. These factors, together with the commitment of the staff and the effective leadership and management of the headteacher and governors, indicate that the school has good capacity to continue to improve.

What the school should do to improve further

- Provide increased challenge for the more able pupils in writing so that more reach the higher levels by the end of Year 2.

Achievement and standards

Grade: 2

Children enter Reception with a wide range of attainment. Overall, standards on entry are broadly average. They have a good start to their formal education because of the good provision for children in the Foundation Stage (Reception and pre-Reception). As a result, children, including those with learning difficulties and/or disabilities, make good progress, achieve well and most reach above average standards by the time they are ready to start Year 1.

In Years 1 and 2, pupils continue to make good progress and achieve above average standards overall by the end of Year 2. However, standards in writing have not been as high as those in reading and mathematics, particularly at the higher levels. The proportion of pupils who reached the higher level in writing in 2006 was much lower than the previous year.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including spiritual, moral, social and cultural development, are good. Through the school's good efforts, pupils are gaining in confidence and self-esteem. They enjoy school very much. Pupils take pride in their own achievements and that of their friends. They want to learn and, as a result, they make good progress. The vast majority of pupils behave well, although this is not consistent across the school. However, the school is working hard to ensure consistency. Attendance and punctuality are good and the school works very hard to support and encourage the few pupils who have lower attendance levels. Pupils gain an increasing awareness of world faiths and cultures. They understand the difference between right and wrong and are developing the skills of working together. Pupils take on responsibilities such as operating the music system in assemblies. They have an outstanding understanding of what they need to do to keep fit and healthy. For example, pupils enjoy gardening in the school allotment and reported that 'growing vegetables and eating them is great'. They are enthusiastic about physical education lessons and the out-of-school fitness club. Pupils achieve well in their literacy and numeracy skills and in this way they are prepared effectively for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils, including Traveller learners and those with learning difficulties and/or disabilities, make good progress in their learning because the quality of teaching is good. In Reception, lessons are planned well to help children to make good progress. A good range of activities benefits children of all abilities and enables them to learn

well. Opportunities to assess their understanding are planned carefully. Resources are good and used well to hasten learning. In Years 1 and 2, small-group work enables pupils to make good progress. However, whole-class discussions are sometimes too lengthy and questioning is not linked sufficiently to pupils' abilities. Occasionally, the more able pupils are not challenged sufficiently to make faster progress and some pupils lose concentration and occasionally misbehave. Throughout the school, teaching assistants capably help pupils in small groups, particularly those pupils who find their learning difficult. Teachers use interactive whiteboards effectively to help pupils to grasp new learning and they encourage pupils to use them independently.

Curriculum and other activities

Grade: 2

The curriculum is good and encourages and promotes learning well. Changes to curricular planning, with the emphasis on drawing together learning in different subjects linked to interesting topics, have added enjoyment to learning in Years 1 and 2. Additional opportunities are also provided for pupils to practise and develop writing skills in other subjects. Provision in the Foundation Stage is good. Children benefit from the wide range of activities, both indoors and outdoors. In Year 1, teaching builds seamlessly on pupils' previous experiences. The school is well resourced and accommodation is used well. There is limited extracurricular provision. However, pupils speak enthusiastically about the after-school clubs they attend. A good range of visitors contributes well to pupils' personal development and achievements. In particular, a wide range of visitors has helped pupils to gain a much better understanding of healthy lifestyles.

Care, guidance and support

Grade: 2

A high priority is given in all aspects of the school's work to the good level of care, guidance and support the pupils receive. The school values highly all of its community. Child protection procedures are thorough. Pupils feel secure because of good relationships with staff which enable them to make good progress in their learning. Staff know the pupils well and check pupils' attainment effectively. Pupils with learning difficulties and/or disabilities are well supported by clearly focused individual education plans and well trained teaching assistants. Traveller learners' needs are met and their parents appreciate the help provided for their children.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is good and she is supported well by senior leaders and other staff. Together, staff have maintained a community where the needs of pupils are of paramount importance. They have ensured that all groups of pupils make good progress. They effectively promote the personal development and well-being of the pupils. The leadership has accurately identified

writing for the more able pupils as an area for future development. Strategies put in place recently are beginning to be reflected in improved progress for these pupils. In reading, writing and mathematics targets are now set for pupils to challenge them to make better progress. The quality of teaching and learning is mostly monitored by the headteacher. Subject leaders are beginning to be involved in checking the quality of learning in their subject areas. The governors have a good understanding of the school's strengths and weaknesses. They are committed to their role of providing a good level of challenge and support. Prudent financial management ensures that resources are used well for the benefit of pupils.

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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	2
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	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	2
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

Thank you for welcoming Mrs Hepworth and myself to your school. We enjoyed the two days we spent with you and the discussions we had about your work. Our findings show that your school is a good school because the headteacher leads your school well with support from other staff and governors.

We were pleased that your behaviour is usually good and you are interested in lessons. Staff look after you well and you get on well together. By the time you leave the school most of your work is above average because you are taught well and make good progress. However, we have asked the school to give better help to those of you who find learning easier and to help you reach higher standards in your writing. We were pleased that you enjoy the interesting topics the school plans and are busy keeping fit and active. Your parents and carers are rightly pleased that you come to this school.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to work with the headteacher and other staff to help them to improve the school. We wish you well for the future.