

Brampton Primary School

School Board Lane, Brampton, Chesterfield, S40 1DD

Inspection dates 15–16 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupil's achievement in Years 3 to 6 is inconsistent. Pupils eligible for pupil-premium funding are not making accelerated progress in writing and in mathematics.
- Pupils in Years 5 and 6 spend too long on number activities at the expense of shape space and measure and data handling.
- In Years 3 to 6 pupils make too many spelling mistakes and do not write at length in other subjects.
- Teachers do not consistently check pupils' understanding in lessons to pick up any misconceptions.
- Teachers mark work regularly but pupils do not always act upon their recommendations.
- The leading of teaching by senior leaders is improving teaching methods but not enough emphasis is placed on monitoring pupils' learning in lessons.
- Senior leaders have not monitored the mathematics curriculum to ensure that not too much time is spent solely on teaching arithmetic.
- Targets for improving teachers' performance are not sufficiently tight in identifying ambitious rates of progress for different groups of pupils.

The school has the following strengths

- Children learn well in the Early Years Foundation Stage and make outstanding progress in their personal, social and emotional development.
- Pupils in Years 1 and 2 make good progress in reading, writing and mathematics.
- Across the school all pupils are now making good gains in reading.
- Pupils from minority ethnic groups, those who speak English as an additional language and more-able pupils are making good progress in all subjects.
- Pupils in the Enhanced Resource Facility make consistently good progress due to the high quality of the provision.
- Teachers have excellent relationships with their pupils.
- School self-evaluation is accurate and the headteacher has implemented good systems to track pupils' progress.
- Governors are fully involved in the life of the school and hold the staff to account for the school's performance and continuous improvement.

Information about this inspection

- The inspector observed 19 lessons taught by 12 teachers.
- Documentation was analysed, including that related to teachers' planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent. The inspectors took account of 25 responses to the online Parent View survey and interviewed four parents.
- Questionnaires were analysed from 30 staff.
- The inspectors heard 11 pupils read and discussed their views of the school.
- Discussions were held with the headteacher and his staff, a representative from the local authority, the Chair of the Governing Body, pupils and parents and carers.

Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Janet Bird	Additional Inspector
Trevor Neat	Additional Inspector

Full report

Information about this school

- Brampton Primary School is a larger-than-average sized school.
- An above-average proportion of pupils are known to be eligible for the pupil premium, additional government funding for those pupils known to be eligible for free school meals, looked after children and those from service families.
- The school has a below average proportion of pupils from minority ethnic backgrounds and very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision for pupils with special educational needs in the form of an Enhanced Resource Facility for pupils with Autistic Spectrum Disorders. This facility caters for up to 12 pupils.
- The school did not meet the government's current floor standards in 2012, which set the minimum expectation for pupils' attainment and progress.
- The school has experienced a period of staffing disruption. A new headteacher has been appointed since the previous inspection of May 2010 and took up post in January 2011.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good by:
 - making sure teachers regularly check pupils' understanding in lessons
 - planning tasks that will accelerate progress by being very precise on what skills and knowledge need to be learnt.
- Raise pupils achievement in writing and mathematics in Years 3 to 6 by making sure that:
 - all teachers demand the correct spellings of key words, provide more opportunities for writing at length in other subjects and ensure that pupils act on the good recommendations made in marking
 - pupils have more opportunities to use models and practical resources when learning about shape and space and data handling
 - equal time is devoted to all programmes of study in mathematics and not just arithmetic, especially in Years 5-6.
- Improve leadership and management by:
 - making sure that senior leaders identify how teaching affects the learning of different groups of pupils, especially those who are eligible for the pupil premium and those with disabilities and special educational needs that are not part of the Enhanced Resource Facility
 - continuously reviewing teachers' targets for improvement to accelerate the learning of all groups of pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils achieve well in Years 1 to 2 and all groups of pupils achieve well in relation to their starting points. However, pupils' achievement in Years 3 to 6 requires improvement in writing, spelling and mathematics as teachers are not yet fine-tuning tasks to meet the needs of different groups of pupils and pupils are given too few opportunities to write at length in different subjects.
- Children enter the Nursery with skills and knowledge well below those expected nationally for their age. They do not attain the early learning goals but make good progress from low starting points in all areas of learning and outstanding progress in personal, social and emotional development.
- Pupils with disabilities and statements of special educational need in the Enhanced Resource Facility make good progress in learning due to tasks being specifically tailored to their needs.
- In mathematics in Years 5 and 6 pupils spend too long on arithmetic at the expense of shape and space, and data handling. Too few practical activities are provided for pupils to use a variety of resources that will help them with developing their mathematical concepts.
- The progress of pupils supported by the pupil premium, disabled pupils and those who have special educational needs is variable across the school. The school did not meet the government's expected minimum targets in English and mathematics. 2012 national test results show that pupils eligible for pupil premium funding were almost two terms behind their peers in reading, writing and mathematics combined in line with the national picture. This gap in attainment is now closing.
- Pupils achievement in Years 3 to 6 are improving and this year pupils are on course to attain standards expected for their age in reading, writing and mathematics.

The quality of teaching

requires improvement

- Teaching, whilst improving, is not yet good enough over time in Years 3 to 6 to secure sustained and rapid progress by all groups of pupils. This is because teachers do not consistently use information on prior learning and assessment data to plan challenging tasks that meet the needs of all pupils other than higher attainers and those pupils who have English as an additional language.
- Teaching is consistently good in the Early Years Foundation Stage and in Years 1 to 2 where pupils are making good gains in basic skills because teachers consistently model for pupils what is expected of them.
- Teachers in Years 3 to 6 miss opportunities to consistently check pupils' understanding and use misconceptions as teaching points. In mathematics lessons, pupils do not have sufficient opportunities to use a range of practical equipment to deepen their understanding and rely too heavily on teacher's verbal explanations rather than visual representations of the problem.
- Teachers have good relationships with their pupils. Explanations offered in lessons are clear and pupils know what is expected of them, however, tasks set are not always demanding enough.

- Teachers make good links with other subjects, for example in a good literacy lesson in Year 6 pupils were writing poems using vocabulary that they had learnt in a previous art and design lesson.
- Pupils are given targets for improvement by their teachers but these targets are not always clearly linked to the next steps that pupils need to acquire in order to accelerate their rates of progress.
- Teaching assistants are used well to support pupils in lessons and encourage pupils to think for themselves.
- In the Enhanced Resource Facility teaching assistants know their pupils very well and offer a good deal of structure in lessons which has a very beneficial effect on the progress of pupils with statements of special educational need
- The quality and frequency of teachers' marking has improved since the last inspection. Marking is regular and informative but teachers miss opportunities for pupils to do their corrections, especially in relation to spelling errors.
- Overall, teaching is improving due to good training offered by the local authority but this has been too recent to secure sustained progress of all groups of pupils over time.

The behaviour and safety of pupils are good

- Pupils' behaviour over time is good. Pupils enjoy learning and are fully aware of the rewards and sanctions imposed by the behaviour policy.
- Good care, guidance and help that pupils receive, coupled with respectful attitudes from staff where each child's uniqueness is valued, contributes to their good behaviour.
- Pupils are polite, courteous and have a strong sense of social responsibility. They care about the scarcity of resources through their participation in eco-issues and the provision of 'forest school' has helped them develop a love of nature.
- Pupils know how to stay safe, understand different types of bullying and the behaviour log demonstrates that there is virtually no bullying in the school. Pupils' participation in anti-bullying week helps pupils develop a good understanding of cyber bullying, name calling and the inappropriate use of social media.
- Pupils have good leadership qualities. Learning leaders, school councillors, eco members and classroom monitors execute their duties well.
- Attendance is average and has improved since the last inspection.
- Pupils develop their spiritual, moral, social and cultural awareness through a creative curriculum that contributes to their good behaviour and good relationships with their peers.

The leadership and management requires improvement

- Leadership and management require improvement as during a period of staffing turbulence

standards declined. The headteacher has successfully begun to address the main issues that led to this and his determination to get back on track is reflected in the good gains already made in reading across the school.

- Senior leaders have not set sufficiently high targets for the progress of individual groups and their monitoring of teaching and learning has focused too much on developing teaching skills rather than looking at the pace of learning.
- The school has developed good learning opportunities through its creative curriculum. Pupils learn about other faiths and cultures, artists, local history and participate in a good range of trips and visits which contribute to their spiritual, moral, social and cultural development. However, the mathematics curriculum has not been monitored sufficiently to ensure that pupils cover a broad range of mathematical topics.
- The introduction of regular pupil progress reviews has produced a greater sense of accountability among all teachers for the accelerated progress of different groups.
- School self-evaluation is honest and accurate. The school improvement plan has identified all the correct areas for development.
- The headteacher has introduced secure performance management systems and together with the governing body has made sure that teachers are not awarded pay rises unless they can demonstrate that they have contributed to pupils' progress.
- The schools systems for safeguarding and ensuring all pupils have equal opportunity to succeed are good. All staff have received recent training in child protection and the school works well with all agencies that support pupils' welfare.
- Good working partnerships are set up with local schools and the school works well with a local leader of schools at ensuring that teacher assessments are accurate.
- Parents and carers are very pleased with the leadership of the school. Many of them travel out of catchment area because they know that their children are safe and well cared for.
- All pupils have full access to the learning opportunities provided and the recent funding of extension activities through pupil premium money has enabled staff to have regular catch up meetings with pupils who are at risk of falling behind.
- The local authority has been instrumental in making sure that the school has stopped underachievement by providing good quality training for both staff and governors.
- **The governance of the school:**
 - The Acting Chair has undertaken a sterling job in moving the school forward by holding staff to account for pupils' progress. Governors have undertaken monitoring and evaluation of standards to ensure that all groups of pupils have equal access to the curriculum. Governors have a secure grasp on the schools' strengths and areas for development. They know how many teachers progress through salary points and the impact that their teaching has on pupils' learning. The governing body has made sure that all statutory duties are executed and that the head teacher has stringent performance management targets. Governors know how the pupil premium money has been spent and the progress that pupils are making.

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	132225
Local authority	Derbyshire
Inspection number	412619

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	260
Appropriate authority	The governing body
Chair	Nigel Soul
Headteacher	Wayne Parkinson
Date of previous school inspection	19 May 2010
Telephone number	01246 232817
Fax number	01246 232817
Email address	headteacher@brampton.derbyshire.sch.uk

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