

Braunton School and Community College

Inspection report

Unique Reference Number	113508
Local Authority	Devon
Inspection number	357373
Inspection dates	15–16 September 2010
Reporting inspector	Karl Sampson HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	737
Appropriate authority	The governing body
Chair	Mr Stanley Dibble
Headteacher	David Sharratt
Date of previous school inspection	13 November 2007
School address	Barton Lane Braunton EX33 2BP
Telephone number	01271 812221
Fax number	01271 817145
Email address	dsharratt@braunton.devon.sch.uk

Age group	11–16
Inspection dates	15–16 September 2010
Inspection number	357373

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 29 teachers and 25 lessons, and saw parts of eight other lessons and activities. Discussions were held with senior and middle leaders, staff, governors and groups of students. They observed the school's work and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents and students' work. They also scrutinised 160 questionnaires sent in by parents and carers, and questionnaires completed by staff and a sample of students from each year group.

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

- the achievement of all groups of students in English and mathematics
- how effectively the curriculum and care, guidance and support provide for the individual needs of all students
- the contribution to school improvement made by partnerships and the mathematics and computing specialism
- the impact of the monitoring and evaluation carried out by senior and middle leaders on student outcomes.

Information about the school

Braunton School and Community College is smaller than average and serves the town of Braunton and its surrounding area. The school has held mathematics and computing specialist status since 2002. Most students are of White British heritage and the vast majority speak English as their first language. The proportion of students known to be eligible for free school meals is half the national average. The proportion with special educational needs and/or disabilities is slightly above average. Their needs include specific learning difficulties (dyslexia) and social, emotional and behavioural issues. The proportion of students who have a statement of special educational needs is slightly above the national average. The school has recently had its Healthy Schools status renewed and its work has been recognised with Investors in People accreditation and the International School award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Braunton School and Community College is good and improving. The school is a welcoming and positive community where students feel safe, enjoy their learning and achieve well. The school has made major strides forward in the three years since its last inspection. Making these improvements has not been easy and has involved changes at senior leader level as well as in teaching staff through retirements and restructuring. It has also necessitated a change of approach by staff at all levels but the impact of the school's development work on leadership and a relentless focus on improving teaching and learning. This work has been championed by the school's Director of Teaching and its success is evident in the rising trend of attainment throughout the school, which is now above average. Self-evaluation is accurate and the school is in no doubt of the improvements needed. While the large majority of students make good progress, school leaders know that the progress for some students with special educational needs and/or disabilities is not yet as good as that of their peers. Leaders and managers have started to put in place strategies to address this. The school is in a good position to continue its improvement because:

- it is led well by a headteacher who has a commitment and passion to raise the aspirations of all students and achieve the highest quality outcomes for them
- expectations have been raised and staff are held more firmly to account
- targets are now challenging and a more frequent and rigorous tracking system is being used effectively to monitor students' progress and raise achievement
- leadership across the school has been strengthened: the quality of senior and middle leadership is now much more consistent
- leaders have good systems in place to support the development of teaching and have improved the way in which they observe lessons and provide feedback to staff so that it is sharper and more precise.

The quality of teaching and learning is good. The best lessons are characterised by innovative and challenging learning experiences that ensure high levels of student participation and engage students as partners in the learning process. In these lessons teachers use assessment information skilfully to tailor learning so that it fully meets the needs of all students to ensure progress which is consistently good or better. Effective questioning and precise subject-specific marking and dialogue enable students to understand exactly what they need to do to improve. However, these skills are not yet shared by all teachers across the school. School leaders recognise the need to refine monitoring and evaluation so that the very best practice is seen across all curriculum areas. They know that systems of communication are not sufficiently well established to ensure that support in lessons, particularly for students with special educational needs

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

and/or disabilities, is used to maximum effect.

Behaviour is good in and around the school; students are polite and courteous to each other and staff and say that they enjoy their time at the school. This is illustrated by the improvement in attendance, which is now above average and rising. The school provides good support to students who are potentially vulnerable as well as tailoring provision for those students whose behaviour might otherwise exclude them from education and examination success. Outstanding safeguarding procedures ensure that students are safe and well looked after. The school uses its specialist status role effectively and works well with a range of partners to improve outcomes for all students. As a result, students make a good contribution to the school and wider community and they are extremely proud of this.

What does the school need to do to improve further?

- Strengthen assessment practices in teaching and learning so that students' progress is consistently good or better across all subjects, by:
 - extending the use of effective questioning and dialogue to stimulate students' active participation in all lessons, with more opportunities for students to contribute their ideas to drive the learning forward
 - ensuring consistency in the use of day-to-day assessment so that all students know exactly what they need to do to improve their work through high quality verbal and written feedback.
- Further develop and strengthen the leadership and management of teaching and learning, by:
 - ensuring that systems for monitoring and supporting teaching and learning result in the very best practice being seen more consistently across the curriculum
 - rigorously monitoring and using the assessment information for different student groups to ensure that learning opportunities fully meet the needs of all students
 - ensuring that support in lessons for students with special educational needs and/or disabilities is deployed more effectively to maximise achievement.

Outcomes for individuals and groups of pupils**2**

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

- The school provides a caring environment and a range of personalised programmes of learning provide good support for all students, especially those who are more vulnerable.
- Good partnerships with parents, a range of outside agencies and neighbouring schools ensure that students' diverse needs are met.
- The school's analyses of changes to their entry profile have recently led to the introduction of a nurture programme to support literacy and numeracy. These interventions are demonstrating a positive effect on the progress of students who find learning a struggle but are not always used fully effectively across different subjects.
- The curriculum is increasingly flexible in responding to the individual needs of students. It has secure breadth and balance in Years 7 to 9, and in Years 10 and 11 includes a good range of subjects and vocational options.
- Courses and alternative work-based learning opportunities are offered in partnership with local colleges and employers where appropriate, and there are increasingly effective links with local schools. These opportunities have been effective in motivating some students who previously chose to stop coming to school because they found being in lessons difficult.
- Enrichment days, enterprise activities and community projects add to students' enjoyment and offer different and challenging ways for them to learn. There is a broad range of well-supported extra-curricular activities.
- The majority of lessons observed were good or better. Such lessons are carefully

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

planned to meet the differing needs of students, move along briskly and provide frequent and high quality opportunities for students to participate and drive learning forward. They are underpinned by positive relationships which establish a great platform for learning.

- Less effective lessons, where progress is at best satisfactory, typically have the following characteristics:
 - over-long teacher explanations which inhibit opportunities for students to think for themselves and to develop and explain their ideas
 - slow paced learning activities that are insufficiently challenging, limit opportunities to learn independently and can lead to off-task behaviour
 - questioning that rarely delves deep in order to check and develop students' understanding or teachers who are inclined to intervene too readily, which militates against students' own evaluation of key learning points.
- Marking and assessment vary in quality. They are at their best in design and technology and art, where teachers provide precise subject-specific guidance that clearly identifies what students need to do to improve their work. For example, an outstanding art lesson made use of high quality written feedback and incisive questioning and dialogue to empower students to articulate the key features required to improve their 'figure and form' projects. However, such good practice is not consistently in place across the curriculum. Too often, verbal and written guidance does not make explicit the next steps that students need to take to improve their work or give them the opportunity to respond.

These are the grades for the quality of provision

The quality of teaching	2
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?

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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 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 equality of opportunity and tackles discrimination	3
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	2

Views of parents and carers

A higher than average percentage of parents and carers responded to the Ofsted questionnaire and the large majority responded positively to every statement. They are happy with their child's experience at the school and are particularly appreciative of the school's arrangements to keep children safe and enable them to enjoy school. A few of the parents who responded raised concerns about behaviour in some lessons as well as the school's effectiveness in communicating information and how well it responds to suggestions or concerns. The inspection team judged that behaviour was good in and around the school during this inspection, thanks to the quality of provision and procedures that are in place. Inspectors appreciate that any lapse in communication is a concern for those involved but consider that the school works hard to communicate with parents and act upon their views. The school recognises that it must persist in finding effective ways of communicating with some families, particularly those who are unable to come into school, or do not have access to the internet.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Braunton School and Community College 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 160 completed questionnaires by the end of the on-site inspection. In total, there are 706 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	34	100	63	2	1	2	1
The school keeps my child safe	54	34	98	58	3	2	1	1
The school informs me about my child's progress	44	28	84	53	8	5	6	4
My child is making enough progress at this school	41	26	84	53	11	7	4	3
The teaching is good at this school	38	24	98	61	4	3	3	2
The school helps me to support my child's learning	39	24	88	55	10	6	3	2
The school helps my child to have a healthy lifestyle	39	24	83	52	17	11	5	3
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)	47	29	87	54	4	3	4	3
The school meets my child's particular needs	45	28	87	54	9	6	5	3
The school deals effectively with unacceptable behaviour	43	27	77	48	16	10	6	4
The school takes account of my suggestions and concerns	37	23	80	50	13	8	6	4
The school is led and managed effectively	46	29	85	53	10	6	3	2
Overall, I am happy with my child's experience at this school	60	38	84	53	5	3	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



17 September 2010

Dear Students

Inspection of Braunton School and Community College, Braunton EX33 2BP

Thank you for your help and for taking the time to talk to us during the recent inspection. We enjoyed meeting you and learning about the work of your school, which we have judged to be good. It has worked really hard since the last inspection to improve your achievement. Your headteacher leads the school well, and is ably supported by other staff and the governors. They are all determined that you should have the opportunity to succeed and their work enables you to achieve good outcomes. You told us how much you appreciated the work of your teachers.

You enjoy coming to school, are well cared for, have a good range of curricular opportunities and are well taught. You particularly appreciate the positive benefits that mathematics and computing status has brought and the support that you receive to prepare for life beyond school and in developing your enterprise skills. You told us you feel safe, and we think your behaviour in and around the school is good. You are polite, friendly and make a good contribution to the life of the school and the wider community.

The school's leaders are working to monitor and improve the consistency of lesson quality. They are aware that your lessons don't always fully match your individual needs or make the best use of support in lessons to help you to accelerate your progress. In order to improve the school further, we have asked them to focus on improving teaching so that it is more consistently good or outstanding. We have asked that teachers share their best ideas and learn from each other so that lessons consistently provide you with challenging learning activities which engage you more actively in learning and allow you to explain your ideas and contribute more. We have also asked that teachers consistently give you high quality feedback on your work so that you always know exactly what you need to do to improve in each subject.

You can certainly help your teachers with some of these things.

Very best wishes for your future happiness and success.

Yours sincerely

Karl Sampson

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.