

# Brampton Primary School

Brampton Road, Bexleyheath, DA7 4SL

**Inspection dates** 20–21 November 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| 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 achieve well because teaching is good. Pupils enjoy their lessons and are keen to learn because teaching engages pupils' interest and motivates them to work hard.
- When teachers mark pupils' work, they make clear what needs to be improved and ensure pupils have time to read and respond to their comments and feedback.
- Additional adults make a positive contribution in supporting pupils' learning. This helps all groups of pupils, including disabled pupils and those with special educational needs, make good progress.
- Pupils' behaviour around the school and in lessons is good. They are friendly, caring and polite. They attend school very regularly. They and their parents confirm that they are happy in school and feel safe.
- Leaders, governors and staff work closely together. They have successfully maintained the school's good overall effectiveness since the previous inspection.
- Governors are well informed and provide a good balance of support and challenge. They visit the school regularly and check how well the school is doing.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Sometimes, information from checks on pupils' progress is not used to plan tasks that challenge pupils to make even swifter progress.
- Leaders of subjects are not always sufficiently involved in further improving rates of pupils' progress in their areas of responsibility.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 24 teaching sessions including six joint observations with the senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils’ books and the school’s information showing pupils’ progress.
- Inspectors looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school action plan, the self-evaluation report, records of the monitoring of lessons, and information relating to teachers’ performance management and professional development. The school website and records relating to safeguarding were also checked.
- The inspection took account of 132 responses to the Ofsted online survey (Parent View), and spoke to parents informally. Inspectors also took account of 22 responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector

Additional Inspector

Karen Willis

Additional Inspector

Jonathan Shields

Additional Inspector

## Full report

### Information about this school

- Brampton is larger than the average-sized primary school.
- The proportion of pupils who are supported through school action is below average. A smaller than average proportion are supported at school action plus or have a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is below average. There are currently no looked after children or children of service families in the school.
- Children in the Early Years Foundation Stage are taught in two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for children's attainment and progress.
- Breakfast and after-school clubs are not managed by the school and were not included in the inspection.

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

- Increase the proportion of outstanding teaching so that more pupils make rapid and sustained progress by ensuring that:
  - information from assessments is always used to match work sharply to pupils' abilities
  - all subject leaders play a full part in further improving rates of pupils' progress within their areas of responsibility.

## Inspection judgements

### The achievement of pupils is good

- Pupils are well prepared for the next stage in their education. All pupils, including disabled pupils and those who have special educational needs, make good progress in English and mathematics from their starting points, to reach standards that are typically average by the end of Year 6. They attain particularly highly in writing.
- Disabled pupils and those who have special educational needs make good progress because they benefit from support and extra guidance tailored to their needs from teachers and additional adults.
- Children in the Early Years Foundation Stage are happy. Staff prioritise developing children's personal and social skills when they start and they have plenty of opportunities to work and play together in the indoor and outdoor areas. They were observed during the inspection responding very readily to routines and the adults' high expectations so that no time was wasted. Close attention to literacy skills and mathematics each day helps children make strong gains in their learning so that more children exceed the expected levels of attainment than nationally by the end of the Reception Year.
- Regular sessions for younger pupils on letters and the sounds they make (phonics) help them to develop their reading skills well. In the recent Year 1 phonics screening check, more pupils than the national average reached the expected standard, showing pupils' growing fluency in reading familiar and unfamiliar words. Group reading sessions in class, reading aloud individually to volunteer parents and good-quality reading resources help all pupils make good progress in reading and develop an enjoyment of books.
- The school uses the pupil premium successfully for a wide variety of support to close the gaps between pupils known to be eligible for this and the others. In last summer's national tests, provisional results show previous gaps in attainment closed in English so that eligible pupils did better than the others in reading and writing. They were two terms behind the others in mathematics, which is the same gap as that found nationally.
- The most able pupils achieve well because they enjoy the challenging work the teachers set them to do. Pupils' work in books is neatly presented and painstaking because they are keen to do well and have plenty of opportunities to practise their writing.
- Pupils' attitudes to keeping fit and healthy are positive because they enjoy the wide variety of sporting activities and extra-curricular clubs that the school organises. The additional sports funding is being used to boost pupils' participation in sport by providing additional specialist sports coaching in lessons and to train staff in delivering high quality physical education sessions.

### The quality of teaching is good

- Pupils are keen to participate in lessons because teachers plan activities that capture their imagination and keep them interested. They are motivated to work hard and their learning is brisk when teachers set short time limits for pupils to complete activities.
- The inspection observations showed that the most able pupils are enthusiastic to work hard when teachers set them challenging tasks to complete on their own. They sustain their interest and work sensibly to complete the activities they are given. Working on their own in an information and communication technology lesson, a group of the most able pupils were observed working enthusiastically designing their own games.
- The part additional adults play in lessons is carefully planned to make sure they contribute well to the good achievement of the pupils they support. Throughout the school, well-trained additional staff help identified pupils to boost their literacy and numeracy skills in small-group and individualised sessions. This helps disabled pupils and those who have special educational needs make good progress.

- In a few lessons, when tasks are not as sharply matched to pupils' specific abilities, the pace of their learning slows, which is why teaching is not outstanding.
- Pupils confidently use subject-specific vocabulary and key terms when discussing their work because teachers emphasise the importance of these features, particularly in producing high-quality writing. Pupils in a mathematics lessons were observed successfully using strategies the teacher had taught them to solve word problems in a logical and ordered way.
- Relationships between staff and the pupils are consistently positive and encouraging so that pupils are eager to learn. Social skills are promoted strongly because pupils have regular opportunities to work in pairs and discuss their ideas together.
- Teachers' marking is regular and gives feedback on how pupils might improve the quality of their work as well as setting additional challenges to deepen their understanding and practise new skills. Pupils routinely respond to teachers' guidance and complete additional tasks.
- Pupils appreciate the visits and outings that the school organises to local places of interest. Older pupils are particularly enthusiastic about the annual residential visit to an activity centre.

### **The behaviour and safety of pupils** are good

- This is a friendly and welcoming school. Pupils get on well together because the school places a strong emphasis on promoting pupils' spiritual, moral, social and cultural development, and fosters good relationships. As a result, pupils show caring attitudes and like coming to school very regularly. Attendance rates are consistently above average. The vast majority of parents who responded to the online survey confirmed their children are happy at school.
- Pupils' behaviour is good in lessons, where their approach to learning is consistently positive. Occasionally, pupils' attention wanders from their work. Behaviour is not outstanding because pupils do not yet have the necessary skills to work on their own and are sometimes over-reliant on adult supervision in their learning. They respond very quickly to reminders from the adults.
- Pupils are polite and courteous and make a constructive contribution to the calm and friendly atmosphere around the school. They feel safe in school and say that incidents of bullying are rare, as the school's records show. They are confident to follow the strategies the school has taught them to solve any problems for themselves and they know that staff will assist them should they need any additional help.
- Pupils have a good knowledge of how to keep themselves safe from harm. The junior road safety team lead discussions in assembly, emphasising how to keep safe when crossing the road. Older pupils learn how to ride bicycles safely. Visitors from the local emergency services, together with a strong emphasis on safe practices when using computers and information technology, all help pupils develop a good awareness of risks.
- Visits made by staff to children's homes and a well-organised approach to the beginning of the school year help children in the Early Years Foundation Stage to enjoy their time in the Reception class and make new friends quickly when they join the school. Children playing together in a Reception class were observed confidently reminding one another of the importance of sharing resources.

### **The leadership and management** are good

- The headteacher, senior leaders and governors, together with the staff, have worked as a strong team to maintain the good quality of the school's work and its good overall effectiveness since the previous inspection. This demonstrates the school's capacity to improve further.
- Leaders have improved the range of lessons offered to help pupils to build up their independent learning skills. Pupils appreciate the range of books they can choose in the class reading corners and in the school library. Interesting projects, such as a competition to be photographed reading in an unusual place, successfully promote the pleasure of reading. Pupils are enthusiastic about writing book reviews and answering questions on the books they have read. They enjoy

practising their mathematics skills on computers.

- Appropriate priorities for improvement are identified through accurate self-evaluation and checks on teaching and pupils' achievement. Leadership and management are not yet outstanding because leaders in charge of subjects do not always take sufficient responsibility for making sure that these are followed up quickly in order that rapid improvements are made to further raise pupils' achievement.
- Activities, including African drumming, charity fundraising, growing fruit and vegetables in the school's garden and learning greetings in a wide range of different languages, are carefully organised to encourage pupils' spiritual, moral, social and cultural development. The school works hard to foster caring attitudes across the school community and develop pupils' understanding of differences. As a result, the school successfully promotes equality and tackles discrimination.
- The local authority provides appropriate support and guidance to the school and demonstrates commitment to helping the school to continue to improve further.
- **The governance of the school:**
  - The governing body works closely with the school's leaders and makes regular visits to observe the school's work. Governors make sure they develop their skills through training in order to fulfil their roles and have recently achieved a national award following an external evaluation of the quality of governance in the school. They examine the information on pupils' achievement they receive from the school's leaders and see how it compares with that of similar schools nationally. They meet with leaders of subjects and other aspects of the school's work in order to discuss recent developments and how the school can improve further. Governors know the quality of teaching and also make sure there is a strong link between teaching quality, pupils' learning and salary progression. Safeguarding arrangements meet requirements and are regularly scrutinised.

## 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

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 101401 |
| <b>Local authority</b>         | Bexley |
| <b>Inspection number</b>       | 425609 |

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

|  |                              |
|--|------------------------------|
| <b>Type of school</b>                      | Primary                      |
| <b>School category</b>                     | Community                    |
| <b>Age range of pupils</b>                 | 4–11                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 417                          |
| <b>Appropriate authority</b>               | The governing body           |
| <b>Chair</b>                               | Gordon Raggett               |
| <b>Headteacher</b>                         | Lesley Fisher                |
| <b>Date of previous school inspection</b>  | 23–24 October 2008           |
| <b>Telephone number</b>                    | 020 8303 2873                |
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