

# Scarborough, Braeburn Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	121316
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380206
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Lesley Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ned Bowden J.P.
<b>Headteacher</b>	Kathleen Tate
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	Braeburn Eastfield Scarborough YO11 3LG
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## Introduction

### Inspection team

Lesley Clark  
Susan Twaits

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 lessons taught by 10 teachers. Meetings were held with three groups of pupils, the Chair of the Governing Body and staff. Inspectors met informally with parents and carers. There were no responses to the online questionnaire (Parent View). Inspectors observed the school's work and looked at a range of documentation including: the tracking and assessment of pupils' progress; the Early Years Foundation Stage children's 'learning journeys' (individual records of their learning and development); the school development plan and documentation relating to safeguarding. Questionnaires returned from staff and pupils, and 28 questionnaires from parents and carers were analysed.

## Information about the school

This school is smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. A high proportion is known to be eligible for free school meals. An above-average proportion of pupils has special educational needs or is vulnerable because of their circumstances. The school is an Enhanced Mainstream School providing support for children with behavioural, emotional and social difficulties. The Nursery offers flexible provision including lunchtimes. The school runs a weekly Baby Braeburn group for children under the age of three, currently run in conjunction with the Children's Centre.

The school has Healthy School status. It holds several awards including the Active mark, Arts mark and Basic Skills Quality mark.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It has some significant strengths. Pupils are well cared for. The partnerships with parents, carers and a wide range of agencies are very effective and benefit pupils' learning. The school is not yet outstanding because attainment in reading is below average and the monitoring of teaching lacks sufficient rigour.
- Pupils achieve well from starting points that are generally well below those expected. Children make good progress overall in the Early Years Foundation Stage. Attainment is broadly average in mathematics because this subject is well taught and has a high profile. Attainment is below average in English because pupils do not read with sufficient understanding.
- Teaching is good overall. There is some high-quality practice, especially in mathematics, but there are also some inconsistencies. In the best lessons teachers question well and give pupils opportunities to work independently. Phonics (linking letters and sounds together to make words) is not taught consistently well in all classes. Teaching assistants give good-quality support to different groups of learners.
- Pupils behave well. They are keen to come to school and they are eager to please. Their attendance has improved markedly over the last 18 months and is now above average. Pupils who are supported by the Enhanced Mainstream School provision manage their behavioural difficulties well. Pupils feel safe and secure and grow in confidence during their time in school.
- Senior leaders manage performance well and set suitably ambitious targets. Members of the governing body are keenly involved in all that the school does. The curriculum is well organised. It provides an exciting range of outdoor learning opportunities and extra-curricular clubs that contribute well to pupils' spiritual, moral, social and cultural development. The leadership of teaching does not always give sufficiently clear guidance on improvement points and so teaching is not of consistently high quality.

## What does the school need to do to improve further?

- Raise pupils' attainment in reading by:
  - increasing the provision in the Nursery for language-based activities so that children have many more opportunities to talk, read and write for a purpose
  - ensuring consistent teaching of phonics across the school
  - giving pupils more opportunities to share books and talk about them so that they learn to read for meaning.
- Enhance the quality of teaching to ensure there is greater consistency by:
  - making clear to pupils what they are going to learn and why
  - giving pupils opportunities to work independently so they learn through finding out for themselves
  - managing more effectively pupils' answers to questions and their verbal responses in the classroom.
- Ensure the monitoring of teaching is rigorous and that teachers are provided with clear guidance on aspects of their work that need to be improved.

## Main Report

### Achievement of pupils

Achievement is good for all groups of learners. Parents and carers have an accurate view that their children make good progress. The school successfully narrows the achievement gap between different groups of pupils. Pupils with special educational needs, those who are known to be eligible for free school meals and those who are vulnerable because of their circumstances make progress that is similar to the progress made by all pupils. This is because they are given good-quality support by skilled teaching assistants exactly when they need it. In lessons, for example, teaching assistants position themselves close to pupils who may need extra help so that they can explain new teaching points if the pace of teachers' explanations to the whole class is too fast for them to grasp immediately.

Pupils make good progress in reading. When they first start in Nursery the very large majority of children are well below the expected skills levels for their age, especially in communication, language and literacy and in their social and emotional development. Specifically targeted support enables the small minority of pupils who have a very limited vocabulary to learn to communicate with words. However, during 'free flow' activities (times when children choose what they want to do either inside or outdoors) staff do not engage children often enough in talk and discussion. The activities both inside and outside are largely focused on developing pupils' numeracy and physical skills and so children miss opportunities to use their emerging speaking, reading and writing skills purposefully in different contexts. Reception children make good progress in learning phonics and use their emerging reading skills well. For example, in one lesson children eagerly hunted for eggs with specific words on them to complete a sentence.

The school's assessment data confirm that pupils' progress in reading is accelerating this year in Year 1 because pupils are now taught in small ability groups. Although pupils in the current Year 2 clearly enjoy reading, some have problems blending sounds together to make

words they understand. Average- and higher-attaining pupils find it hard to explain the meaning of what they have read. This is because they rarely read books together in a group and talk about them. Pupils write neatly and legibly, forming their letters well. Pupils in Year 2 write increasingly accurately and at length. Attainment in both reading and writing is below average by the end of Key Stage 1.

Pupils make rapid progress in mathematics. As a result, attainment is consistently close to average levels by the end of Year 2. Higher-attaining pupils forge ahead because they are given demanding work in lessons and encouraged to challenge themselves. Average-attaining pupils learn to see patterns in number, exclaiming in delight 'That's easy!' when they realised they could swap the numbers in an addition sum and make the same total.

## **Quality of teaching**

Parents and carers have an accurate view that their children are well taught. In the best lessons teachers share with pupils exactly what they expect them to learn and the reasons why. Lessons build on pupils' previous learning and pupils strive to meet their teachers' challenges. Pupils listen attentively and make sensible contributions because they know what is expected of them. Questioning is first-rate and pupils become increasingly articulate because they are expected to speak clearly. The result is enthusiastic learners who challenge themselves. For example, in a mathematics lesson Year 2 pupils rapidly worked out how to divide different amounts equally, using the correct mathematical language to explain what they were doing.

Good features in the majority of lessons include using interactive technology and laptops to make teaching points clear and to involve pupils in their learning. Staff use the outdoor learning environment successfully to enrich the curriculum and to foster pupils' spiritual, moral, social and cultural development. For example, Reception children were enthralled when they saw newly hatched chicks and asked lots of questions. In their imaginative play the children built 'a dinosaur hatchery' and explained that they were 'keeping dinosaurs warm in the eggs with a heater'. In less successful lessons learning objectives are unclear and pupils are given inconsistent messages about the appropriate way to answer questions, and so more vociferous pupils tend to dominate over quieter, less confident ones. Sometimes, adults supply answers just a bit too quickly, without giving pupils sufficient thinking time. These factors restrict the opportunities that pupils have to work independently and to learn through finding out for themselves.

The teaching of phonics varies across the school. In an excellent phonics lesson pupils quickly grasped how to read and write different words with the 'ew' sound accurately in sentences. In a less successful phonics lesson pupils confused sounds such as 'er' and 'ear' because the teaching did not require pupils to perform the actions or articulate the sounds clearly and consistently.

## **Behaviour and safety of pupils**

Pupils behave well. They thoroughly enjoy coming to school. They like their teachers and want to please them. Pupils are polite and friendly. They readily chat with adults and want to show their work because they are proud of their achievements. Pupils explain what the matter is when they feel upset and are confident that their teachers will be able to help them. Pupils say, 'Sometimes children don't behave but most do.' In lessons pupils listen attentively and concentrate for increasingly long periods of time. They show perseverance

when doing difficult tasks. Sometimes, pupils shout out the answers because they are so enthusiastic and because they have not all learned to control their responses so that everyone has a turn to speak. There is very little aggressive behaviour. Pupils say that there is no bullying and school records confirm this is the case. Children in the Early Years Foundation Stage play calmly together or alongside each other. Playtimes and lunchtimes are generally very happy occasions. School council members meet occasionally but find it hard to say what they have done in their role as councillors. Parents and carers have an accurate perception that their children behave well. Attendance is above average, reflecting pupils' enthusiasm for and parents' and carers' commitment to school.

Pupils clearly feel safe. They know how to run, climb and jump safely and they say 'sorry' if they inadvertently bump into someone. Nursery and Reception children learn to share and take turns. They play sensibly and safely with one another. They know that they must put on a sunhat when they go outside and drink all their milk up in hot weather otherwise it will 'go off'. When they paint or play with water they put on plastic aprons without being reminded. Pupils move round the school in a safe and orderly manner and wait quietly and patiently when required to do so.

### **Leadership and management**

Senior leaders check pupils' performance carefully, keeping a close track of their progress. Interventions to support individual pupils and different groups of learners are well matched to their varying needs. This includes specialist support from the Enhanced Mainstream School's team which enables those with significant behavioural problems to achieve as well as others. The school can demonstrate pupils' consistently good progress over a five-year period, confirming its successful promotion of equality of opportunity for different groups, including those with special educational needs or who are known to be eligible for free school meals. Discrimination is not tolerated and pupils are kind to each other.

The monitoring of teaching quality is less stringent. Lesson observations tend to be over-generous and do not make improvement points sufficiently clear. This is why there is some variation in the way that phonics is taught across the school and inconsistencies in the ways that teachers expect pupils to answer questions and give verbal responses in lessons. On the other hand, the impact of professional development is largely effective, as shown in the skill with which well-trained support and teaching staff help pupils to overcome multiple barriers to learning and make good progress.

The creative outdoor curriculum is used effectively to meet pupils' needs. It is broad and balanced and provides good opportunities for pupils' spiritual, moral, social and cultural development. The school works successfully with parents and carers through activities such as reading, gardening and cooking clubs. The parent support advisers and staff in both the school and the Enhanced Mainstream School also successfully engage parents and carers in their children's education. The 'Baby Braeburn' group prepares very young children well for Nursery. Leaders and managers at all levels including the governing body make good arrangements for safeguarding. Child protection is of good quality. The school builds successfully on its strengths and demonstrates it has good capacity to improve further.

## Glossary

### 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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 March 2012

Dear Pupils

**Inspection of Scarborough, Braeburn Infant and Nursery School,  
Scarborough YO11 3LG**

Thank you for your warm and friendly welcome. We enjoyed meeting so many of you. A special 'thank you' goes to the children who read to us and showed us their work. You go to a good school. Everyone in school takes good care of you. Your parents and carers agree because they like coming into school too. These are the areas where your school does well.

- You make good progress. Your reading and writing improves well. Your work in mathematics is especially good.
- You are well taught. Your teachers give you lots of time to learn outdoors and to do interesting things.
- You behave well and you feel safe.
- Your school is well organised and adults want to do the best they can for each of you.

This is what we have asked your school to do next to make it better still:

- give Nursery children more times to speak, read and write and to help you all improve your reading skills so that you can enjoy reading stories and information books and have times to talk about them together
- make sure teachers in every class tell you what you are going to learn, give you time to learn on your own and have good ways of helping you to answer questions without shouting out
- make careful checks to ensure all teaching is as good as the best.

You can help by continuing to come to school and listening to your teachers and asking questions when you need extra help. I hope you enjoy these new challenges.

Yours sincerely

Lesley Clark  
Lead inspector

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