



National Society Statutory Inspection of Anglican and Methodist Schools Report

Brayton Church of England Voluntary Controlled Primary School

Brayton Lane
Brayton
Selby
YO8 9DZ

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: York

Local authority: North Yorkshire
Dates of inspection: 5 February 2016
Date of last inspection: September 2010
School's unique reference number: 121554
Headteacher: Leanne Walker
Inspector's name and number: Judy Jones 797

School context

Brayton CE Primary school is larger than average and serves the village of Brayton on the southern edge of Selby and the surrounding area. The proportion of children with special educational needs or disabilities is below average, as is the proportion eligible for pupil premium. Almost all pupils are of White British heritage. Since the previous inspection Brayton Junior school (a non-church school) has closed and Brayton CE Infant school, judged outstanding in the SIAS inspection of 2010, has expanded to take in children of junior age. The newly formed school is church school.

The distinctiveness and effectiveness of Brayton School as a Church of England school are outstanding

- Outstanding leadership has successfully managed the joining of two school communities and established a distinctive church school ethos across all age groups.
- Children have been closely involved in choosing the school's Christian values and they apply them to all they do in school.
- Exceptionally good links with the local church and with the diocese have enabled the highly successful expansion of the church school ethos into the enlarged school.

Areas to improve

- Develop links with other faith communities in order to give children first-hand knowledge of different faiths and cultures.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The work and life of the school is based firmly on the school's Christian values that are celebrated by all and referred to frequently by children. Children were consulted in depth about the choice of values, such as friendship, compassion and trust, and are deeply committed to

them. They are keen to explain what they are and what they mean. They say that without their Christian values “we wouldn’t get along.” Children link their values to Bible stories. They speak of parables as ways to illustrate their values in action and relate them to incidents in their own lives. For example they explain how the story of The Good Samaritan shows us the importance of compassion in our lives. The living out of these values leads to excellent relationships and enables children to behave exceptionally well and make good progress in lessons. Close analysis by the school shows that children are making better than average progress and reaching levels above expectation for their age in literacy, numeracy, and other subjects. The progress in lessons and in personal development of children with particular needs is good and sometimes exceptional. This is due to excellent support by dedicated staff who fully endorse the school’s Christian values. The school’s Christian vision is explicit in the excellent worship areas in classrooms. Each is highly individual to the class and children take pride in them and in the displays to which they themselves have contributed. Children are encouraged to use the areas and they say they like to go there if they are worried or feeling stressed. This active interest in worship areas encourages the continued use of reflection that children meet in collective worship. Attendance is above average and exclusions are unknown. Well-planned religious education (RE) lessons broaden children’s knowledge of other cultures significantly. Children’s knowledge of other faiths is good and their grasp of the importance of respecting the differing views of others is excellent. The school has made good use of a link with a school in Zambia to help children learn about the different ways of life in other countries, but so far it has not been possible to make much contact with different faith communities nearer to home, although there have been occasional outside visitors.

The impact of collective worship on the school community is outstanding

Worship is a key part of the day for all children. A group of pupils chosen from all classes is involved in preparing and presenting some worship sessions and these pupils are dedicated and enthusiastic. The initiative has a high and growing profile across the school. A pupil commented that there were not many in his class who wanted to be part of it when it was introduced, but next time there will be so many wanting to be involved that there will have to be an election. Worship benefits from the strong links with the local church, and the vicar is a well known figure in the school. The Christian nature of worship is clearly evident from the elements of prayer, reflection, and Bible stories that are central to worship in the school. Consequently children are familiar with prayer; including The Lord’s Prayer, as a way of ‘talking to God’ and can explain the concept of the Trinity as being three aspects of one God. When adults lead worship, children are actively involved in questions and discussions and are keen to take part. They are confident about speaking in front of the whole school, even to the extent of coming to the front to say an unprepared prayer of their own. The school’s strong music tradition makes a powerful contribution to worship which is therefore greatly enriched by the enthusiastic singing by all of hymns and worship songs. Children in the Early Years Foundation Stage have their own well-planned worship sessions which are sensitively adapted for their ages. These very young children also sing such songs as ‘He’s got the whole world...’ with understanding and respect. Worship benefits from Bible worship sessions from representatives of the local Methodist church. Children visit the parish church for some services, including harvest and Easter. These services, usually led by the children, are important events in the school year and are greatly appreciated by parents. Through these and other contacts with the local church, children are gaining a good awareness of Anglican festivals and customs.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school has undergone considerable change since the SIAS inspection in 2010 and the successful transformation is due to outstanding leadership by the headteacher and governors. The change, which has happened rapidly over the last two years, involved the absorption of the non-church junior school into the Church of England infant school, and the resulting enlarged school becoming a church school throughout. The extension of church school status to the

junior phase has been skilfully used to unify the new school and establish a common vision and purpose. For older children who have been part of the change, the impact of becoming a church school is dramatic. They say that having Christian vision and values has made the school a calmer place, and behaviour and relationships are much better. Thorough assessment and analysis of children's achievements confirms the children's view that they are making good progress in this harmonious environment. The leadership has made excellent use of support from the diocese to establish the ethos and the systems that have made the changes so successful. For example, setting up worship areas in classrooms, a new venture for the junior part of the school, has been outstandingly successful, through the use of resources recommended by the diocese. In addition the school makes full use of diocesan training for the headteacher and staff to enable all teachers to understand the purpose and vision of Church schools and to implement these effectively. The school has good systems for planning and evaluating its work as a church school, including the evaluation of worship by children. Governors play a full part in planning and evaluation and in ensuring that the school meets statutory requirements for RE and collective worship. Partnership with parents is growing, encouraged by parents' visits to church worship and by the establishment of a parents' consultative group.

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