

John Bramston Primary School

Newcastle Avenue, Hainault, Ilford, IG6 3EE

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils reach above average levels of attainment by the time they leave the school, especially in English.
- Teaching overall is typically good throughout the school and some of it is outstanding.
- The pace of teaching and high expectations mean that pupils are motivated to work and enjoy their learning.
- Provision for pupils' spiritual, moral, social and cultural development is good and effectively promotes pupils' personal development.
- Pupils behave well in lessons and around the school. They show a positive attitude to learning and apply themselves well to their work.
- The school is well led and managed. Governors and senior leaders monitor the work of the school effectively.

It is not yet an outstanding school because

- Levels of attainment and pupils' rates of progress are not as good in mathematics as they are in reading and writing.
- Not enough teaching is outstanding, especially in mathematics. Work set does not always meet pupils' different needs, particularly of the more-able pupils.
- Pupils do not always have enough opportunity to respond to teachers' comments in the marking of work.

Information about this inspection

- Inspectors observed 25 lessons, five of which were joint observations with senior leaders.
- Inspectors looked at pupils' work and listened to pupils from Year 1, Year 2 and Year 6 read.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior leaders and subject leaders. A meeting was also held with four members of the governing body, including the Chair and the Vice-Chair of the Governing Body.
- School documents were looked at including, safeguarding arrangements, information on pupils' achievement and improvement plans.
- Inspectors also took account of the views of 29 parents through the Parent View Ofsted website. Inspectors also spoke to parents at the start of the school day. The views of staff were also looked at through the staff questionnaire.

Inspection team

Peter Lacey, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

Jane Richmond

Additional Inspector

Full report

Information about this school

- John Bramston Primary School is larger than the average primary school.
- The school has more pupils learning English as an additional language than the large majority of schools.
- The school has more pupils from minority ethnic backgrounds than the large majority of schools.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportions supported at school action plus or with a statement of special educational needs are above average.
- The proportion of pupils who are known to be eligible for the pupil premium is higher than the majority of schools. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The new headteacher has been in post since January 2013.

What does the school need to do to improve further?

- Improve teaching so that more of it is outstanding by making sure there is:
 - a consistent match between work set and pupils' different abilities
 - more challenge in pupils' learning so they work to their capabilities, especially the more able
 - greater opportunity for pupils to learn independently through more open-ended tasks and a reduction in the use of worksheets
 - more time for pupils to respond to marking and comments by teachers.
- Increase rates of progress in mathematics and raise attainment further by:
 - giving pupils more opportunity to use and apply their mathematical skills to real-life situations.

Inspection judgements

The achievement of pupils is good

- Achievement in the school is good. It has been better in English than in mathematics, and better in reading than in writing. However, rates of progress in mathematics are now increasing with better planning and assessment, especially at Key Stage 2.
- Children join the school with skills and capabilities that are below those typical for their age. Their skills in communication and literacy are lower than in other areas of learning.
- Children make good progress in the Nursery and in Reception so that when they finish the Reception Year, their attainment is in line with national averages. Their attainment levels are higher in their personal, social and emotional development, and in mathematics than in communication, language and literacy.
- Last year the attainment of Year 1 pupils in the national screening check was below the national average. This year, school data and inspection findings show that pupils' ability to link letters with sounds (phonics) has improved.
- Pupils' attainment at the end of Key Stage 2 is above average. Attainment is higher in reading than it is in writing. Attainment is higher in English than in mathematics but progress is nevertheless good.
- The attainment of pupils who are learning English as an additional language is higher than similar pupils nationally, especially in English. Compared to other pupils in the school, such pupils make similar progress overall. They make better progress in their reading than their classmates because of good support.
- Pupils from minority ethnic backgrounds make similar progress to other pupils in the school. Like other pupils, they also make better progress in English. Some make better progress, such as boys from Pakistani heritage in mathematics.
- Disabled pupils and those who have special educational needs also make good progress. Like others in the school, they also make better progress in English than in mathematics, especially in writing.
- Pupils who are eligible for the additional funding through the pupil premium achieve well. Their levels of attainment measured by their average point scores are similar to those of other pupils in the school in both English and mathematics.

The quality of teaching is good

- Teaching overall is typically good and some of it is outstanding. There are high expectations of how pupils apply themselves to their work and this means that all pupils are able to engage in their learning.
- Teachers use other adults well to support and challenge pupils who have a range of needs. For example, disabled pupils and those with special educational needs and those learning English as an additional language are helped through one-to-one work and small groups. They make good progress because they are carefully identified and supported effectively.
- Work is far more often than not matched to pupils' different abilities and this helps pupils to make good progress. However, for some pupils, especially the more able, work is not always set so that it fully challenges them to achieve what they are capable of.
- Teaching pupils in ability groups (sets) supports good progress. However, pupils sometimes have to move to different classrooms and a few pupils miss important parts of the lesson because they arrive late.
- Verbal feedback during lessons is generally good and this helps pupils know how well they are progressing and what they need to do to improve.
- Marking in books is regular, accurate and lets pupils know how to improve their work. However, pupils do not always have enough time to respond to comments made by teachers so they can

improve their work.

- Teaching proceeds at a good pace which gives pupils time to work on tasks and practise key skills. For example, in one lesson, stopwatches on the interactive whiteboard were used and this motivated pupils to complete their work without wasting time.
- The teaching of reading is good and this is leading to better rates of progress, especially at Key Stage 1. Pupils are able to link letters with sounds when reading words and this is helping less able pupils to read new words and extend their understanding. More able pupils read well but sometimes books are not always challenging enough for them and older pupils say they would like more interesting books.

The behaviour and safety of pupils are good

- Pupils are polite and courteous around the school and in lessons. Pupils have a positive attitude to learning and the management of behaviour directs pupils into their work. There is a positive atmosphere in the school and good relationships exist between all members of the school community.
- Low-level disruption is rare and when it does occur, teachers and support staff deal with it effectively. There are also clear strategies that are used well to help those with challenging behaviours. The number of exclusions has been greatly reduced.
- The school is good at addressing behaviour and safety issues. The school is effective and clear in the way it creates a safe place for pupils to be where behaviour is good. All parents agree that their child is safe and that they enjoy school.
- Pupils know what bullying means and feel that any incidents are dealt with well by staff. They say the school helps them to understand how they can keep themselves safe. For example, they know about the dangers of texting on mobile phones and that they should be careful when using the internet.
- There have been a very few recorded racist incidents, but these have been dealt with effectively by the school. For example, the school's Child Family Worker has worked with pupils in lessons and with parents.
- Pupils can say how the school helps them to keep safe for example through the use of fencing, secure doors and entry systems. As a result, pupils feel very safe in school. Older pupils have also undertaken first-aid training to help themselves and others.
- There are systems that pupils know about and use that mean the good behaviour in the school is maintained. For example, there is a 'Friendship Bench' so pupils can help each other if they feel upset. There is also the 'Pit Stop' inside the school where pupils can go to if they are worried about their own behaviour or the behaviour of others.
- Pupils enjoy coming to school because they say they like the learning activities and after-school clubs. Attendance is at the national average for primary schools.

The leadership and management are good

- Leaders at all levels know the school well and have carried out actions that have brought about increased rates of progress for pupils. Leaders are rightly ambitious for the school to maintain its good performance and improve further. Self-evaluation is accurate and has resulted in a clear set of actions that have led to improvements in the quality of teaching.
- The new headteacher has quickly formed an effective team of leaders who work well together. Roles within the leadership team are clear and leaders have a good knowledge and understanding of their areas of responsibility.
- Teachers' performance targets are linked to pupils' achievement and then to salary progression. The current national standards expected of teachers and training opportunities are also used to help teachers improve. For example, they have received training in mathematics teaching.

- Leaders work well together in order to bring about improvements. For example, information on pupils' progress and on the quality of teaching is used to plan improvements and training opportunities for all staff. All staff who completed the questionnaire agreed that the school is well led and managed.
- Partnerships have also helped to improve the school. For example, the local authority has worked effectively with the school to help its self-evaluation and provide support for improving mathematics across the school.
- The school works well with parents, such as having a Child and Family Worker and a regular coffee morning each Thursday. The vast majority of parents agree that the school is well led and managed. All parents that responded to the Parent View questionnaire said they would recommend the school to another parent.
- Subjects are often taught through themes, which help to engage and motivate pupils. For example, in one lesson, work in English on newspapers was linked to a topic on 'London Through the Ages'. Pupils say they like this way of learning. As one pupil said, 'It's a fun way to learn.'
- The provision for pupils' spiritual, moral, social and cultural development is good and pupils' personal development is enhanced because of it. For example, pupils have visited places of worship from most of the major religions. There are also links with other schools, both nearby and abroad. Year 6 pupils also have the opportunity to take part in a residential trip each year.
- Safeguarding requirements are effectively met, such as checks on adults working with pupils, gate security and site safety. This includes training for key staff and members of the governing body on the safer recruitment of new staff.

The governance of the school:

- The governing body is committed to the school and ambitious for it to make further improvements. Governors know the school well and are active and visible around the school. They hold the headteacher and staff to account through regular meetings and setting performance targets that link to pupils' progress and pay progression. The governing body has a good understanding of school data and how the school compares with primary schools nationally. Governors know how much the pupil premium is and how and why it is spent on actions such as one-to-one interventions for mathematics and English, and small-group work. The governing body monitors the use and impact of the pupil premium through its committees. It also checks how well the school's finances are used by a monthly review of the school's budget. The governing body also carries out a self-evaluation of its own effectiveness and this has led to improvements.
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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	102838
Local authority	Redbridge
Inspection number	402900

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	497
Appropriate authority	The governing body
Chair	Keith Varnes
Headteacher	Melanie Dye
Date of previous school inspection	5–6 June 2008
Telephone number	020 8500 4640
Fax number	020 8501 2933
Email address	admin@johnbramston.redbridge.gov.uk

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