

Brampton CofE VC Primary School

Southwold Road, Beccles, NR34 8DW

Inspection dates 4–5 July 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points. The school's first group of Year 6 pupils have made outstanding progress in reading and writing and good progress in mathematics.
- The upward trend in pupils' achievement by the end of Year 2 has continued. In reading, pupils are about two terms ahead of pupils nationally.
- Pupils' behaviour is outstanding. Their spiritual, moral, social and cultural development is outstanding. Pupils of all ages respond extremely well to all the opportunities they have to take on responsibility. They are very positive about learning.
- The executive headteacher and governors have an accurate picture of the school's strengths and what needs to improve.
- The executive headteacher has a precise knowledge of what teachers need to do to improve their practice. Good procedures have ensured improvement and continue to do so.
- Partnership arrangements between Brampton and Ringsfield have a particularly good impact on pupils' personal and social development. There are very good opportunities for shared residential visits, trips and special subject days.

It is not yet an outstanding school because

- Not enough teaching is outstanding. In a few lesson introductions, there is not enough challenge for more-able pupils.
- A cursive style of handwriting is not taught and practised sufficiently. Consequently, not all the older pupils are able to write legibly and at speed so that they are well prepared for their future education.
- Although pupils make good progress in mathematics, their progress is not as rapid as in reading and writing. Pupils do not have enough opportunities to apply their good knowledge of how to calculate to solving problems.

Information about this inspection

- The inspector observed eight lessons, as well as groups of pupils or individuals working with teaching assistants. Almost all the observations were undertaken jointly with the executive headteacher. The inspector observed pupils at break times. The inspector looked closely at pupils' work and heard some pupils from Years 1, 2 and Reception read.
- The inspection of Brampton School was carried out at the same time as the inspection of its partner school, Ringsfield Primary. Inspectors held joint meetings with the staff from both schools and with the governing body. The lead inspector for Brampton met with the executive headteacher, the heads of both schools, groups of pupils from Year 6 and the Eco committee. She spoke informally with many pupils during lessons and at break times. A phone call discussion was held with a representative of the local authority.
- The inspector looked carefully at safeguarding documentation, information about pupils' progress, self-evaluation documents and development plans.
- The views of the 12 parents and carers who completed the online questionnaire (Parent View) were taken into consideration as were the views of six parents who spoke to the inspector at the end of a school day. The inspector reviewed ten questionnaires from staff.

Inspection team

Cheryl Thompson, Lead inspector

Additional Inspector

Full report

Information about this school

- Brampton Primary School is much smaller than the average-sized primary school.
- The school has worked in partnership with nearby Ringsfield Primary for some years. The schools were federated in July 2011. The two schools have separate budgets. They share the same governing body, executive headteacher, special educational needs coordinator and subject leaders. Each school has a head of school to oversee the day-to-day running of the school. The executive headteacher was previously the deputy headteacher at Brampton. Ringsfield was inspected on the same two days as this school. It has a separate inspection report.
- Both schools have just completed the change from first schools to all-through primary schools. This is the first year that the schools have had Year 6.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is much higher than that found nationally. In one year group, more than half the pupils have special educational needs.
- A higher-than-average proportion of pupils join and leave the school partway through their education.
- The proportion of pupils known to be eligible for the pupil premium is below average. This extra funding is for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces.
- In the past three years, the school has been through considerable changes, including a building project to accommodate pupils in Years 5 and 6.
- All teachers are new to the school since the last inspection. One class has a temporary teacher.

What does the school need to do to improve further?

- Accelerate pupils' progress by securing a greater proportion of outstanding teaching throughout the school by making sure teachers always provide enough challenge for their more-able pupils in lesson introductions
- Increase pupils' rate of progress in mathematics by:
 - improving the way calculations in addition, subtraction, multiplication and division are applied and practised in problem-solving activities
 - providing the subject leader with time to check on the quality of teaching across the school and to ensure that teachers are given support if necessary.
- Improve the presentation of pupils' work by ensuring pupils learn and use a cursive style of handwriting.

Inspection judgements

The achievement of pupils is good

- When children start school in Reception, their level of skills and personal development can be very wide ranging. Some children have attended pre-school provision or a nursery and others have not. The starting point of the current Reception children was broadly typical of the age group.
- The school's first group of pupils in Year 6 has made good progress from low starting points in Year 2. Their progress in reading and writing is outstanding. School data indicate that attainment in reading is broadly average, in writing it is above average, and in mathematics it is just below average.
- Progress in mathematics is good. Pupils have a good understanding of calculation but are less confident when required to solve problems because they have not had enough opportunities to apply their skills to such problems and in a range of different contexts.
- The school has made considerable improvements to the teaching of letter sounds (phonics). As a result, the current Reception children have made good progress in learning to read and spell and have skills that are above the levels expected for their age. They are well prepared to start Year 1.
- Good progress continues through Years 1 and 2. The results of the 2012 national check on how well pupils in Year 1 can understand and use phonics in reading were above average. School data indicate that, this year, results are even higher.
- The national teacher assessments at the end of Year 2 in 2012 were significantly above the national average. School data indicate that results have remained at this level, especially in reading where pupils are around two terms ahead of pupils nationally.
- The achievement of disabled pupils and those who have special educational needs is good. Staff are very skilled at noting pupils' difficulties and quickly putting in just the right level of support to help these pupils revise and reinforce their learning.
- Pupils joining the school partway through their primary education have their levels of learning quickly assessed. As a result, they are provided with the right work to help them make good progress.
- In each year group, there are not enough pupils known to be eligible for free school meals and, therefore, eligible for the pupil premium to comment on their attainment and progress without identifying them. However, the school's use of pupil premium funding has had a good impact both on pupils' progress and on their personal development.

The quality of teaching is good

- Within a framework of excellent relationships, teachers set very high expectations for pupils to take responsibility for working to the best of their ability. Pupils respond extremely well when they evaluate their own work and efforts. They take note of their teachers' very detailed and helpful comments on how to improve their work and often reply with 'Thank you, I'll do that next time.' It is clear from pupils' work that they learn very well from their teachers' comments.

- The teaching of writing is outstanding because it not only ensures pupils' secure understanding of grammar but also fosters creativity by making particularly effective use of poetry. Factual writing is also of a high standard because relevant links between subjects such as science, history or geography are exploited. For example, pupils in Year 2 wrote very good accounts of creatures that inhabit rock pools.
- The considerable staff turnover in the past two years has resulted in not enough attention being paid to continuity in the teaching of handwriting. As a result, some of the older pupils do not have a good grasp of a joined-up style of writing. Plans are in place to remedy this from the start of the next school year.
- Teachers plan lessons well to make sure that pupils of differing abilities have the right work to build on what they already know and make good progress. Where the planning is not so effective is in lesson introductions. On occasions, more-able pupils are not challenged in lesson introductions as teachers do not always have questions for them to make them think hard.
- Teaching for the Reception group is good. Good teaching of basic literacy and numeracy skills and many opportunities to practise these skills ensure good progress. For example, children worked out the right size of boxes needed to make a lighthouse and wrote about what a lighthouse keeper may like for his lunch. Well over half of the group can write simple sentences, making very effective use of their knowledge of letter sounds to help them spell correctly.
- A key strength in the teaching across the school is the highly proficient teaching assistants. They are well trained and work very effectively with individuals or groups of pupils under the guidance of class teachers. Teaching assistants also play an important role in extra-curricular learning with their input into the activities of, for example, the eco group, the gardening club, and the rock group for guitar players.

The behaviour and safety of pupils are outstanding

- Pupils have excellent attitudes to learning, which they value highly. They listen carefully to their teachers. As a result, they answer questions confidently, or offer sensible opinions. They work hard in lessons and take pride in completing their work to a high standard.
- Behaviour around the school is outstanding; it is a very harmonious community. Pupils are polite and friendly to those they know and are welcoming to visitors. Dinner times are very social occasions.
- Pupils develop strong values and a high level of respect for others. They know how to voice their opinions and provide reasoned arguments.
- Pupils demonstrate high degrees of personal responsibility for their own learning. This responsibility was very evident in a lesson for pupils in Years 5 and 6 who checked very honestly to see if they had met the success criteria for their task.
- Pupils are very proud of, and highly committed to, their school community. Many older pupils have a leadership role in the school, such as running the eco group. They take their responsibilities seriously.
- The school has very strong links with the local community. Teaching assistants play a vital role in sustaining these links. Pupils enjoy their involvement in community activities, such as the

renovation of a vintage milestone and planting bulbs around it when it was returned to its place on the main road.

- Safety is taken seriously. For example, pupils in Years 5 and 6 have completed a risk assessment for their den-building activities. Pupils have a good understanding of how to keep themselves safe and are well aware of safety when using the internet.
- Pupils are very aware of different types of bullying, such as what is meant by cyber or racist bullying. They are confident that bullying is non-existent in their school and that, should they have concerns, any member of staff will help them.
- On occasions, pupils with behavioural and emotional difficulties transfer to the school. All staff set clear boundaries for these pupils and work closely with parents and outside agencies to help the individual. In almost all cases, pupils settle quickly and modify their behaviour well. However, the executive headteacher takes a very firm line to ensure that the learning of a class is not disrupted and staff and pupils are safe.
- Attendance is broadly average. The executive headteacher takes a firm line and does not authorise holiday absence in term time.

The leadership and management are good

- The executive headteacher and governing body share a clear vision for both schools to have high standards and retain their individuality. They share a strong commitment to making sure that all groups of pupils have an equal chance to do well and that there is no discrimination.
- There are good systems for checking on the work of the school. The executive headteacher and the head of school have a very clear understanding of what needs to be done to improve pupils' progress.
- The role of the head of school is developing well. She has a very good understanding of the data about pupils' progress. Through looking at pupils' work in all classes, she knows how well pupils are working. However, she has not yet been provided with enough time to monitor rigorously the quality of teaching through lesson observations, especially in mathematics.
- School improvement planning is comprehensive and linked to a well-planned programme of training for all staff. It includes challenging targets for pupils to meet at the end of each year. These targets are included in teachers' personal improvement plans to ensure a collective drive for improvement.
- Teachers are held to account for their pupils' progress at regular meetings with the executive headteacher and head of school. Pupils' progress is discussed, whether it is enough and what teachers must do to ensure more rapid progress.
- The executive headteacher is managing the improvements in teaching very well. In joint observations undertaken with the inspector, the headteacher demonstrated an astute understanding of what teachers needed to do to improve their practice.
- The partnership between the two schools has a good impact on many aspects of the school's work. Teachers have opportunities to observe good practice and some have received coaching from more experienced teachers. However, considerable staff changes this year have slowed the impact of these arrangements.

- The local authority has provided good support for the schools in terms of training opportunities and tailored support for the executive headteacher as head of two schools.
- The learning opportunities the school provides are good and include good opportunities for pupils to learn to play musical instruments. The good range of relevant links made between subjects make learning exciting. The school has correctly identified that the planning for the way mathematics is taught across the school needs to be changed and suitable plans are in place.
- Outstanding opportunities are provided for pupils' spiritual, moral and social development. Pupils of all ages are provided with excellent opportunities to develop leadership skills. All pupils have involvement in looking after the wildlife garden and develop a very good understanding of the need to conserve habitats. The strong links with a school in Grenada help pupils to consider similarities and differences in cultures.
- **The governance of the school:**
 - The governing body has an excellent vision for the development of the federation, based on a clear understanding of the strengths and weaknesses within each school. It recognises the need to retain the individuality of each school. Good support from the local authority has helped governors to be highly effective in managing the recent federation of the two schools. Governors are thorough in making sure that they perform their legal duties, including the safe recruiting and vetting of staff. They know the school well through the comprehensive reports they receive from the executive headteacher as well as through their own focused visits. They make good use of their individual professional expertise in supporting the schools and asking searching questions. Governors are well aware of the quality of teaching and the strategies used for helping teachers to make further improvement, such as linking pay closely to pupils' achievement, how the schools reward good teaching and deal with any underperformance. They are not afraid to take tough decisions about staffing. They check on spending decisions carefully, including the use and impact of pupil premium funding.

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	124724
Local authority	Suffolk
Inspection number	412900

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Rod Kay
Headteacher	Victoria Allen (Executive headteacher)
Date of previous school inspection	1 July 2010
Telephone number	01502 575287
Fax number	0150 2575287
Email address	brampton.school@hotmail.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

