

# Inspection of Braybrook Primary Academy

Braybrook, Orton Goldhay, Peterborough, Cambridgeshire PE2 5QL

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Inspection dates: 23 and 24 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to attend the school. They enjoy the positions of responsibility offered to them. These roles include being a school councillor or prefect.

Pupils value the friendships they make. They feel the school is inclusive and they are respected. They listen respectfully to each other's points of view. Pupils understand the behaviour expectations in class and adhere to them. This helps pupils engage in, and enjoy, their learning.

In school, pupils live by the school's 'REACH' values. These include being respectful and responsible, everyone mattering, aspiring and achieving, being confident adults and being happy and healthy. Pupils show these values in the way they behave towards each other and visitors. Pupils enjoy the extra-curricular clubs they can attend. They can also take part in additional trips, such as a recent visit to Peterborough Cathedral.

Pupils are happy to talk about their feelings and worries. They feel safe and know who to report concerns to. Pupils feel that if bullying happens, it will be taken seriously.

Pupils are resilient. This helps them make progress in their learning. Pupils strive to do their best.

## **What does the school do well and what does it need to do better?**

Leaders have identified ambitious content for their curriculum. They have identified what they want pupils to learn and when. This matches pupils' needs. As a result, the curriculum provides support and challenge for all pupils. Staff have high aspirations for all pupils, including those with special educational needs and/ or disabilities (SEND). Leaders provide staff with professional development matched to the curriculum. Staff value this training.

Teachers revisit prior learning in lessons, including important subject vocabulary. This supports pupils' understanding of new concepts and reinforces knowledge. Pupils apply this learning in their work. As a result, pupils talk with confidence about what they have learned. Teachers identify when pupils are unclear about their learning. They provide support to ensure that pupils get back on track.

Leaders have an accurate view of reading provision across the school. A new programme for teaching phonics was introduced last year. Leaders have provided training for all staff. This ensures that staff have the knowledge they need to teach early reading effectively. Staff ensure that pupils use their phonic knowledge when reading. Staff check pupils' learning in lessons. Gaps are addressed swiftly through targeted catch-up sessions. This enables pupils to progress with their learning.

Pupils access a wide range of books. Pupils across different age ranges expressed a love of reading.

The new special educational needs coordinator (SENCo) ensures that pupils with SEND get the support they need to access learning in lessons. The SENCo works with parents to identify the needs of children. Teachers know how to adapt the curriculum to support pupils with SEND. Where pupils with SEND need additional support, this is provided. This support enables pupils to get back on track with their learning.

Pupils are well prepared for the next stage of their education. Leaders have planned a curriculum to support pupils' personal development. The curriculum revisited themes each year. This starts in Reception, where children learn about healthy lifestyles and being kind. Further up the school, pupils apply to become prefects and school councillors.

Pupils are respectful towards each other. They talk about everyone being part of the school community. The positive behaviour seen in lessons matches that seen during breaktimes and in the school's wraparound care.

Leaders use a range of strategies to support pupils' attendance. For some pupils, these have been effective. The number of pupils who are persistently absent remains high. Leaders need to tighten absence processes to ensure that pupils are in school learning.

The trust and governors provide effective support to leaders. They know the strengths and next steps for the school. Governors monitor the quality of education through regular visits. The development of the curriculum has been a focus for leaders. The trust has provided appropriate support for this. Staff well-being is prioritised. Staff commented that leaders support them and consider their workload.

Some parents feel that leaders do not share information in a timely way. This includes information about their child's learning. There have been some staffing changes recently. Some parents feel that leaders' communications about changes have not been clear. Leaders need to prioritise effective communication with parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive regular and ongoing safeguarding training. Leaders complete all necessary checks for new employees. This includes contractors and supply staff. Leaders have systems to ensure that concerns are recorded and acted on in a timely way. They work with outside agencies so that pupils receive the help they need. Staff know how to report concerns.

Pupils learn how to keep safe through the school's curriculum. This includes how to keep safe online. Pupils feel safe.

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

### **(Information for the school and appropriate authority)**

- Leaders have processes for tackling pupil absence. However, the number of pupils persistently absent from school remains high. Leaders need to ensure that they use robust systems to follow up any absences.
- Some parents feel that leaders do not provide up-to-date information about the school and their child's learning. As a result, some parents do not know how to support their child's learning effectively. Leaders should prioritise improving engagement with parents across the school.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146726
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10268241
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Ball
<b>Chief Executive Officer</b>	Susannah Connell
<b>Headteacher</b>	Alison England
<b>Website</b>	<a href="http://www.braybrookprimary.co.uk">www.braybrookprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is currently led by an interim headteacher. A new substantive headteacher is due to start at the school in September 2023.
- The school joined the Diamond Learning Partnership Trust in 2019.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the interim headteacher, CEO of the trust, senior leaders and the SENCo.

- Inspectors carried out deep dives in early reading, mathematics, history and design and technology. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons, at the start of the school day and during breaktimes.
- Inspectors reviewed a range of documentation provided by leaders. This included development plans, self-evaluation reports and local governing body minutes.
- Inspectors held a meeting with members of the local governing board and members of the Board of Trustees.
- Inspectors reviewed leaders' safeguarding processes. This included looking at pre-employment checks for staff.
- Inspectors considered the 26 responses to Ofsted's parent survey, Parent View, alongside the 25 free-text comments. Inspectors also met with some parents and carers and took account of the 14 staff surveys.

### **Inspection team**

Lisa Massey, lead inspector

Ofsted Inspector

Julie Harrison

Ofsted Inspector

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