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13 July 2021

Rachel Robinson  
Headteacher  
Brayton Church of England Primary School  
Brayton Lane  
Brayton  
Selby  
North Yorkshire  
YO8 9DZ

Dear Mrs Robinson

## **No formal designation inspection of Brayton Church of England Primary School**

Following my visit with Tim Scargill-Knight, Her Majesty's Inspector, to your school on 17 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for no formal designation (NFD) inspections. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school as concerns had been raised with Ofsted.

We do not give graded judgements on NFD inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a section 5 inspection and will be brought forward. If we have serious concerns, we will deem the NFD inspection to be a section 5 inspection immediately.

### **Evidence**

We scrutinised the single central record, other documents relating to safeguarding and child protection arrangements, and minutes of the local governing body meetings. We met with you in your capacity as headteacher and designated safeguarding leader (DSL), and with the chief education officer (CEO) of the STAR multi-academy trust. We also met with groups of pupils, parents, members of staff,

two trustees, two governors from the local governing body (including the chair of governors and the governor responsible for safeguarding), the leader of early years, the special educational needs coordinator (SENCo), the assistant director of children's services from the local authority and the assistant director of the Diocese of York.

Having considered the evidence, I am of the opinion that at this time:

## **Safeguarding is effective.**

### **Context**

Brayton Church of England Primary is larger than the average-sized primary school. The vast majority of pupils attending this school are of White British heritage. The proportion of disadvantaged pupils is below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is above average. The school joined the STAR multi-academy trust in November 2019.

### **Main findings**

Leaders and governors place high priority on developing systems to ensure pupils' well-being and to keep them safe. These include effective welfare requirements followed by all staff in the early years. Leaders have developed comprehensive safeguarding information for their staff, governors, volunteers and parents. Leaders also share clear messages with staff, for example saying, 'safeguarding is everyone's responsibility' and 'doing nothing is not an option'. Although staff know the systems well, their actions to follow the systems on a day-to-day basis are too variable.

Leaders ensure that all staff attend safeguarding training on a regular basis. Staff receive the most up-to-date guidance and information. Recent training has included online safety, domestic abuse and child criminal exploitation, such as county lines. Staff recognise the signs to identify when pupils may be at risk of harm or neglect. This includes sexual harm. Staff understand the system to report any concerns they have about pupils. Records checked during this inspection show that pupils stay safe because of timely actions by leaders. However, the way that staff record those incidents is inconsistent. Although all staff include the vital information, some records are not as clear on other details which may be relevant. The staff have not had specific training to learn how to use a consistent approach when recording concerns.

The DSL acts promptly on any concerns that staff raise. Children in need of support or protection receive the relevant help from external agencies. Leaders' written plans for these children identify the actions needed to support their well-being and care. The trust recently brokered DSL support from other schools in the trust. This covered DSL absence and also supported a deputy DSL while she completed

relevant training. As a result, this strengthened the temporary situation of limited DSL provision, which is now resolved.

Governors have accessed a wide range of safeguarding training. They use the information they gain from training to ask pertinent questions in meetings. Governors ratify the school safeguarding policies. They also stay up to date with the monthly safeguarding reminders and guidance. There is a link governor for safeguarding. This governor liaises with the trustee linked to safeguarding. Their actions check on leaders' safeguarding arrangements and child protection processes.

Processes to check on the suitability of staff recruited by leaders are appropriate. The single central record contained minor omissions, although leaders do carry out essential safety checks. Leaders corrected this administration error by the end of the inspection. Training for staff who update this system has been delayed because of COVID-19 (coronavirus) restrictions. Leaders have rearranged this training for the autumn term. The governor linked to safeguarding is new to this role. She continues to check on how well this record is managed.

Pupils say that they feel safe in school. They say that any kind of bullying would be taken seriously. They are knowledgeable about online safety. They recognise that it is acceptable to say 'no' if they are uncomfortable with a request from someone online. Pupils say that sometimes they can fall out with friends. They say that there is always a trusted adult to help resolve the situation.

Pupils with SEND are supported well. The SENCo compiles detailed plans which include ways to keep children safe. Systems to identify vulnerable pupils are well established. Teaching assistants are confident about how to support vulnerable pupils in the classroom. Staff have completed training relating to pupils' mental health. They state that this helps them to understand more about supporting pupils who may have displayed changes in their behaviour.

Leaders have established ways to check that pupils who are absent are safe. This includes a first-day response when pupils do not attend school. Staff follow the system carefully and know to record any concerns. All parents who spoke to us believe that their children are safe in school. Parents say that the arrangements to collect their children at the end of the school day are thorough. This includes parents of children in the early years. The headteacher provides regular newsletters to parents and staff. These include regular updates on safeguarding.

Leaders appreciate the support from the CEO. The staff say that leaders are sensitive to their workload. They say that leaders promote positive mental health in school. Staff are clear on how to raise a concern if necessary. They are aware of the whistle-blowing policy and would not be afraid to use it to keep children safe.

## **External support**

Leaders purchased the services of an external company to provide safeguarding training packages. They have enlisted the support of the local authority to carry out an audit of safeguarding systems and practices. Leaders are very willing to work with external partners in order to improve. They seek the assurances of these external partnerships to validate their safeguarding procedures.

## **Priorities for further improvement**

Leaders and those responsible for governance should:

- sharpen how they monitor all safeguarding systems, checking that all staff understand and apply the systems consistently
- ensure that specific training is organised to support staff in managing the compilation of the single central record
- improve consistency in staff recording of concerns about pupils on the online system, through whole-school staff training.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the STAR multi-academy trust, the director of education for the Diocese of York, the regional schools commissioner and the director of children's services for North Yorkshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Alison Aitchison  
**Her Majesty's Inspector**