

Braybrook Primary School

Inspection report

Unique Reference Number	110735
Local Authority	Peterborough
Inspection number	337560
Inspection dates	25–26 May 2010
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Mike Edwards
Headteacher	Nikki Lamond
Date of previous school inspection	13 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and saw 8 teachers. The inspectors met parents and carers informally, on the first morning of the inspection, and held meetings with the headteacher, teaching staff, governors and pupils. Inspectors observed the school's work and looked at: pupils' work, the school systems for tracking progress, management and curriculum documentation, teachers' planning, safeguarding documentation and 35 parent and carer questionnaire forms, five staff and four pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to raise attainment in both key stages for groups of pupils who are underachieving
- how well teaching and learning impact on the progress pupils make, especially in English and mathematics in Key Stage 2
- whether assessment information is used to provide tasks that meet the needs and abilities of all groups of pupils to promote improved progress
- how well the new senior leadership team is working to ensure that all pupils achieve as well as they can.

Information about the school

Braybrook is a smaller than average primary school. The school experiences above average pupil mobility with pupils joining and leaving the school at various times of the year. The majority of pupils are of White British heritage but an increasing number of pupils come from minority ethnic backgrounds and more than one-tenth of pupils speak English as an additional language. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities and the proportion of these pupils who have a statement of special educational needs is above the national average. The Early Years Foundation Stage consists of one Reception class.

The headteacher has been in post for five terms and a new deputy headteacher was appointed in April 2010. The Braybrook Nursery, Breakfast and After School Clubs share the school site but are not managed by the governing body and are subject to a separate inspection. The school has Healthy Schools and Investors in People status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Braybrook provides a satisfactory education. In a short time, the headteacher has united staff in her positive drive to improve pupils' achievement, and as a result there is a tangible 'can do' ethos. Pupils enjoy school, as shown by their good attendance and parents and carers are overwhelmingly supportive. One parent said, 'I have three children who all have very different personalities and educational needs and each child's needs are met. My children love this school.' The good level of care provided for all pupils and positive relationships are a feature of the school and help pupils grow in confidence.

Children settle quickly in Reception and begin to enjoy learning because they are well taught and provided with a good range of learning experiences. As a result of careful monitoring and support for pupils likely to underachieve, their progress is improving, especially in English and mathematics. The school's own tracking and the work in pupils' books indicates that pupils are likely to reach national expectations by the time they leave Year 6. Currently, pupils' achievement is satisfactory through the school and better in Years 5 and 6, where teaching is consistently good. The existing good practice in teaching and learning is not yet shared effectively to ensure more teaching is good or better. In addition, the monitoring of support staff has not been rigorous enough to iron out inconsistencies in quality. An increasing number of pupils join the school at a late stage. Good induction arrangements help them to settle well and make sound progress. Teachers are using information about pupils' progress with increasing confidence, but this information is not used consistently in all classes to plan tasks that fully challenge pupils, especially those who find learning easier.

Learning is enhanced by a good curriculum, which provides a range of stimulating experiences. Pupils' personal development is promoted well. In particular, behaviour has been improved by the whole school focus on shared values such as respect, responsibility, kindness and tolerance. Pupils trust the adults who care for them and recognise that they are safe and well cared for. They have a good understanding of how to be healthy. The headteacher has made a good start at consolidating learning initiatives and introducing improvements. Strategic planning is clear, is underpinned by accurate self-evaluation and identifies sharply the areas for improvement. The senior leadership team, some new to the school or their responsibilities, are beginning to develop their roles, but this work is at an early stage. The governing body is very supportive of the school, but provides insufficient challenge to the senior leadership team. As a result, the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

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- Raise standards in English and mathematics by:
 - ensuring assessment information is used consistently in all classes to provide appropriately challenging tasks, especially for the most able pupils
 - increasing the frequency and rigour with which teaching support staff are monitored
 - building on the good practice that exists to ensure a greater proportion of teaching is good or better.
- Increase the effectiveness of leaders and managers by:
 - developing the roles of the senior leadership team to have a greater influence on pupils' attainment and progress
 - improve the skills of the governing body so that they can offer an equal measure of challenge and support to senior leaders.
- About 40% of the schools, whose overall effectiveness is judged satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The school is emerging from a period of uncertainty resulting from staff changes. An added challenge has been a steady increase in the rate at which pupils leave and join the school outside normal times. The progress pupils make is now carefully monitored and there is a range of effective strategies to provide rapid support for pupils in danger of falling behind. As a result, standards have improved and are now in line with those expected nationally in both key stages. The quality of boys' reading and writing is improving because they find the carefully selected learning material appealing. Furthermore, a well-structured programme is helping to improve reading skills for all pupils who require additional support. Pupils' progress in mathematics is improving as a result of a school focus on problem solving and mental maths.

Pupils show positive attitudes to learning in most lessons. They work well in pairs and groups and settle to their work quickly. Discussions are lively and pupils are keen to respond to questions. In a Year 2 lesson, for example, pupils were enthusiastic to record data in pictograms because it was based on their menu choices from their favourite hamburger restaurant. In a Year 5 science lesson animated group discussions on forces led to testing of paper spinners the groups had made and measuring their descent time in a series of fair tests. The progress made by pupils with special educational needs and/or disabilities, and by those who speak English as an additional language, is also satisfactory, in relation to their individual starting points.

Pupils are proud of their school and behaviour in lessons and around the school is Schools status. Attendance has improved annually and is now above the national

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils enjoy their lessons, settle quickly to their work and love sharing ideas. Teachers have good subject knowledge, explain the purpose of lessons and encourage pupils to show independence and confidence in their work. Questioning is good and extended answers help develop pupils' speaking and listening skills. Marking has improved across the school and identifies areas for improvement as well as setting effective short term targets for pupils. Teachers are gaining confidence in tracking pupils' progress, but the use made of this information is variable across classes. There is inconsistency in the extent to which teaching challenges more able pupils. Good examples of planning are not shared with all staff. Good support is provided by teaching assistants for individual pupils with identified learning needs, and for improving reading skills, but in some classes support is variable.

The curriculum is broad and balanced and provides good links between subjects to extend learning as well as providing additional opportunities to develop key skills. The work on Africa, for example, has linked geography, art, literacy, numeracy and music as well as design and technology in the making of musical shakers. The integration of information and communication technology in classes is improving but is not a regular feature of lessons. An extensive range of clubs, visits and visitors to the school extend the curriculum and enlivens learning beyond the classroom well. The good care, support and guidance that pupils receive also extend to their families and is augmented by

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

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supportive links to a good range of support services. Reporting to parents and carers to provide them with guidance on their child's progress is satisfactory but improving.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has accurately assessed the strengths and key areas for development within the school. Incisive leadership has established secure systems for monitoring and has strengthened the focus on improving pupils' achievement. Equal opportunities for all pupils are promoted soundly and the Investors in People award shows a commitment to those who contribute to the work of the school. The newly established senior leadership team are at an early stage of developing or extending their roles and responsibilities to provide increasingly efficient leadership and management. The senior leadership team has made good use of the professional advice offered to them to raise the quality of learning and achievement. All aspects of safeguarding are well managed. The partnership with parents and carers has improved: they are encouraged to become involved in their children's education and feel they are welcome in school.

Community cohesion is satisfactory. The school plays an active part in its local community and some international links have been formed. However, pupils have few opportunities to become aware of the rich diversity of cultures and beliefs within the United Kingdom. The governing body is very supportive, but does not challenge leaders and managers sufficiently through playing an active part in strategic planning and the monitoring of developments throughout the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Reception with skills and abilities that are below those expected for their age, especially in communication, language and literacy and some elements of numeracy. As a result of good teaching, well-planned activities that cover all six areas of learning and a stimulating learning environment, they make good progress. By the time they enter Year 1, children's skills and abilities are similar to those of other children of the same age, except in reading and writing. Current planning is focusing carefully on extending these skills but it is too early to see the full impact. Regular and careful monitoring ensures that any underachievement is quickly identified and additional support is provided. Progress information is used to keep parents and carers closely informed of their child's progress, reinforcing the good links forged from initial home visits before children join the school.

Children settle happily because they are well cared for and have a good range of engaging learning experiences. During the inspection the theme of space was exciting, as children created impressive astronaut suits from scrap boxes and play material in a very serious scientific way. Learning flows well between the indoor classroom and the outdoor learning area. Independence, too, is fostered carefully so children tidy away their toys, explain what they are doing and choose activities and make up games for themselves. There is a well-balanced programme of adult-led activities, such as short whole class phonics sessions to develop children's understanding of the sounds that letters make. Adults intervene gently and subtly in child-initiated activities to extend learning opportunities and especially develop children's speaking and listening skills. The Early Years Foundation Stage is well led and managed by the acting leader. Staff work as a well-organised and creative team to promote the good progress of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

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Views of parents and carers

Approximately one in ten parents and carers replied to the questionnaires and the overwhelming majority were very happy with the school. They recognise the rapid improvements brought about in the school and value all that the school provides for their children. They are especially pleased that their children enjoy school. A few parents and carers expressed concerns about the way the school deals with behaviour and their suggestions. Behaviour during the inspection was consistently good and older pupils reported that behaviour had improved a lot. Most parents and carers felt that their concerns and suggestions were taken seriously and the headteacher was very approachable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Braybrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	10	29	0	0	0	0
The school keeps my child safe	31	89	4	11	0	0	0	0
The school informs me about my child's progress	21	60	14	40	0	0	0	0
My child is making enough progress at this school	25	71	10	29	0	0	0	0
The teaching is good at this school	25	71	10	29	0	0	0	0
The school helps me to support my child's learning	23	66	12	34	0	0	0	0
The school helps my child to have a healthy lifestyle	22	63	11	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	63	11	31	0	0	0	0
The school meets my child's particular needs	23	66	12	34	0	0	0	0
The school deals effectively with unacceptable behaviour	20	57	11	31	2	6	0	0
The school takes account of my suggestions and concerns	18	51	14	40	1	3	0	0
The school is led and managed effectively	28	80	7	20	0	0	0	0
Overall, I am happy with my child's experience at this school	31	89	4	11	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Braybrook Primary School, Peterborough PE2 5QL

Thank you for being so welcoming and helpful when we visited your school. We all enjoyed talking to you and looking at your work. We were very impressed with the lovely displays of your work around the school and the Africa project that Year 6 have been working on is very exciting and even gave you a chance to visit a London theatre to see 'The Lion King'. You told us that you love your school and find your lessons interesting.

Adults take good care of you so you feel safe. You behave well and care for each other. You enjoy taking part in making your school a happy place and you are proud to take on responsibilities, such as school councillors and play leaders. You also know a lot about how to keep healthy and eat sensibly. Your headteacher leads your school well and is working hard with the rest of the staff to help you do the best you can. We think Braybrook is a satisfactory school. This means that it does some things well, but also needs to make some things better.

We have asked all of your teachers to use the information they have about how well you are doing to always plan activities that are really challenging for you, especially for those of you who find learning easier. To make sure that you get lots of help from your teaching and learning support assistants we have asked that their work be looked at often. We have also asked your teachers to share all the good things they do to help you learn.

We have asked the senior staff and governors to work as closely as possible with your headteacher and do all they can to help you to make even better progress.

All of you can help by working hard and always doing your best in school. We wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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