

St Peter's Brafferton Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121606
Local authority	North Yorkshire
Inspection number	327528
Inspection dates	10–11 June 2009
Reporting inspector	Mr Robert Robinson

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	74
Appropriate authority	The governing body
Chair	Mrs P Nash
Headteacher	Mrs Kate McEvoy
Date of previous school inspection	January 2006
School address	Brafferton Helperby York YO61 2PA
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Introduction

This pilot inspection was carried out by one Additional Inspector. The inspector visited seven lessons and held meetings with governors, staff and groups of pupils. He observed the school's work and looked at the school's assessment data; the school development plan; pupils' work books; documentation relating to vulnerable pupils; the headteacher's, governors' and the School Improvement Partner's reports; and 40 parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- The progress boys and girls are making in reading, writing and mathematics.
- Whether the curriculum and teaching inspires all pupils to learn at a fast pace.
- Pupils' spiritual, moral, social and cultural development, particularly cultural awareness.
- The extent that children in the Early Years Foundation Stage are prepared for future learning.
- The impact of actions taken by the leadership since the last inspection to provide the school with capacity for sustained improvement.

Information about the school

This is a smaller than average school located in an affluent rural area. Children in the Early Years Foundation Stage are taught alongside pupils in Year 1. Pupils are mainly of White British heritage and no pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has gained Activemark, Basic Skills and the local authority Inclusion Mark Level 4 awards. It holds the Financial Management Standard in Schools. It is a popular school and numbers of pupils at the school have risen substantially since the last inspection.

On the school site there is a pre-school facility, which is run by a private provider. It was not inspected as part of this inspection. A separate inspection report for this provision is available on the Ofsted website.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

St Peter's Brafferton provides a good quality of education for its pupils. It is well placed to continue to improve under the decisive direction of the headteacher who is assisted by capable staff. Equality of opportunity for all pupils, including those with learning difficulties and/or disabilities, is promoted well. As a result, boys and girls enjoy school and make equally good progress in their learning. Governors fulfil their roles and responsibilities satisfactorily and ensure that all safeguarding requirements meet current government requirements.

Children have a good start to their schooling in the Early Years Foundation Stage. Their skills on entry vary widely from year-to-year because of small numbers in each year group. Generally, their skills and abilities match or exceed those typical for four-year-olds. Pupils make good progress relative to their starting points in their learning throughout the school. Pupils with learning difficulties and/or disabilities and those pupils identified as gifted and talented make similar good progress. Current standards, as shown in the school's detailed assessment data, are overall above average in reading, writing, mathematics and science and in some age groups, such as in Years 2 and 4, are well above average. Standards in the national tests at the end of Year 6 have been typically well above average in most years since the last inspection but this can vary slightly due to the small number of pupils in different cohorts and pupils' relative starting points.

A well organised and interesting curriculum supports good teaching so pupils enjoy learning. Consistently high attendance rates reflect pupils' love of school and healthy life-styles. Pupils' spiritual, moral and social development is good, though their cultural awareness is satisfactory. Pupils have limited understanding of diverse national communities though they have forged international links with a school in France and an orphanage in Ghana. Pupils are confident and articulate: for example, when they lead an assembly and in discussions in lessons. They are keen to participate in sports and enjoy the wide range of extra-curricular clubs and games at lunchtimes. Behaviour is good and improves as pupils grow older and move up through the school. Relationships between pupils and with adults are first rate and this assists learning and pupils' view that they feel safe at school. Older pupils care for younger ones and willingly take on responsibility for the smooth running of the school. They are well prepared for future education because of their good progress and standards in basic skills.

The school has good capacity to continue to improve because, under the astute leadership of the headteacher, the school has moved forward positively since the last inspection. Important improvements have been made in the tracking of pupils'

progress, and the use of the information collected, to plan individual learning plans for all pupils. This benefits individual pupils' progress and helps to highlight and address any underperformance. The rigorous monitoring of teaching and learning and increased teachers' accountability for the progress of pupils in their classes is helping to speed up learning. The revision of the curriculum to provide a greater focus on developing skills and exploiting links between subjects is adding to pupils' enjoyment of learning and is a key factor in the improved standards in writing. An outstanding feature of the school, and one that has improved since the last inspection, is the care, guidance and support it provides for all pupils, including vulnerable pupils and pupils with learning difficulties and/or disabilities.

Governors are supportive of the school and are in tune with what is going on during the school day through visits. The governing body has not implemented fully its plans to promote community cohesion to extend further opportunities for pupils to gain a greater understanding of the rich diversity of Britain today. Subject leadership is good and increasingly coordinators are taking responsibility for standards and pupils' progress. The headteacher has supported the leadership and management of the Early Years Foundation Stage well since the last inspection. The Early Years Foundation Stage is now led and managed by the class teacher following a period of effective training and joint leadership with the headteacher. There is scope for her role and responsibilities to be enhanced further leading up to and following the relocation of the Early Years Foundation Stage unit. All staff and governors work well together and are committed to improvement. The school works well with parents and they are well pleased with the educational and pastoral care of their children.

What does the school need to do to improve further

- Strengthen the leadership and management role and responsibilities of the Early Years Foundation Stage leadership by:
 - building on the current practice and provision.
 - fulfilling successfully the governors' plans to relocate and develop the Early Years Foundation Stage provision.
- Enable pupils to have more opportunities to gain an understanding of different national communities by:
 - enabling governors to complete the implementation of their plans for community cohesion
 - providing more opportunities for pupils to mix with others from different cultural backgrounds.

Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of learning and progress in all classes is good. In lessons pupils work particularly well whether in small groups or individually. They use their initiative well, such as searching for information on the internet to support their learning. Pupils are keen to discuss their learning with others or to help those having difficulties. Pupils with learning difficulties and/or disabilities are fully included in lessons and benefit from additional help from well-trained and capable teaching assistants. In some classes, boys substantially outnumber girls, although this does not affect their progress or enjoyment of learning. Teachers include all pupils effectively in various ways, such as through skilled questioning with a greater

proportion of questions directed to those who need more encouragement. Older pupils are highly motivated and work well together. For example, some pupils were selected as team leaders and took on responsibility for producing a poster using the particular skills of other pupils in their group. The pace of learning was brisk as pupils relished working together.

Pupils build well on their prior learning and reach challenging personal targets. Most boys and girls, by the end of Year 6, reach the national average in English, mathematics and science and a good proportion of pupils achieve the higher level. Standards in writing have particularly improved and the gap between standards in reading and writing has narrowed substantially. However, although younger pupils present their work well, older pupils' handwriting and presentation of work have slipped. The literacy coordinator has already spotted this through the examination of pupils' books and plans are in place to encourage pride in the presentation of their work. Standards at the end of this academic year in Year 2 are high for both boys and girls in reading, writing and mathematics.

Pupils have a good understanding of safe practices and this includes using the internet sensibly. Cycling proficiency training helps them to ride their bicycles responsibly. They appreciate the need to avoid unnecessary risks when going out on their own or with their friends. Pupils enjoy physical activities, such as using the climbing wall or equipment in the adventure play area. The gardening club encourages pupils to develop an understanding of healthy foods. Behaviour is good and this helps lessons to move at a fast pace. They act responsibly when working independently though a few pupils need reminders about paying attention in whole class discussions. Pupils take an active part in village life, such as attending the open gardens event and village clubs. They also invite local residents into school for concerts and coffee mornings. Enterprise activities engage pupils' interest and prepare pupils well for the future. For example, pupils were challenged to 'grow a £1'. They set up businesses to raise money for charity. The initiatives were highly successful and ranged from garage sales to a dog walking service.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	1
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good overall with some that is outstanding. A sharp, short introduction to each lesson provides pupils with a clear insight into what is to be learnt. Sometimes the teaching assistants are not used well enough in whole class activities. However, when working with small groups their skills move on the learning of pupils well, particularly of those with learning difficulties and/or disabilities. Teachers' lesson plans are detailed and clearly matched to boys' and girls' level of attainment. Quiet gentle reminders to pupils keep them on task. Group work is well organised and often practical, such as role-play to inspire pupils to write about a Roman character. Learning resources and the accommodation are used well, for example, when younger pupils discussed feelings together and recorded these while working in the outdoor gazebo. In a mathematics lesson, pupils developed an understanding of 'turning' using a computerised robot in the hall. Learning is generally drawn together well to consolidate and to extend understanding at the end of lessons. The questioning of boys and girls is well matched to individuals' level of attainment. Pupils have opportunities to evaluate their own work to check if they have met the learning objective. This is in addition to consistent teachers' comments which celebrate success and point the way for further improvement.

The curriculum is well planned and underpins learning well for all groups of pupils. Purposeful links are established between subjects with a robust emphasis on developing literacy skills. A strong focus on practical and investigative work adds to the enjoyment and pace of learning. An appropriate range of visits and visitors provide pupils with additional experiences. Parents are provided with details of topics and suggestions as to how they can help their children to further their studies. French is taught and older pupils are pen pals with children in a French school. Links with other local schools provide good additional sporting opportunities for pupils, such as in a quick cricket competition.

Parents and carers appreciate the superb care for their children. Staff know the pupils very well and provide a high level of care for all. For example, the headteacher ensures personally that all pupils who leave the school at the end of the school day on a private coach have seat belts on. Pupils appreciate the school's care for them. For instance, a vulnerable pupil wrote to the headteacher thanking her for help during a difficult time. Outside agencies, parents and carers actively work with staff to assist vulnerable pupils and those with learning difficulties and/or disabilities. Individual learning plans are at the forefront of teaching. These help pupils to achieve well and to feel happy and secure in school.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The undoubted success of the school and the strong satisfaction of parents and carers of the education provided for their children are underpinned by the leadership of the headteacher. She inspires staff as well as ensuring they are accountable for the rate of academic progress and the pastoral care of all pupils. Teachers, teaching assistants and other staff work as a cohesive team with a high level of commitment and enthusiasm for improvement. The headteacher is delegating responsibilities and supporting staff to improve their leadership of subjects and the leadership of the Early Years Foundation Stage as well as accountability for specific areas, such as health and safety. The school development plan clearly shows the priorities for improvement and success criteria.

The school is inclusive. This enables all groups of pupils to make similar good progress. The partnership with parents is good and they are very supportive of the school. They are kept abreast of work at school through newsletters and homework tasks. The parent teacher association is proactive and raises funds to provide additional resources. Safeguarding procedures are in place and meet current national requirements. Pupils report they feel safe at school. Parents have no concerns about the care for their children while they are at school.

The governors are supportive of the staff and have an understanding of life in school through regular visits. They have recently attended training to develop their roles. They ensure that all statutory requirements are met. Governors have appropriate plans to promote community cohesion. Some aspects have been implemented, such as links through the church with an African orphanage and links with a school in France. Opportunities for pupils to benefit through mixing with pupils of different ethnic backgrounds have not been yet organised. Governors make sure that the available finances provide good resources and adequate levels of staffing. These are used well to enable pupils to make good progress.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children have a good start to schooling in the Early Years Foundation Stage. They achieve well in all the areas of learning because of good teaching and an exciting curriculum. A particular strength of the setting is the opportunities for children to

work independently and in small groups both indoors and outdoors. Children's progress is checked well by staff and used well to plan future lessons. Behaviour is good. By the time they enter Year 1 their standards are above those normally expected in all areas of learning, including personal, social and emotional development. The setting is led and managed well. The headteacher currently plays a major role in the leadership and management of the Early Years Foundation Stage. She is actively training the class teacher to take full responsibility for the leadership and management of the Early Years Foundation Stage. Welfare requirements are met well. Parents are very appreciative of the care provided for their children. Children are well prepared for future learning.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Brafferton Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 40 completed questionnaires. In total, there are 74 parents and carers registered at the school. The parental response was highly supportive of all aspects of the school's work. A typical comment was, 'A wonderful school, caring and hardworking.' The inspection findings agree with parents' view that staff work hard to provide a good academic education for pupils with strong pastoral care for all.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	32	7	0	1

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



12 June 2009

Dear Pupils

Inspection of St Peter's Brafferton Church of England Voluntary Aided Primary School, York, YO61 2PA

I really enjoyed the two days that I spent at your school. You were friendly and courteous and helped me a great deal in finding out about your school. I really appreciated talking to you and seeing you at work. St Peter's is a good school. Teaching and learning are good. As a result, all of you, including those of you who find learning difficult, make good progress in your learning. You are cared for extremely well.

During the time you are at the school you make good progress. In the Early Years Foundation Stage (Reception) the youngest children have a good start to schooling. In Years 1 to 6 you also make good progress. The standards you reach by the time you leave the school are above average and sometimes well above average.

I was very impressed by your good behaviour and high levels of attendance. You enjoy learning and appreciate all the school provides. You get on well with each other and the staff. The school ensures that you are all treated equally well. You are well prepared for future learning. Your parents are very pleased with the education experiences you have and the care provided for you. I received lots of positive comments about your school from your parents.

The headteacher, staff and governors work well together to make sure the school continues to provide you with a good education. I have asked the school to strengthen the Early Years Foundation Stage leader's role and responsibilities. I also want the governors to implement fully their plans so that you are given more opportunities to mix with others from different cultural backgrounds.

I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.

Kind regards

Robert Robinson
Lead inspector

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