



# Scarborough, Braeburn Infant and Nursery School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 121316  
**Local Authority** North Yorkshire  
**Inspection number** 292079  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Ralph Higgs

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

<b>Type of school</b>	Primary	<b>School address</b>	Braeburn
<b>School category</b>	Community		Eastfield, Scarborough
<b>Age range of pupils</b>	3–7		North Yorkshire YO11 3LG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01723 582616
<b>Number on roll (school)</b>	134	<b>Fax number</b>	01723 585641
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr D Bowden
		<b>Headteacher</b>	Mrs Kathleen Tate
<b>Date of previous school inspection</b>	13 May 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–7	22–23 November 2006	292079

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school admits pupils from an area of high social and economic disadvantage. The number of pupils eligible for free school meals is three times greater than the national average. Almost all pupils are from White British backgrounds. Around 40% of them have learning difficulties and/or disabilities, which is very much higher than similar schools. Like many schools in the area, the school's roll is falling. The school holds the Healthy Schools Award, the Basic Skills Quality mark, and has local authority recognition for 'excellent provision' for pupils with learning difficulties and/or disabilities.

## 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 with a number of outstanding features. It has a positive ethos for learning, which helps all pupils feel special. The school truly lives up to its motto, 'A place where children grow and flourish'. Standards have risen in recent years and pupils' achievement is good throughout the school. Their personal development is outstanding and they love being at school. The school works exceptionally well in partnership with others to ensure pupils make good progress. Consequently, the school provides good value for money.

Children enter the Nursery with attainment that is well below average. They make good progress, as they settle quickly and learn well in a very supportive environment. Their rate of progress is also good in Reception. By the time they enter Year 1, pupils are mostly working just below the standards expected for their age. Effective teaching in Years 1 and 2 ensures that this good progress is sustained amongst all groups of pupils. This results in broadly average standards by the end of Year 2.

The school is very popular with parents. 'There is nowhere better for my child', stated one. This is reflected in improving attendance, which has now reached the national average. From the moment they enter the school, children grow in self-esteem, confidence and enthusiasm for school. They quickly learn to behave well and acquire an excellent understanding of how to stay healthy and stay fit. The great energy with which they play and take part in physical education lessons demonstrates this. They play safely on the wide range of large outdoor equipment and move around the school in an orderly fashion. These personal qualities are the result of outstanding levels of care, support and guidance.

Teaching and learning are good, with some that is outstanding. Pupils respond well to activities which are pitched at just the right level. A very effective partnership exists between teachers and teaching assistants. This ensures well planned, intensive work takes place with individuals and small groups. Lots of opportunities are given to develop literacy and numeracy skills. Staff are very alert to opportunities to link these skills to work in all subjects. This is one of the strengths of the good curriculum provided in the Foundation Stage and in Key Stage 1. For instance, pupils enjoy the many visits they take part in and the interesting work they do with visiting artists and musicians. However, pupils are not given enough opportunities to apply their skills in using information and communication technology (ICT) in other subjects.

Leadership and management are good. The headteacher, well supported by the deputy headteacher, provides excellent leadership. A good partnership has been established with the governing body, which carries out its role effectively. As a result, the school responds very well indeed to the needs of its local community. Self-evaluation is robust and the school has an accurate view of its strengths and weaknesses. However, subject coordinators do not have a good understanding of provision and standards for the whole school. For example, until recently, they have had little involvement with the Foundation Stage. Improvement since the last inspection has been good. The school demonstrates a good capacity to improve further.

## What the school should do to improve further

- Extend the use of ICT to assist learning in all subjects.
- Extend the role of subject coordinators so they effectively lead improvement, particularly in the Foundation Stage.

## Achievement and standards

### Grade: 2

Children make a good start to school. Many have very weak literacy skills and a very limited grasp of numbers when they enter the Nursery. Clear routines and well planned activities help them to grow in confidence. Work in Reception builds effectively on this provision, so that pupils, including the high proportion with learning difficulties and/or disabilities, learn well throughout the Foundation Stage.

Results in the teacher assessments at the end of Year 2 have been close to the national average in recent years. This continues to be the same in current work. Pupils achieve well in reading and writing, and very well in mathematics. Standards in speaking and listening, in particular, have risen strongly since the last inspection. This is because pupils experience a curriculum that is rich in opportunities to talk with one another and with adults. The school keeps a close eye on the progress of all groups of pupils. It is quick to spot when some fall behind. For instance, extra support has recently helped some boys to catch up in their reading. This ensures that progress is good in all year groups.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. The school very effectively broadens their horizons. Children enter school with very limited social and cultural experience. From this very low baseline, they progressively acquire the personal skills and capabilities needed to learn well. The rapid advances they make in learning basic skills prepare them well for the transfer to junior school.

Pupils talk animatedly about how much they enjoy what the school has to offer. As one boy put it, 'I'm getting better and better. I know lots now'. This keenness to learn can also be seen in improved regular attendance. Pupils learn to respect each other, and to value their community. For example, after a visit, they were moved to write to the Mayor asking for a local stream to be cleaned up. The school council is proud that they can make suggestions to help make the school even better. Pupils feel safe in school, and they say they can go to an adult if they are worried or upset. They learn to take responsibility for themselves from the earliest age. For instance, they sign themselves in for the daily lunch club and choose their own activities. They like this a great deal. One pupil said, 'The best thing about my school is getting to choose.'

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers' high expectations, secure subject knowledge, commitment and enthusiasm all contribute to the good progress made by pupils. The pupils appreciate the hard work of their teachers. One pupil commented, 'My teachers are kind and fun'. In the best lessons, the pace is lively, activities are challenging and all pupils are engrossed in learning.

Staff build on their very good relationships with pupils to maintain good standards of behaviour. Consequently, little time is wasted in lessons and pupils complete their work. Teachers make good links between different subjects. This helps pupils make sense of their lessons, and apply skills learned in one subject to benefit work in others. Marking is constructive and teachers use their good knowledge of how pupils are doing to plan further work.

### Curriculum and other activities

#### Grade: 2

The curriculum has a number of good features. For example, it takes very good account of pupils' different learning needs. Personal development is given strong emphasis and lies at the heart of the school's effectiveness in this area. The good provision for physical education helps pupils understand the effects of exercise and to learn good teamwork skills. The provision for learning basic ICT skills is satisfactory. However, not enough use is made of available computer resources to enhance learning in other subjects.

The school works hard to enrich learning and uses the local community well. For example, a visit to the newly opened library on the estate has encouraged reading outside of lessons by children and their families. A good range of clubs and activities provides opportunities for pupils to extend their learning outside normal lessons.

### Care, guidance and support

#### Grade: 1

A friendly, secure and happy atmosphere prevails, which very positively promotes pupils' learning. The chair of governors sees the school as a haven for pupils, and it is. The procedures for tracking each pupil's progress are very thorough, and are the product of much hard work. All pupils' individual needs are quickly and accurately identified. It is clear that every child really matters.

The school strives hard, and imaginatively, to involve parents in their children's learning. This has been successful in bringing about regular attendance. Parents accurately and overwhelmingly hold the view that their children are well cared for, safe and secure. The school has excellent relationships with external agencies, such as the National Society for the Prevention of Cruelty to Children (NSPCC). Robust child protection

and safeguarding procedures are in place, and are updated regularly. Health and safety, and risk assessment procedures, meet the required standards.

## **Leadership and management**

### **Grade: 2**

In the last 18 months, the new headteacher has brought about important changes to the leadership and management of the school. For example, a re-organisation of senior leadership responsibilities has brought fresh impetus to school improvement. This is building well on the existing good teamwork that is evident throughout the school. The headteacher makes impressive use of data to evaluate the school's performance. This is beginning to be used well by senior staff. The monitoring of teaching has been put on a more systematic footing. Consequently, senior managers are developing a good understanding of where aspects of learning could be strengthened. In contrast, the role taken by subject coordinators is more limited, as it is still developing.

The school actively canvasses the views of parents and pupils. Good account is being taken of these views to establish priorities for improvement. The school has very effective links with other schools and agencies, which are used productively to extend what it provides.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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**

Thank you very much for welcoming us into your school. We really enjoyed talking to you and looking at your work.

The best things about your school are:

- the progress that you make as you move up the school
- the way you try your best and enjoy your work
- you know how to choose healthy foods and take lots of exercise
- you get on very well with one another and with adults in the school
- your good teachers and other staff who help you so much
- the school takes really good care of you
- the way your headteacher, your deputy headteacher and your governors run the school.

To help you even more, we have asked your school to:

- use computers more often to help you learn better
- help teachers with subject responsibilities extend the work they do to help you learn.