

Brayton Community Junior School

Inspection report

Unique Reference Number	121434
Local Authority	North Yorkshire
Inspection number	292113
Inspection dates	11–12 July 2007
Reporting inspector	Jim Griffin

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	218
Appropriate authority	The governing body
Chair	Mr Gordon Holmes
Headteacher	Mr Derek Miller
Date of previous school inspection	8 May 2002
School address	Brayton Lane Brayton Selby North Yorkshire YO8 9DZ
Telephone number	01757 704308
Fax number	01757 290884

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average junior school with two classes in each year group. Around a third of pupils come from outside the catchment area. Only a few pupils are entitled to free school meals. Nearly all pupils are of White British heritage and almost all speak English as their first language. There is a small proportion of pupils from Traveller families. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion with a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well, both academically and in developing their personal qualities. The quality of teaching and learning is good, as is the curriculum and the care and support for pupils. Parents are overwhelmingly positive about what the school provides and achieves. Most parents support their children well in ensuring that homework is completed and by attendance at parents' evenings. The school's leadership has considerable strengths, but there is not yet enough emphasis on improvement planning to ensure that its self-evaluation work is as effective as it could be.

The school's pastoral care for pupils is a real strength. Parents find that staff are approachable and helpful when difficulties or concerns arise. Pupils feel safe and very well cared for. Academic guidance for pupils, through marking and the process of setting targets, is good overall. All key aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are good. Pupils are keen to come to school and this is reflected in good attendance levels. They generally show good attitudes to learning in lessons, although a significant minority are less than enthusiastic about writing activities. Behaviour is good in and outside of lessons and pupils show good levels of respect, tolerance and, where needed, support for each other. Pupils' awareness of wider multicultural work has been fostered through fundraising, visitors and good use of topic work, such as on the World Cup. They enjoy taking on responsibilities. They understand about the importance of healthy eating and exercise and know how to stay safe.

Pupils' academic achievement is good. This is because both teaching and pupils' attitudes to learning are generally good. Standards are above the national average on entry to Year 3, in all areas except in writing where they are broadly average. Pupils make particularly good progress in reading, mathematics and science to reach standards that are significantly above average by the end of Year 6. There is still work to do to improve pupils' progress and standards in writing, as progress is satisfactory, leading to broadly average standards by the end of Year 6. While pupils' learning is good overall, in a minority of lessons the set work does not always challenge learners enough. The curriculum is good, giving pupils a rich experience right across its full range. There is effective enrichment through a range of visits, visitors, community events and the good range of out-of-school clubs.

Leadership, management and governance are all good. The experienced headteacher has created a capable team where individuals carry out their responsibilities well. The school's longer-term planning reveals a mixed picture as the school enters a period of significant change, including to its leadership. The four-year budget projection is a particularly good example of effective long-term planning, as it provides real overview in relation to staffing and other decisions with funding implications. The planning of other key aspects of the school's work is less well developed. The school has not established a rigorous cycle of monitoring, evaluation and planning for improvement. Consequently, the outcomes from different aspects of leaders' work are not used as well as they could be to address issues or to assess where different approaches may be beneficial. Governors now support and challenge the school well, making a particularly important contribution to the thinking on finance and staffing. Improvement since the previous inspection has been good and the school has a good capacity to improve further.

What the school should do to improve further

- Establish a more rigorous cycle of monitoring, evaluation and planning for improvement.

- Improve pupils' standards in writing.
- Ensure that all lessons include suitably challenging work for all learners.

Achievement and standards

Grade: 2

Achievement of all groups is good overall. Pupils enter Year 3 with standards that are above average on the whole, based on being above average in reading, mathematics and science and broadly average in writing. In Years 3 to 6, they make particularly good progress in reading, mathematics and science to reach standards that are significantly above average by the end of Year 6. Progress in writing is slower but improving and is now satisfactory overall. In the past year, the school has understandably focused its improvement work on writing. Well led by the subject coordinator, staff have become increasingly skilled in assessing pupils' writing and this has led to an improvement in standards. Also, there is good emphasis on developing pupils' speaking and listening skills through role play and small group work. Although a significant minority of pupils still lack enthusiasm for writing tasks, staff are becoming increasingly adept at engaging pupils through good use of interactive whiteboards, photographs and physical resources. The school regularly meets its challenging targets in mathematics and science. It also did so in English in recent tests, as the school now has a secure grasp on the assessment of pupils' written work.

Personal development and well-being

Grade: 2

Pupils know their contribution is valued; this is underpinned by very positive, purposeful relationships with staff. They know how to keep safe, and confirm that they feel safe in school. Pupils know about the importance of a healthy lifestyle, and welcome the impressive range of opportunities the school offers to take part in physical exercise. Many of the older pupils take advantage of the opportunity to work as 'buddies' at the neighbouring infant school, and all pupils enjoy the 'reading partners' scheme. Older pupils plan, organise, advertise and run fundraising events capably and with confidence. This has enabled them to develop some important life skills.

Pupil's spiritual, moral, social and cultural development is nurtured through circle time, assemblies, religious education and personal, social and health education (PSHE) lessons. The school has improved pupils' awareness of a wider multicultural world since the previous inspection. Pupils have forged links with a visitor from Africa through their fundraising activities, and visitors have included an African drummer. Projects such as the World Cup topic and participation in 'World Citizenship Week' have helped pupils develop an awareness of other cultures and lifestyles.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils enjoy most of their lessons and find them interesting. The interactive whiteboards are used with confidence, by both staff and pupils, to enhance learning. Teachers are skilful in questioning pupils to test their understanding, and pupils' answers are valued and built upon. Pupils work confidently and independently, and most cooperate well with each other to support their learning. Most lessons have specific

learning objectives, and pupils are therefore clear about what they are supposed to be doing. However, in a minority of lessons, set work is not always well matched to the individual needs of pupils, and as a result not all pupils are fully stretched. Pupils say that they particularly like lessons where 'we find out for ourselves, such as in science', and teachers take great care to make learning purposeful and relevant to pupils. The best teaching is characterised by careful planning designed to challenge all pupils, good opportunities for individual or small group work and a brisk pace. Pupils are attentive and well behaved in lessons and the high level of speaking and listening opportunities enhances their learning. Most marking is of good quality, but in a minority of classes there is not yet enough emphasis on what pupils need to do to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It is lively and interesting for pupils and helps them to achieve well. All requirements are met, and provision is enhanced by the inclusion of French lessons. There is a good focus on basic skills, and literacy is practised well across a number of subjects. As part of PSHE, there is a good emphasis on developing pupils' social and emotional awareness. Cross-curricular links are made between subjects where appropriate, and opportunities are sought to develop writing in a range of curriculum areas. A series of themed weeks and days further enhance the curriculum. Music is a strength in the school, with a large number of pupils playing musical instruments. There is a wide range of extra-curricular activities, both sporting and arts based, which are popular with pupils. Growing links with local secondary schools give pupils a range of additional learning experiences.

Care, guidance and support

Grade: 2

The school places considerable emphasis on ensuring the safety and well-being of all its pupils. Pupils feel safe in school because 'the teachers look after us'. Good security systems are in place and pupils are well supervised at all times. The very good relationships between staff and pupils mean that pupils know their concerns are taken seriously and are acted on when necessary. Parents are overwhelmingly positive about the school's work in looking after their children. Traveller pupils are fully included and well integrated.

All pupils know their targets and are clear about what they must do to fulfil them. Support is good for pupils with learning difficulties and/or disabilities. They are quickly identified and have access to a range of intervention strategies. The skilled support staff play an important part in enabling all pupils to access the curriculum.

Leadership and management

Grade: 2

The quality of leadership and management is good overall. This is reflected in pupils' good academic progress and personal development. The highly experienced headteacher has led the school well over many years. He is held in high regard by all stakeholders. He delegates well, giving staff good opportunities to develop their contribution. This is reflected in the recent appointment of one of his assistants to be the next headteacher.

The school has a secure overview of its main strengths and weaknesses and the quality of self-evaluation is satisfactory overall. Core subject leaders carry out their individual roles effectively. However, a rigorous cycle of monitoring, planning and evaluation is not yet established; the lack of an annual monitoring plan and a longer-term strategic plan reduces the effectiveness of the collective work of leaders. The quality of the school's monitoring of teaching and learning is broadly satisfactory, but there is not yet enough emphasis on assessing the learning of groups of pupils. The good contribution of the governing body is an important improvement since the previous inspection. The development of a four-year financial model forms a key part in all discussions around staffing and finance. Governors have a good grasp of the school's strengths and most of its improvement areas.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of my colleague and myself, following our visit to your school. Thank you for making us welcome and for being so friendly and helpful. We were pleased to find out that you like your school. We enjoyed our visit and want to share with you what we found. We found that your school is a good one, where you learn well not only in subjects but in the way your personal qualities develop.

Here is what we liked most about your school.

- The school cares well for you, based on treating you all as individuals.
- You are happy and feel safe at school.
- You behave well both in lessons and outside, and your attendance is good.
- Those in charge of the school are good at their jobs.
- Your parents are pleased you come to this school.

Here is what we have asked your school to do now.

- Put more emphasis on planning so that the work of senior staff produces the most benefits.
- Help you to reach higher standards in your written work.
- In all lessons, make sure that the set work is at the right level so that all of you are learning well.

You are a credit to your school. Keep working hard and making the most of your time in school. We wish you every success in the future.