



Dacre Braithwaite Church of England Primary School

Inspection Report

Unique Reference Number 121627
Local Authority North Yorkshire
Inspection number 292183
Inspection dates 4–5 October 2006
Reporting inspector Peter Howard

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

Type of school	Primary	School address	Braithwaite
School category	Voluntary aided		Summerbridge, Harrogate
Age range of pupils	5–11		North Yorkshire HG3 4AN
Gender of pupils	Mixed	Telephone number	01423 780285
Number on roll (school)	65	Fax number	01423 781736
Appropriate authority	The governing body	Chair	Mr James Carruthers
		Headteacher	Miss M Hyam
Date of previous school inspection	28 January 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small rural primary school serving an area of social advantage. However, numbers are increasing and the school is drawing pupils from a much wider area. Children are organised into three classes containing mixed age groups. The proportion of pupils eligible for free school meals is well below average. The proportion with learning difficulties and/or disabilities is average. The proportion of pupils from minority ethnic groups is well below average and no pupils are in the early stages of learning English.

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, with many outstanding features. Pupils talk about it with real enthusiasm and affection. They enjoy school greatly, particularly the wide range of enrichment activities that make learning so interesting. Parents give the school their overwhelming support. One parent wrote that her children were privileged to experience 'such a warm, caring environment, which balances all areas of teaching and learning so positively'. Strong Christian foundations underpin the school's ethos and can be seen in the development of pupils' mature understanding of right and wrong and their level of care for others. The school is particularly successful in its impact on pupils' personal development and well-being, which are outstanding. Pupils' behaviour is excellent. Pupils are valued by staff and, as a result, they develop self-confidence and self-esteem, which helps them become more effective learners.

Children make a good start in Reception, where they are encouraged to be active and enjoy learning. As a result, quality and standards in the Foundation Stage are good. The level of skills and knowledge children have on entry to school varies significantly each year, as do the standards of attainment at the end of Year 6. However, there is much evidence to show that, whatever their starting points, children make good progress. In the recent 2006 national tests, pupils attained broadly average standards and those currently in Year 6 are working at above average levels in English, mathematics and science.

Teaching throughout school is creative and uses a wide range of strategies to make learning enjoyable. Planning for all year groups is thorough and effectively addresses the needs of different year groups in mixed age classes. Teachers are very well supported by teaching assistants. The school has introduced a range of strategies, such as making more effective links between marking and lesson objectives, to involve children more in their learning. However, these are not implemented with sufficient consistency to be fully effective. The curriculum is good and makes excellent use of enrichment and after-school activities to broaden pupils' experience. There are particularly good links with the local community, including with parents and other schools, which extend pupils' opportunities for learning. The care of pupils is outstanding. Arrangements for safeguarding pupils are very good and the involvement of pupils in ensuring their own safety is exemplary.

The quality of leadership and management is good. The headteacher, who has a powerful vision of a school community growing and learning together, gives the school inspirational leadership. She is very well supported by the staff, each undertaking a wide range of responsibilities. However, senior managers do not make enough use of school assessment data when evaluating the impact of school provision. As a result, school strategies for improvement are not always sharply focused. Governors are committed and contribute well to the school's development. The school maintains excellent partnerships with other schools and agencies, which contribute very well to its development. The school gives good value for money and its capacity for further improvement is good.

What the school should do to improve further

- Ensure that strategies to give pupils a good understanding of their own learning are consistently employed throughout school.
- Make more effective use of assessment data when evaluating the impact of school provision to sharpen the effectiveness of strategies for improvement.

Achievement and standards

Grade: 2

Widely differing levels of attainment on entry, fluctuating numbers in year groups, and the impact of pupils joining the school other than at the usual admission time: all of these factors mean that the standards pupils attain by the end of Year 6 often vary from year to year. For the past five years, standards by the end of Year 6 have either been in line with or above the national average. The pupils currently in Year 6 are on track to achieve above average standards by the end of the year. In relation to their prior attainment all pupils achieve well in response to good teaching and learning experiences. Pupils with learning difficulties and/or disabilities receive good support that meets their needs well and, as a result, they make good progress.

Personal development and well-being

Grade: 1

The school promotes pupils' personal development and well-being very successfully. As a result, relationships in school are excellent and pupils develop into caring, mature and confident members of the school community. Strong church links contribute very effectively to pupils' spiritual, moral, social and cultural development, which is outstanding. Pupils are rightly proud of the many opportunities to contribute to the wider community, including environmental initiatives and excellent links with a school in Sri Lanka. These opportunities help pupils appreciate and value the differences between themselves and others. Pupils are very aware of the benefits of healthy eating and take part in a wide variety of physical activities and sport. Pupils are able to talk maturely about school, reflecting on the way it helps them develop as individuals. Pupils have an excellent understanding of how to manage their own safety and show high levels of care and consideration towards others, for example in their roles as buddies to younger pupils. The school council gives pupils an effective voice in school affairs. The school's high expectations with regards to behaviour, teamwork and the development of personal values prepare pupils well for the future. Attendance is good, reflecting pupils' excellent enjoyment of school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and, as a result, pupils make good progress. Teaching in Reception is well geared to meeting the needs of young children. A parent wrote of 'happy, fun filled, always exciting, early years'. Relationships between staff and pupils are good; pupils enjoy their learning and they respond well to teachers' high expectations. Teachers set clear objectives, and fun activities motivate pupils to want to learn. One pupil said, 'Teachers help you learn by making you laugh. They have a good sense of humour as well as being strict.' Teachers make good use of group and individual work to encourage both teamwork and independence. A good range of strategies intended to involve pupils more in their own learning has been introduced. These include linking marking more closely to learning objectives and setting targets for individuals. They are starting to have an impact on learning but are not consistently implemented. The school makes good use of the partnership with parents, who give strong support to learning in school and at home.

Curriculum and other activities

Grade: 2

The school's wide range of enrichment activities has led it to evaluate the curriculum as outstanding, but the inspection finds it good overall, albeit with outstanding features. The school provides a varied and stimulating curriculum which meets the learning needs of all pupils. Good use is made of specialist teaching to raise standards in physical education, design and technology, music and French. Provision for personal, social, health and citizenship education is outstanding. There is an excellent range of enrichment activities, including visitors to school, offsite visits (for example to Jorvik and Fountains Abbey) and a good range of extra-curricular activities which involve a high proportion of pupils. These broaden pupils' experience and contribute very well to their academic and personal development. Within this very positive picture however, work on identifying increased opportunities for pupils to use literacy and numeracy skills across the curriculum is in the early stages of development.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The school cares extremely well for its pupils and they have confidence in adults in school. One child said, 'Teachers would definitely sort out any problem; they can see right through you!' Arrangements for ensuring pupils' health and safety are exemplary, with pupils even involved in writing risk assessments. Systems for tracking pupils' progress are thorough and effectively contribute to the good progress they make. The school works in close partnership with parents and keeps them very well informed of what their child is

doing in school, including their personal targets in English and mathematics. Procedures for child protection are thorough and meet all statutory requirements.

Leadership and management

Grade: 2

The headteacher has the confidence of staff, governors and parents and sets out a clear path for continuing improvement. She has a powerful vision of the school as a caring community devoted to achieving high standards in all areas of school life. She has created a committed staff team, which displays a strong sense of shared purpose. The school has continued to make progress on a broad front since the last inspection and all issues raised at that time have been dealt with well. The school places great importance on pupils' personal development and well-being and its work in this area is extremely successful. Although pupils in all classes are making good progress, the school is committed to raising standards. Performance is monitored carefully and the school's judgements of its strengths and areas for development are generally accurate. Within this positive picture, the school does not make fully effective use of performance data when evaluating the impact of provision and planning improvement. Governance of the school is good. Governors are highly supportive of the school and are effective in helping it to move forward. There is a very strong partnership with parents, who appreciate the many successes their pupils achieve in school.

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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?	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1

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 very much for welcoming me so warmly into your school. I appreciated your politeness and enjoyed your enthusiasm when you spoke about your teachers and the work you do.

What I liked most about your school:

- the good progress you make in your work and the way you so clearly enjoy learning
- your excellent behaviour and the way in which everyone in your school is so kind and helpful
- how well you respond to the many opportunities you have to contribute to school life, including the school council, being a buddy, helping the environment and helping to raise funds for charity
- the atmosphere in school which shows that it is a special place where you are very well cared for
- how hard all the staff in school work, how well they teach you and the many interesting things they plan for you to do so that you can succeed in school
- how your school is very well run: Miss Hyam and the staff know what to do to make sure that it is a good school and they do lots of things really well.

To make it even better, I have asked your teachers to make more use of your test results when they plan improvements, so that they can go on helping you to learn even more. Teachers are already using learning objectives, linking marking to those objectives and setting you targets. However, to help you understand even better how to improve your own work, they should make sure that they put them into practice more often.