

# Brampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	102711
<b>Local Authority</b>	Newham
<b>Inspection number</b>	376753
<b>Inspection dates</b>	7–8 November 2011
<b>Reporting inspector</b>	Janet Dinsmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	828
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paula Daly
<b>Headteacher</b>	Ann Sheppard
<b>Date of previous school inspection</b>	6–7 November 2008
<b>School address</b>	Masterman Road East Ham London E6 3LB
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## Introduction

This inspection was carried out by five additional inspectors. They observed 39 lessons taught by 30 teachers and held meetings with groups of pupils, staff and members of the governing body; they also spoke to parents and carers. They observed the school's work, and looked at school documentation relating to the monitoring of teaching, policies, reports to and minutes of the governing body, and reports from external monitoring visits. Questionnaires were received from 139 parents and carers, and these were analysed alongside those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate of progress for all groups of pupils across the school, particularly in writing and mathematics, and especially those joining the school part way through the year..
- The quality of teaching in mathematics at Key Stage 2 and its impact on improving pupils' achievement.
- The quality of provision in the Early Years Foundation Stage and how staff ensure that different groups of children make progress from their starting points.
- The effectiveness of middle leaders in improving achievement.

## Information about the school

Brampton Primary is a much larger than average primary school. The number of pupils known to be eligible for free school meals is much higher than average. Most pupils are from a range of different ethnic groups. Most speak English as an additional language. A small minority of pupils arrive during the school year. There are average numbers of pupils with special educational needs and/or disabilities. At the time of the inspection, major building work was taking place on the school site. The school has Quality in Extended Services, International School and Leading Parent Partnership awards

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Pupils are friendly, behave exceptionally well and play a very active part in their development into confident and caring young people. They have excellent attitudes towards learning. The dedication and commitment of the whole staff team to the pupils and the wider community is exemplary.

The innovative shared leadership throughout the school is highly effective and means that all staff are fully involved in evaluating pupils' progress and their own teaching. Self-evaluation is firmly embedded at all levels, from pupils to senior management and the governing body, resulting in clear analysis of what needs to be done to secure future development. As a result, the school has excellent capacity for further improvement.

Learning and progress are good. Children start in the Nursery and Reception classes with skills that are generally much lower than typical for their age and make outstanding progress across the Early Years Foundation Stage. They make good progress across Key Stages 1 and 2 to reach average levels of attainment; this represents good achievement overall. All groups of pupils, including those with special educational needs and/or disabilities, those known to be eligible for free school meals and those for whom English is an additional language, make good progress.

Pupils feel very safe despite the constraints of the current building works and school site, and all adults are extremely well trained in all aspects of safeguarding pupils and keeping them safe. Pupils' excellent behaviour when playing together is additionally facilitated by peer mediators and play leaders. The outstanding contribution of these well-trained and responsible pupils, together with that of the literacy council in planning the community library and the eco council in promoting sustainability, are examples of the many ways in which pupils contribute to the school and the local community. Pupils' spiritual, moral, social and cultural development is outstanding; they come together for a wide variety of shared celebrations embracing the diversity of the locality and involving local residents. This builds exemplary community cohesion on local and international levels.

Teaching is good overall, with some outstanding practice. 'Talk partners' (a technique which enables pupils to discuss questions with someone else in the class) are well used throughout the school to give many opportunities to promote pupils' language development for speaking and listening, and leading into writing activities.

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In a small minority of lessons that are no better than satisfactory, expectations of pupils are not always high enough and occasionally work is not challenging enough for all, particularly the higher attainers.

The excellent care, guidance and support, particularly for those with complex special educational needs and/or disabilities and those whose circumstances make them vulnerable, result in a very inclusive school where every individual is known and valued and there are strong harmonious relationships. Support staff are well trained in a range of specialisms to support pupils with complex needs. Extremely effective partnerships with external agencies enhance provision further. The outstanding curriculum meets the needs of all pupils and helps to ensure that they are motivated and enthusiastic.

**What does the school need to do to improve further?**

- Improve the quality of teaching across the school so that it is consistently good or better by ensuring that:
  - all teachers have high expectations of their pupils
  - work is sufficiently challenging for all pupils, particularly the most able.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and achievement is now good, having improved since the previous inspection. Pupils know how to achieve success in every lesson and are becoming proficient at evaluating this for themselves. Writing is improving, and this is evident when pupils have good opportunity to develop their speaking and drama skills and use this as preparation for extended writing; for example using role play to imagine a journey on a sailing ship, being an evacuee and becoming characters in a book. Pupils work very well in pairs in all year groups and many opportunities for writing activities are exploited well in lessons. Attainment in mathematics is improving and assessment data show that most pupils are now achieving age-related expectations in almost all year groups.

High-quality support for those pupils who arrive at other than the usual times during the school year, especially initially, ensures that they settle quickly and achieve well. Pupils express very responsible attitudes to safety outside school and on the internet, and know when to ask for advice or help. They adopt healthy lifestyles and enjoy all the opportunities for additional sporting activities. Attendance is average but recent staff appointments and rigorous monitoring of pupils' attendance are resulting in improvement. Pupils are extremely proud of their school and enjoy a wide range of activities such as choir performances, representing the school in the media, and welcoming and supporting overseas students.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Staff pay very close attention to the details of the learning environment across the whole school; together with excellent relationships, this results in calm, well-ordered spaces where pupils thrive whatever their particular needs. Essential vocabulary for mathematics and writing activities are displayed, referred to by teachers and used by pupils to support independent learning. There have been well-targeted improvements in the teaching of mathematics and pupils are now saying that they enjoy this subject, with teachers giving them 'lots of help' and challenging them. Problem-solving approaches, adults working with groups, well-planned activities and strong visual support enable all groups of pupils to make good progress in mathematics and English. Assessment is used well and every opportunity is used for targeted interventions to improve progress, and these are greatly appreciated by parents and carers and pupils. The integration of subjects enables good purposes for writing to be planned, for example boys and their fathers writing about football heroes, and 'e twinning', which involves writing emails to fellow pupils overseas. Reading skills, including the sounds made by letters, are well taught at early stages, and teachers' clear and probing questioning develops pupils' learning. The school is now working to improve further the consistency and quality of teaching by sharing best practice across the school.

The curriculum is exceptionally well adjusted for all pupils, including those with particularly challenging levels of special educational needs and/or disabilities, and specialist staff support this very well. Specialist teaching of music, Spanish and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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physical education results in high-quality learning experiences for all pupils across a diverse and enriched curriculum. This is well planned with creative linking of subjects through English. The excellent partnership links with theatre companies and use of drama contribute to pupils’ good progress in English.. Connections with schools in Barcelona and China, as a result of Olympic links, enrich this excellent curriculum further and result in outstanding outcomes in motivation and behaviour in lessons, as well as pupils’ social, moral and cultural development. Other links with schools in Turkey, Spain and Italy have contributed to the school gaining the International Schools Award.

There is well-targeted support for specific families in order to improve attendance and this contributes to the excellent care, guidance and support throughout the school. There are excellent transitions within the school between different key stages because of the innovative ‘phases’ of year groups. For example, Early Years Foundation Stage and Year 1 are the lower phase in the school and Years 2, 3 and 4 the middle phase. Transition to secondary school is managed extremely well and the school continues to track those whose circumstances make them more vulnerable. There are exemplary systems for maintaining the pupils’ excellent behaviour and identifying any concerns at early stages. The excellent breakfast club, with skilled staff and happy children, provides numerous benefits to pupils and their families and has contributed to the Quality in Extended Services Award

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, senior and middle leaders of the school, together with the governing body, share an excellent ambition to continue driving improvements to the school so that the pupils receive the best standard of education. This is very strongly articulated by all staff and evident in many aspects of the school’s outstanding work, in the school and within the local community. There have been significant improvements since the previous inspection, particularly in the quality of teaching, which have contributed to outstanding quality outcomes for pupils. Use of challenging targets and critical self-evaluation now enables the school to sustain an excellent capacity for continuous improvement in all aspects of its work. The roles of middle leaders have developed and are clearly defined. They articulate clearly the drive to raise standards, improve teaching and be accountable for this. The monitoring of teaching and learning is well planned and incisive, and teachers are enthusiastic in improving their teaching skills because there is a strong culture of this

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through peer mentoring and coaching throughout the school. Equality of opportunity is embedded in all the work of the school where every member is valued and incidents or complaints are very well dealt with by fair procedures. Systems to safeguard pupils are outstanding; all staff are very well trained and all aspects of child protection are very well executed. Procedures for ensuring safety on the site are exemplary. The governing body has many new members and has good procedures to ensure statutory responsibilities are met. Its members have a wide range of skills and provide a good level of challenge and support to school leaders.

Exceptional partnership activities result in the school being a leader of good practice in several areas of its work; for example in training individual support teachers for reading. There are excellent links with schools internationally and in a contrasting location in the United Kingdom, all of which result in outstanding community cohesion locally, nationally and globally. The school engages well with parents and carers; they appreciate the communication they receive through the high-quality reporting arrangements and newsletter. The school’s good work with parents and carers is recognised in the Leading Parent Partnership Award.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children arrive at the Nursery and Reception classes every day with an eager anticipation. Parents and carers of those for whom English is an additional language are impressed that their children are acquiring English language skills quickly, and feel very well informed as staff are available to answer questions. The exceptional leadership and good teaching have transformed this part of the school since the previous inspection and all aspects of its work are now outstanding, as are outcomes for children. Accurate assessments are made of children’s skills on entry to the



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Nursery. Children often start school with very poor language and communication skills, and adults interact with them continually in imaginative ways, including with multi-sensory interactive learning activities that help to promote outstanding progress. The learning environments in all six classrooms are consistent and very engaging, and the very best use is made of a small outside area. However, in spite of this excellent practice, children’s knowledge and understanding, and physical development, are limited by the lack of easy access to green space. Children play very well and safely, enjoying investigating ice melting, making and listing the ingredients for potions, and developing their own role-play games that encourage good social interactions and positive behaviour. The imaginative use of corridor areas creates further opportunities for children to explore other cultures and use resources. Key person groupings and well-qualified, knowledgeable, experienced and dedicated staff ensure that children’s learning is continually assessed and the next steps are planned for. Children leave the Early Years Foundation Stage with standards just below average. There is a strong team ethos and relationships between adults and children are extremely positive. Children rapidly become independent learners; they adopt considerate attitudes and take on increasing responsibility.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents and carers are supportive of the school and a very large majority are pleased with all aspects of the school’s work. Almost all agree that the school keeps their child safe and healthy, that teaching is good and they are informed of their child’s progress, and that their children enjoy school. Most say that senior staff are welcoming and deal promptly with any concerns they have. There was a lower than average number of returned questionnaires.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brampton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 139 completed questionnaires by the end of the on-site inspection. In total, there are 839 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	70	40	29	1	1	0	0
The school keeps my child safe	69	50	67	48	2	1	0	0
The school informs me about my child’s progress	63	45	69	50	6	4	0	0
My child is making enough progress at this school	62	45	66	47	8	6	1	1
The teaching is good at this school	66	47	67	48	2	1	0	0
The school helps me to support my child’s learning	66	47	55	40	9	6	1	1
The school helps my child to have a healthy lifestyle	64	46	67	48	4	3	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	40	69	50	7	5	0	0
The school meets my child’s particular needs	52	37	72	52	9	6	0	0
The school deals effectively with unacceptable behaviour	59	42	67	48	5	4	3	2
The school takes account of my suggestions and concerns	51	37	67	48	12	9	1	1
The school is led and managed effectively	60	43	58	42	9	6	1	1
Overall, I am happy with my child’s experience at this school	67	48	63	45	5	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 November 2011

Dear Children and Pupils

### **Inspection of Brampton Primary School, East Ham E6 3LB**

Thank you for making us so welcome at your school and telling us about all the exciting things you are learning. We agree that your school is outstanding and you are rightly very proud of it.

You are getting better at mathematics and obviously enjoy it. You work really well with your partners in class and your writing is getting better because the teachers have planned very interesting topics for you to learn, and your teachers help you well by telling you what you need to do to improve.

Your behaviour in the playground, and especially in lessons, is excellent; you are very keen to learn and help each other. This is because all the teachers make learning fun and create many different opportunities to develop new skills, especially through drama. You know and experience many cultures and the ways people live in other countries, including what they believe, and you get on with each other very well. You told us you feel very safe at school and know who to talk to if you have a problem, and all the staff look after you very well indeed. You also do many activities that involve the people who live around your school and you help them, too, as well as linking and learning with children from other countries.

We have asked your teachers to help each other to get even better so you are able to learn more quickly and be really challenged in every lesson.

We really enjoyed visiting your school. You certainly are all joining together to build your futures, and we know that all of you will continue to improve your work so that you will be successful at your next school, too.

Yours sincerely

Janet Dinsmore  
Lead Inspector

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