

Brayton Church of England Voluntary Controlled Infant School

Inspection report

Unique Reference Number	121554
Local Authority	North Yorkshire
Inspection number	339970
Inspection dates	13–14 July 2010
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Mr Nick Parker
Headteacher	Mrs A Smith
Date of previous school inspection	11 December 2006
School address	Brayton Lane Brayton Selby YO8 9DZ
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed seven teachers. The inspectors held meetings with governors, staff, parents and carers and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 57 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

- the progress more-able pupils make throughout the school
- how the curriculum enriches pupils' learning
- the contribution leadership at all levels makes to school improvement.

Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. The school has Healthy Schools status, the Activemark award, Highly Effective School Status and an Inclusion award.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The pupils make excellent progress in a richly stimulating and caring environment. Pupils enjoy learning because staff enjoy teaching them. The headteacher and her senior leadership team provide an exceptionally clear direction for future improvement. This is built upon very accurate self-evaluation reflecting the views of pupils, parents, carers, staff and the outstanding governing body. As a result, the standard of pupils' work, their personal development and the quality of provision, including teaching, are constantly developing and the school has an outstanding capacity to continue to improve. Central to the school's work is the support and care for every individual that is summed up in a pupil's comment that 'This school is full of love.' Children start school with skills which are generally typical for their age. They make a super start in the Early Years Foundation Stage and, by the time they leave Year 2, their attainment is well above average. Pupils of all abilities, including those with special educational needs and/or disabilities, make outstanding progress. Pupils say they feel very safe and very well cared for. They eagerly take on a wide range of responsibilities with maturity and care. They participate in many physical activities during and after school and thoroughly understand the importance of healthy living. They are polite and thoughtful towards each other and confident in their relationships with adults. Their behaviour is outstanding.

Staff make excellent use of their understanding of pupils' earlier achievements to set work which is motivating and challenging to all abilities. Very good links between subjects and the use of information and communication technology (ICT) make learning relevant and exciting. The outstanding partnerships with parents and carers, the church and local community make a significant contribution to pupils' personal development and good community cohesion. The school recognises the need to extend involvement with the global community. The school is highly inclusive. Staff and governors target their resources sharply so that every pupil, including those from families in vulnerable circumstances, achieves the best they can. Parents and carers are very supportive and involved in school life. 'This is a fantastic school. My children have received a full and rounded education from the time they started,' typifies their views.

What does the school need to do to improve further?

- Take steps to develop the school's involvement in the global community.

Outcomes for individuals and groups of pupils

1

Pupils of all abilities take pride in their work and present it well. Pupils work extremely well collaboratively, share ideas and solve problems together. They make very good use of an excellent range of reference points to structure their learning and improve their knowledge of literacy and numeracy. They learn to speak purposefully about their work and to plan and organise their ideas. This makes a significant contribution to the outstanding progress made by all pupils, including those with special educational needs and/or disabilities. They make very good use of ICT to research, investigate and present their ideas. This, for example, culminates in the high level of responsibility pupils take for writing, editing, selling and distributing their own newspaper, 'Doodlebugs'. These skills prepare them admirably for their future learning. Pupils' achievement in reading, writing and mathematics is well above average. This is reflected in national assessments for Year 2. They build very well on the high levels with which they leave the Early Years Foundation Stage. The vast majority of pupils meet or exceed challenging targets set for them based on rigorous analysis of past achievement. Pupils thoroughly enjoy learning. They are eager to come to school and attendance is above average. The high quality of support for pupils with emotional and social difficulties helps them to manage their own behaviour well and participate in all the curriculum offers. The school takes very strong steps to break down barriers to high achievement. For example, the effective support given to children in vulnerable circumstances allows them to excel in areas where they show a gift or talent.

Pupils have a strong voice in the life of the school. Through the school council, for example, they are involved in important decision making and presentations to other pupils and adults. As they explain, 'Our job is to make the school a safe and happy place to learn'. They feel very safe and have a well developed understanding of how to avoid unsafe situations including use of the Internet. Pupils are very reflective and considered in their views. The excellent acts of collective worship, in partnership with the church, contribute to their outstanding spiritual, moral, social and cultural development. They have strong empathy with children in poorer situations at home and abroad. They feel they have a responsibility towards them and can do something to help. This leads to very effective fund-raising, largely led and managed by the pupils.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

Teachers' expectations are very high and pupils strive hard to meet them. Teachers and teaching assistants work together closely to ensure pupils of all abilities are included fully and make exceptional progress. All adults are highly skilled at questioning pupils to deepen their understanding and improve their thinking skills. Excellent classroom management leads to superb relationships which mean that pupils feel they can make a meaningful contribution to the lesson. Detailed and sharply focused lesson plans ensure the needs of different groups of pupils are very well met. Lessons are often exciting; they are brought to life through poetry, story-telling, role-play, active investigative tasks, competitions and games. Teachers and pupils make excellent use of ICT to reinforce and enrich many aspects of learning. Teachers place a strong emphasis on the use of an accurate vocabulary and a secure factual knowledge in all subjects. Pupils enjoy using precise terms in discussing and comparing, for example, the Polar regions and desert conditions in geography or regular and irregular polygons in mathematics. Teachers involve pupils extremely well in assessing and improving their own work at every stage. They share the success criteria for each ability group to achieve and this sharpens the pace of learning. There are excellent systems to assess pupils' progress and set targets for learning.

The outstanding curriculum brings learning to life for all groups of pupils. Extremely well planned programmes of work ensure rapid systematic progress in literacy and numeracy. Pupils' investigative and independent learning skills are very successfully promoted through many subjects and the excellent links made between them. Teachers make excellent use of homework and the partnership with parents and carers to extend

pupils' skills in many key areas. Well planned visits for pupils and visitors to the school are often the centre point for further studies and contribute significantly to personal development. Creative and practical topics often lead to imaginative and high quality work in subjects such as art, design and technology, geography and history. The school provides an extensive range of extra-curricular activities from fitness clubs to writers and young discoverers. This is a significant improvement from the last inspection. Pupils learn a modern foreign language. The school promotes pupils' awareness of sustainable development well, through use of the outdoors and links with the wider community. The school is beginning to develop aspects of multi-cultural learning and the successful 'One World' project gave pupils a deeper understanding of the lives of others.

The school takes outstanding care of all pupils. It has excellent and innovative systems to support the more vulnerable pupils, especially through the work of the parent support worker. The school provides strong educational opportunities for parents and carers, often linking closely with other support agencies. The exceptionally high standards of record-keeping and monitoring contribute to the safe working environment and ensure high standards of behaviour and above average attendance.

These are the grades for the quality of provision

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

How effective are leadership and management?

This school does not stand still. The headteacher provides decisive leadership which motivates the whole school community towards constant improvement. The headteacher and her senior staff lead by example through the training and role models they offer. They provide a benchmark for high quality provision, especially for teaching and the use of assessment. This has led to strong improvement since the last inspection. The headteacher and several members of staff take leadership roles within the local authority, promoting educational development and support for other schools. Community cohesion is good. The school plays a central role in its local community, especially through work with the church and local businesses. However, the school's involvement in global issues is less well developed. The school is very inclusive and promotes equality of opportunity and understanding of diversity extremely well for both pupils and staff. Very robust policies and thorough record-keeping contribute to high quality procedures for safeguarding. The governors have excellent systems in place to monitor provision and contribute to the school's self-evaluation. They bring a wide range of skills to bear and are strongly representative of the local community. They provide

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

robust financial management and ensure the school gives outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When they start school, children's skills are generally similar to those expected for their age. They get off to an excellent start and develop a real thirst for learning. Children make fast gains in skills and knowledge which means that by Year 1 they work above and sometimes well above average levels. There are very good systems to support children and their parents and carers when they first start in Reception and to help them quickly settle in. Many children attend the Pre-Reception class which nurtures their initial love of learning. Excellent welfare arrangements and very positive relationships ensure children feel very safe and secure, and settle extremely quickly. All learning stems from the children's interests and earlier achievement. There are entertaining and imaginative programmes to help children make particularly good progress in early reading, writing and numeracy. The children are very proud of their work. They greatly enjoy exploring the wide range of stimulating learning activities both indoors and out, including carrying out their own investigations and learning how to solve problems. Staff skilfully question children to help them think for themselves and organise their ideas. The work is very well matched to the needs of children of all abilities. The staff team have very clear roles and are constantly seeking ways to improve the provision further. They maintain high quality records of children's achievement which are used well to plan the next steps in their learning, and shared frequently with parents, carers and children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

About a quarter of parents and carers responded to the questionnaire. They are proud of the school and appreciate the hard work and approachability of staff. The vast majority say that their children love coming to school and that they make good progress. The inspection endorses these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brayton Church of England Voluntary Controlled Infant 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	19	33	0	0	0	0
The school keeps my child safe	32	56	24	42	1	2	0	0
The school informs me about my child's progress	22	39	29	51	6	11	0	0
My child is making enough progress at this school	29	51	27	47	1	2	0	0
The teaching is good at this school	39	68	18	32	0	0	0	0
The school helps me to support my child's learning	25	44	30	53	2	4	0	0
The school helps my child to have a healthy lifestyle	30	53	27	47	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)	35	61	22	39	0	0	0	0
The school meets my child's particular needs	31	54	26	46	0	0	0	0
The school deals effectively with unacceptable behaviour	24	42	31	54	2	4	0	0
The school takes account of my suggestions and concerns	28	49	29	51	0	0	0	0
The school is led and managed effectively	39	68	18	32	0	0	0	0
Overall, I am happy with my child's experience at this school	38	67	19	33	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.



15 July 2010

Dear Pupils

Inspection of Brayton Church of England Voluntary Controlled Infant School, Selby, YO8 9DZ

Thank you for the warm and friendly welcome you gave the inspection team when we visited your school recently. We really enjoyed talking to you and your teachers. We especially enjoyed watching you run your races on sports day. Your parents and carers were very proud of you. I would like to tell you about some of the things we found out.

- You go to a wonderful school.
- You say that you feel very safe and we agree that you are.
- You are very responsible and look after each other extremely well.
- You enjoy all your lessons and do very well indeed.
- The teachers make learning fun and give you lots of things to make, do and find out about.
- Your headteacher and all her staff work very hard to make the school better and better in every way.

We have asked the school to find more ways to work with families from around the world.

Carry on having lots of fun at school and always do your best.

Yours sincerely,

Mr Andrew Clark

Lead Inspector

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