

Inspection of Branston Church of England Infant Academy

Beech Road, Valley Estate, Branston, Lincoln, Lincolnshire LN4 1PR

Inspection dates: 2 and 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Lianne Cook. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner.

Ofsted has not previously inspected Branston Church of England Infant Academy under section 5 of the Education Act 2005. However, Ofsted previously judged The Branston Church of England Infant School to be outstanding, before it opened as Branston Church of England Infant Academy as a result of conversion to academy status.

What is it like to attend this school?

Pupils thrive at this inclusive and caring school. Pupils said that they enjoy coming to school and learning. The school has high expectations of all pupils. They achieve exceptionally well. Parents and carers are incredibly positive about the school. Typical comments from them are that the school is 'amazing' and a 'fantastic welcoming environment'.

There are positive relationships between staff and pupils. Pupils know they are well cared for and safe at school. They said they have many adults in school they can talk to if they are worried. Pupils behave exceptionally well. Most have excellent attitudes to learning. At break and lunchtime, pupils behave sensibly. They play well together and enjoy taking part in a range of activities. Staff support pupils well in these activities so that pupils learn to socialise together. Pupils show high levels of respect for each other and staff.

Through its 'rainbow of opportunities', the school provides an extensive range of high-quality extra-curricular activities. All pupils make excellent use of these. For example, they enjoy participating in football, 'books and biscuit club', choir, 'little troopers', gymnastics and mindfulness club. Pupils also enjoy taking part in the 'awe and wonder' council and the school council.

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

The school has designed a broad and ambitious curriculum for all pupils. It is well planned and precisely identifies what pupils will learn and when. This supports all teachers in delivering the curriculum to a high standard. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), make excellent progress through the curriculum.

Teachers have excellent subject knowledge and model new learning extremely effectively. Staff use questions very well to check and develop pupils' understanding. Teachers quickly address any misconceptions so pupils can securely build on previous learning. Teachers use engaging activities to help pupils develop the knowledge and skills they need to succeed. Pupils consistently produce high-quality work. Staff use morning registration time to help pupils recall what they have previously learned. This helps pupils remember long term what they have been taught. For example, pupils in Year 1 could confidently recall the names of the different parts of a flower.

Children in Reception learn in a stimulating and nurturing environment. The staff know exactly what they want children to learn. They provide highly effective learning activities that children engage with exceptionally well. Teaching staff have established clear routines and expectations. Children understand these and follow them consistently well. This supports children in developing excellent social skills. They share and cooperate very well with each other.

The school is passionate that all pupils develop of a love of reading. Pupils learn new vocabulary in all parts of the curriculum. They enjoy reading independently and listening to teachers read stories. Pupils start to learn phonics as soon as they start school. Well-trained staff deliver phonics sessions very effectively. Pupils soon gain the knowledge and skills they need to read confidently and fluently. Staff use assessment well to identify pupils who have gaps in their phonics knowledge. These pupils are helped to quickly catch up.

The school accurately identifies the needs of pupils with SEND. Teachers get detailed information about how they can support these pupils. They make excellent use of this information to adapt their teaching and resources. Teachers deploy other adults in the class very effectively to support these pupils. This means pupils with SEND access the same ambitious curriculum as other pupils, and achieve well.

The school is calm and orderly and has high expectations of pupils' behaviour. Staff use praise well to reinforce these expectations at every opportunity. Pupils enjoy being rewarded for their excellent behaviour. This ensures that pupils are motivated to behave and work well. The school takes highly effective action to support pupils who struggle to behave well. The school provides excellent support for families so that pupils attend school regularly.

The school's work to support pupils' personal development is of a high quality. Teachers read books that promote equality and diversity. Pupils enjoy taking virtual trips around the world where they learn about different cultures. They know how to be safe online and in the community. They learn about the importance of healthy lifestyles. The school's values of love, perseverance, kindness, forgiveness, honesty and respect help to develop pupils' character. Pupils know to treat others from different backgrounds with respect. They are exceptionally well-prepared for their next steps.

Staff are proud to work at the school. They feel well-supported. Staff benefit from an extensive range of high-quality professional development that builds their expertise in delivering the curriculum. The work the school does to engage with families is exceptional. The trust and those responsible for governance provide highly effective support and challenge.

Safeguarding

The arrangements for safeguarding are 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	144122
Local authority	Lincolnshire
Inspection number	10228790
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO	Jackie Waters-Dewhurst
Headteacher	Lianne Cook
Website	www.branston-infant.lincs.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of Lincoln Anglican Academy Trust.
- The headteacher was appointed in September 2020.
- The school does not use any alternative provision.
- This school is part of the Diocese of Lincoln. The school's last section 48 inspection was in December 2017. The next section 48 inspection is due to take place in 2025.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed curriculum planning documentation and visited lessons in some other subjects.
- Inspectors visited registration and collective worship.
- 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.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at playtime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- The lead inspector met with members of the academy committee including the chair of the academy committee.
- An inspector spoke with parents at the end of the school day.
- The lead inspector spoke with a representative for the diocese.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Kate Rouse

Ofsted Inspector

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