

Brayton High School

Doncaster Road, Selby , North Yorkshire, YO8 9QS

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement of students is good and continues to improve because of the success of leaders in developing the quality of teaching.
- Attainment in English and mathematics has risen sharply and is broadly average.
- Any gaps in attainment between students supported by the pupil premium and their peers are closing.
- Teaching is mostly good; some is outstanding. This quality continues to improve strongly due to the relentless drive of leaders to improve standards.
- There are good relationships between students and staff.
- There are outstanding systems to keep students feeling very safe and secure.
- Students' good behaviour in lessons supports their learning well.
- Students' attendance has risen and exceeds the national average. Levels of persistent absence are falling.
- The use of fixed-term and permanent exclusions has dropped markedly and is close to the national average.
- The skills of leaders, including governors, have developed well. Governors offer challenge and hold school leaders to account for the progress students make and for the quality of teaching.

It is not yet an outstanding school because

- Teaching is not of a consistently high quality to support outstanding achievement.
- Sometimes advice from teachers is not regular enough to result in more rapid achievement by students; students do not consistently respond to this good advice when it is offered.
- The curriculum does not always engage students' interests well enough to improve their attendance and achievement.

Information about this inspection

- Inspectors observed 24 lessons or part-lessons across the school, including three that were jointly observed with senior leaders.
- Formal discussions were held with the headteacher, senior and middle leaders, governors, recently qualified teachers, two groups of students and a representative from North Yorkshire local authority.
- Informal discussions were held with students during lessons, break times and lunchtimes as well as with two members of the local community.
- Inspectors scrutinised and analysed a range of supporting documents to determine their accuracy. These related to students' progress over time, safeguarding and child-protection procedures, minutes of meetings of the governing body, leaders' views of more recent achievement, the quality of teaching and future improvement.
- Inspectors listened to Year 7 students read who participate in the reading programme as part of the school's approach to improving the standards of English.
- Scrutiny of students' work was carried out during lesson times as well as a separate exercise with three members of staff.
- Inspectors observed behaviours in lessons, at break times and lunchtimes, and after school, as well as scrutinising the school's inclusion policies and procedures. This included observations of the impact of the school's new approach to support behaviour and attendance called 'The Zone'.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View) and 17 responses to the staff inspection questionnaire as well as information supplied to the inspection team from parents prior to the inspection.

Inspection team

Colin Scott, Lead inspector	Additional Inspector
Patrick Feerick	Additional Inspector
Patrick Hargreaves	Additional Inspector

Full report

Information about this school

- The school is a much smaller than the average secondary school, with a falling roll of students over the last three years.
- The proportion of students with special educational needs supported through school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The highest proportion of students is from a White British background. There is a very small proportion of students who speak English as an additional language.
- The proportion of students eligible for support through the pupil premium has risen and is now average. The pupil premium is additional funding provided by the government to support students known to be eligible for free school meals, those in local authority care and the children of service families.
- The school has previously entered students early for GCSE mathematics but this is no longer happening.
- The school makes use of alternative provision for 20 students who attend Selby College part time to study construction and engineering courses.
- The school is supported through a school improvement partner in collaboration with North Yorkshire local authority.
- The school has its own student support unit to support good behaviours and attitudes called 'The Zone'.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- The school holds various awards including the Level 2 Inclusion Quality Mark, British Council International School Award, the Healthy School Award and the Silver Artsmark.

What does the school need to do to improve further?

- Continue to develop the curriculum for students so that it supports all of their interests and helps to improve further their attendance and achievement.
- Continue to improve the quality of teaching and so raise still further students' achievement by:
 - developing the skills of middle and senior leaders to be quicker at identifying trends of progress with individuals and groups so that they can intervene sooner to arrest any slowing in students' progress
 - ensuring that students are able to respond to the good advice given by teachers in assessments in order that their knowledge is deepened, skills acquired more quickly and any mistakes in their work are corrected sooner
 - continuing to develop opportunities for staff to share good practice with their colleagues and help to drive the quality of teaching even higher
 - supporting further the literacy of all students, particularly boys' literacy skills, so that they can fully access the whole curriculum available to them and are well prepared for the next stages of learning.

Inspection judgements

The achievement of pupils is good

- Over the last three years, students' attainment has risen markedly. In 2013, attainment was close to the national average for five good GCSE passes, including English and mathematics. School data show that students are currently on track to attain more highly again this summer and for attainment in English and mathematics to be above average.
- Students achieve well. There is a rapidly rising trend of improved achievement. Students usually enter the school in Year 7 with attainment that is broadly average. The achievement of current students in all years demonstrates accelerated progress that now exceeds national expectations. A number of students joined the school in Key Stage 4 with lower starting points than most of their peers. They, too, are making rapid progress even though their attainment is lower than their peers.
- Despite rapid improvement overall, in a few subjects such as history and some areas of design and technology, students are still not attaining at the levels expected. Following changes to the subjects taught, current students are undertaking more suitable courses and so standards are rising further. In the past, some of the most able students have not always reached the highest grades but many more are on track to do so now.
- Staff use well the information from assessments to target support for students and so ensure these students make good gains in their learning. The overwhelming majority of parents who responded to Parent View say that their children make good progress.
- In lessons and in students' work, there is evidence of rapid gains in achievement over the last year. In the current Year 11, students are making better than expected progress from their starting points in English and mathematics.
- Students who, in the past, were entered early for GCSE mathematics achieved well. Leaders chose carefully who entered early for examinations so that students were able to reach their potential in those subjects. However, students are no longer entered early for these examinations as leaders are pursuing different strategies such as 'mock' examinations.
- Most students targeted for the Year 7 catch-up programme are making good progress to reach the same standards as their peers. Their literacy skills support their learning in all subjects. However, for a small number of students, their progress is not yet good. The literacy skills of some boys require support so they achieve as well as possible.
- Students who are supported by the pupil premium, including those known to be eligible for free school meals, broadly make the same progress as their peers. The gap in attainment between these groups in English and in mathematics has narrowed over time so that, by the time they reach Year 11, the difference is negligible. The pupil premium is used well to improve the achievement of these eligible students and shows that the school pays close attention to the promotion of equality of opportunity.
- The students who receive part of their education off-site are engaged in studies more suited to their needs. They enjoy their learning, attend regularly and achieve well, as do students who receive support from 'The Zone'.

The quality of teaching is good

- Teachers are enthusiastic and committed to their students and usually set high expectations for them with aspirational targets. These are adjusted to keep challenges high.
- Staff know their subjects well and students usually respond with excitement to the tasks set. For example, in mathematics, many more students are now accessing the higher mathematics syllabus to accelerate their progress to A level and so ensure that they are well prepared for the next stages in their learning.
- Students' achievement is at its best when they are able to consolidate their understanding through feedback from regular marking, having time to reflect on this and when they are

challenged to do work that is not too easy.

- Teachers are usually, but not always, astute in their identification of students' levels of attainment and the progress they make. They push students to achieve well so that their attainment continues to rise. However, on the occasions when teachers are not clear about how well their students are doing, this is because they do not make best use of information from the checks carried out on students' learning.
- Students say that teaching is much better now than previously. They like the school's 'Swans' ('strengths, weaknesses and next-steps') system for marking. Students recognise that this support helps to guide their learning well. One student remarked that this system, 'is good at guiding you in learning'. A very large majority of parents who responded to Parent View share the view that their children are taught well.
- Although the school's innovative marking system generally supports students well, there are times when students are not given time to respond to this good advice before moving on to new learning. Leaders are already adapting marking systems to become more regular and supportive of students' learning.
- Teaching assistants and other support staff are well deployed across the school. They provide additional support and nurture to students who need extra help to learn.
- Teaching in a few subjects, such as history and some areas of design and technology, has recently been less successful, and students did not achieve the results they should. However, the redesigned curriculum is more relevant to the particular characteristics of students. Any lingering underperformance by some teachers is swiftly tackled. This is already resulting in more rapid rates of students' progress.
- On the few occasions where teaching is not good enough, this is mainly due to a lack of challenge from tasks that do not take account of students' prior learning.
- Teachers support well the students' spiritual, moral, social and cultural development in lessons. Students are able to reflect on their learning and associate actions with consequences. For example, in history, students were learning about British rule in India and how the population was managed and controlled. One student said to an inspector that he 'felt sad thinking about how our ancestors sometimes controlled people'.

The behaviour and safety of pupils are good

- The school's new approach to behaviour management called 'Beehive' is respected by students who say that this has allowed a more consistent approach to rewards and consequences. In conjunction with 'The Zone', this policy has resulted in firm action where necessary, backed up by a considered, supportive approach to guide students to be better equipped for school life.
- The behaviour of students is good. Low-level behaviour problems that sometimes affect learning in lessons are rare and so students are able to learn well. However, some students do not come to school prepared for work and a few others do not care for their books as well as they should. For example, some students do not have pens or pencils to work with, a few books have graffiti in them and the excitement that these students show for their learning is not high.
- Staff who responded to the inspection questionnaire confirm that students are well behaved. This view is shared by 88% of parents who expressed an opinion on Parent View. Students say that behaviour is much better than it was a few years ago. They say that bullying is rare and that they trust staff to deal with it quickly.
- Teachers and students show a shared respect for each other. There are many chances for students to participate in extra activities during break and lunch times as well as after school. These promote a sense of self responsibility in students of all ages.
- The school's work to keep students safe and secure is outstanding. Procedures to check the credentials of staff are well kept and systems to record bullying are rigorous. The school takes all reasonable steps to make sure that students are safe at school.
- Students are aware of how to keep safe when using computer technologies and the internet or social media. They believe this is partly due to the strong support they receive to be safe online

when at school. In practical lessons, students confirm they feel safe using equipment.

- Some pupil premium funding supports the school's new approach to inclusion and behaviour support, 'The Zone'. This ensures that students who are supported through the pupil premium receive the one-to-one support they need to attend more regularly when they have difficulties in turning up to school.
- Attendance rates have improved markedly over the last few years. Since September 2013, attendance has risen to above the national figure. Exclusions, both permanent and fixed term, have also reduced substantially and are now very close to the national levels. The rate of attendance of students who receive support through the pupil premium is rising faster than their peers.

The leadership and management are good

- Since his appointment, the headteacher, with the support of a strong deputy headteacher, has meticulously adapted strategies and policies to strengthen outcomes for students. This has resulted in rising standards overall and improved achievement. Leaders at all levels, including governors, now believe that the school is well placed to continue the upward trend already seen in GCSE results of the core subjects of English and mathematics. Inspection evidence supports the rapid progress students are making.
- The relentless focus from leaders on developing the skills of staff has improved the quality of teaching and, as a result, standards are improving at a faster rate overall than typically found nationally in English and mathematics. One teacher confirmed that, 'Despite being a relatively new teacher, the school has really supported my development and given me early opportunities to take responsibility and develop my curriculum through buying more up-to-date equipment so that I can really stretch my students in computing.'
- In order to validate their own use of progress data, particularly in English and mathematics, leaders expertly use external marking and moderation of examinations to test the integrity of the data they collect.
- There are many opportunities for staff to share ideas and expertise. These are supplemented by a strong commitment to ensure staff access training to keep their skills sharp and focused on improved outcomes for students. Staff, in return, show a strong commitment to the school, share the vision of leaders, and are passionate about their students.
- Staff say that they are well led and managed. They feel they are now supported, guided and challenged well. They are confident to share any concerns with leaders, knowing that they will help.
- The leadership's own evaluation of its current progress is accurate. There are clear and measurable targets on how to improve outcomes for students, both academic and personal.
- The ability of middle leaders to identify and track the progress of students is varied. While most have a positive effect on improving progress overall, senior leaders recognise that these skills need further development for students of all abilities to consistently reach the standards of which they are capable.
- Performance management is rigorous and progression through the teachers' pay scale is not automatically given without evidence that students' progress is strong.
- School leaders, including governors, receive valued support for school improvement from the local authority. Leaders would welcome even more.
- The curriculum is undergoing further review to ensure that it engages students' interest and so results in higher attendance rates and better behaviour.
- The school promotes equality of opportunity well. Gaps between the achievement and attendance of different groups of students are mostly small and are narrowing.
- Support for students' spiritual, moral, social and cultural development is varied in most lessons and in the wider community. During the inspection the school was participating in the 'BBC School News Report' activity which helps to develop wider skills in understanding community issues.

■ The governance of the school:

- Governors offer effective challenge to leaders. Minutes of governing body meetings and visits to the school demonstrate a clear understanding of the progress students make and the impact of leadership. They interpret data and use this information to inform their discussions with leaders.
- Governors have a clear view of the school's finances. They make sure that students' progress is taken into account when making decisions about teachers' pay and have a good understanding of performance management arrangements.
- Governors are passionate about the school and continue to develop their skills through strong support from external reviews, including from the local authority. A recent restructure ensures that governance is even more rigorous and challenging in improving the school.
- Governors ensure that safeguarding meets legal requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121701
Local authority	North Yorkshire
Inspection number	431647

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Ashley Heeley
Headteacher	Mike Roper
Date of previous school inspection	12 September 2012
Telephone number	01757 707731
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