

Inspection of St Peter's Brafferton Church of England Voluntary Aided Primary School

School Terrace, Brafferton, Helperby, York, North Yorkshire YO61 2PA

Inspection dates:	8 and 9 July 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

The school is safe and welcoming. Staff have high expectations of pupils' behaviour. Pupils rise to meet them. Lessons are calm and purposeful. Pupils live up to the school's code of being 'ready, respectful and safe'. At social times, there is a range of fun activities for pupils to enjoy. Some pupils organise games for their peers. Pupils are happy and respectful to others. They value living in a diverse country. Everyone is welcomed warmly here and difference is celebrated.

The school's curriculum has been redesigned recently. Across most areas of the curriculum, the school has clearly identified what pupils should learn and when. This is well thought through to support pupils to achieve highly. There are clear processes for identifying pupils with special educational needs and/or disabilities (SEND). The school expects all pupils to learn well. However, the curriculum is not implemented as well as the school intends. Where this happens, pupils do not learn as well as they could.

Pupils enjoy a range of educational visits, which help them to further explore the curriculum and 'bring it to life'. They especially value being able to visit local places of worship to see how people of different faiths experience their religions.

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

The curriculum is typically designed well. The school intends for pupils in mixed-age classes to experience learning that is well matched to their age and stage of development in all subjects. However, the curriculum is not consistently implemented in line with the school's expectations. Teaching is adjusting to the re-designed curriculum. Teachers explain concepts well and model to pupils how to complete tasks. However, learning activities are sometimes not aligned to pupils' next steps. As a result, some pupils do not learn and achieve as well as they should. Sometimes, checks on pupils' learning do not reliably measure what they have been taught or do not consider pupils' age and stage closely enough. Where this happens, pupils' learning, and the work that they produce, does not develop over time as strongly as it should.

The school works with external agencies to help identify the needs of pupils with SEND and design support that meet their individual needs. Teachers make adaptations in lessons, where necessary, to support pupils with SEND. Pupils with SEND learn well.

Teachers have clear routines to support pupils to behave well. Most pupils behave well. A small number of pupils who need additional help to manage their emotions and behaviour receive effective support. The school is working well to seek out and act on advice from external specialist agencies.

The programme for pupils' personal, social and health education prepares them well for life in modern Britain. Pupils understand well much of what they learn. For example, they know how to keep safe, including online. They understand that any form of discrimination is not acceptable. Pupils' recall of some aspects, such as different faiths, is less clear. Pupils have opportunities to lead, including through their roles as members of the school

council. They also have opportunities to support the local community. For example, pupils recently raised money to help mend the roof of the local church. Pupils develop a strong sense of gratitude. They appreciate how the school's parents' and teachers' association helps them, for example, by providing the school with new equipment.

In the early years, the curriculum is well structured. There are different aims for each area of learning, which are intended to help children build up their knowledge and skills over time. The school is keen to incorporate children's interests into learning activities. Sometimes, learning activities are not designed and implemented carefully to ensure that children continue to develop talk and learn new skills in line with the demands of the curriculum, especially in Nursery. Staff observe children's learning and reflect on their achievements. However, the next steps identified are not consistently specific or clear enough.

The school faced some staffing challenges last year. Governors carry out their statutory duties effectively. Together with school leaders, they are making pivotal changes to the staffing structure and the class structure, which will take effect in September 2025. Nevertheless, the school's oversight of the impact of its work is varied. For example, the way that the school checks that the curriculum is being implemented so that it is in line with its expectation is not robust enough. This means that some weaknesses are not identified and remedied quickly and effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is inconsistent. Some learning activities do not support pupils to develop detailed knowledge and produce quality work matched to their next steps. When this happens, some pupils do not achieve as well as they should. The school should make sure that teachers consistently implement the curriculum as intended, are equipped to identify pupils' next steps accurately and design activities which align with their different needs, so that all pupils achieve well across all subjects.
- Children in the early years, especially in Nursery, do not have sufficient well-designed opportunities to develop their language and skills appropriate to their stage of development. Where this happens, some children do not learn as securely as they could. The school should ensure that staff are supported to facilitate activities so that all children develop their communication skills and learn the curriculum alongside exploring their interests.
- The school does not ensure that its strategic intentions, particularly around the curriculum and its impact, are implemented in line with its high expectations. Where this happens, weaker aspects of the school's work are not evaluated and addressed as

quickly and effectively as they could be. The school should make sure that it robustly evaluates practice to ensure its expectations are fully embedded and effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121606
Local authority	North Yorkshire
Inspection number	10346353
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair of governing body	Shirley Sowray
Headteacher	Sarah Anderson
Website	www.st-peters-brafferton.n-yorks.sch.uk
Date of previous inspection	13 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the diocese of York. It was last inspected under section 48 of the Education Act 2005 in April 2019. The next section 48 inspection is due within seven years of this date.
- The school has a governor-led pre-school on site, which has Nursery provision for children from age two.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- Inspectors met with the headteacher. The lead inspector also met with representatives from the diocese and the local authority.
- An inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- An inspector spoke to parents and carers as they dropped their children off at the school gate.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour throughout the school day, including during breakfast club, during lesson visits and at breaktime. The inspectors spoke to groups of pupils about their views on behaviour at the school.
- The inspectors reviewed the responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. The inspectors also considered responses received through Ofsted's staff questionnaire.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Sarah Birch

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025