

Brampton Primary Academy

Brampton Road, Bexleyheath, Kent DA7 4SL

Inspection dates

21–22 March 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Good
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Frequent changes in leadership and management have led to instability within the school. The quality of education provided by the school has declined significantly in recent years.
- Leaders and governors have been too slow to improve outcomes for pupils. Progress is inadequate in a range of subjects and year groups.
- By the end of key stage 2, pupils make significantly less progress than other pupils nationally in reading, writing and mathematics.
- Governors have not ensured that additional pupil premium funding is used effectively. Disadvantaged pupils significantly underachieve over time.
- The high turnover of teaching staff has caused inconsistencies in the standards of teaching and learning. Parents are rightly angry at the constant disruption to their children's learning.
- Leaders have not ensured that middle leaders have the skills and knowledge needed to improve the quality of their leadership so that pupils' progress is accelerated.
- The assessment system does not track pupils' progress accurately. Leaders do not have a clear understanding of how to check pupils' progress effectively from their starting points.
- Teaching does not consistently meet pupils' needs. Teachers do not sufficiently stretch the most able pupils in their learning and make them think more deeply.

The school has the following strengths

- The new headteacher is committed to improving the school. She understands fully the school's strengths and weaknesses and has started to address key priorities.
- Children get off to a good start in Reception. They make good progress from their starting points and are well prepared for Year 1.
- There are pockets of effective teaching in some classes. Support staff work consistently well with groups of pupils to help them make progress in lessons.
- Pupils behave well. They are polite, friendly and eager to learn. Pupils report that bullying is rare and that they are taught how to stay safe.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - securing stable and consistently strong leadership at all levels
 - improving teacher retention rates and providing staff with the necessary support to secure much-needed improvements in the quality of the curriculum and teaching
 - ensuring that leaders at all levels plan and take effective action to improve pupils' progress in reading, writing and mathematics, particularly in key stage 2
 - ensuring that assessment procedures are fit for purpose so that pupils' progress is tracked effectively
 - rigorously evaluating the impact of pupil premium funding on the achievement of disadvantaged pupils.
- Improve the quality of teaching, learning and assessment so that:
 - the standard of teaching and learning across the school is consistently effective, enabling all pupils to make good progress in reading, writing and mathematics
 - teachers challenge and engage pupils in their learning, using activities that are matched to pupils' different needs.

An external review of the school's use of the pupil premium should be undertaken in order to ascertain how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Frequent changes in leadership and management have created a turbulent time in the school. Since 2015, there have been four different headteachers and a succession of senior and middle leaders. This has created significant instability, leading to a considerable decline in the standard of education for pupils.
- The new headteacher is aware of the substantial challenges facing the school and is determined to improve it. Leaders at all levels are working hard. However, they lack a strategic and long-term plan to move the school forward. Actions that have been put in place are often 'quick-fix' solutions that cannot be sustained and lead inevitably to more change.
- Leaders are not focused enough on staff retention to secure improvement. The majority of teachers who responded to the online survey do not feel supported adequately and staff morale is low. They receive mixed messages from the different leaders drafted in from other schools and struggle to keep up with the changes in curriculum, teaching and assessment.
- Leaders monitor the quality of teaching and learning regularly. They set targets for teachers and focus on key subjects or areas of teaching each week. However, it is too early to measure the impact of these strategies since half of the teaching staff started this term. A detailed performance management process has been established for all staff, but has been disrupted due to changes in staffing. Teachers new to the profession feel adequately supported.
- Middle leaders are new in post and have not received the guidance and training they need to develop their leadership skills. Their responsibilities and priorities are shifted to cope with the changes in senior leadership. As a result, middle leaders do not have a secure understanding of their roles.
- Understandably, the high turnover of staff and constant flux of new teachers do not inspire confidence in parents. Many of them feel let down by the school and complain that leaders do not communicate effectively with them. Leaders have opened lines of communication by hosting parent forums, but they know that there is more work needed to gain the trust of the local community.
- The use of pupil premium funding has not been effective. Leaders and governors have not evaluated previous expenditure in any detail and are unclear about how this year's funding will affect pupils. Disadvantaged pupils have significantly and consistently underachieved over time, and there is little sign of improvement for current pupils.
- School leaders have recently re-evaluated the use of additional funding for pupils who have special educational needs and/or disabilities, as previously the provision for these pupils was inadequate. The leadership and management of this area are already much improved in a short period of time and clear action plans address the necessary areas for development.
- Leaders launched a new curriculum recently, which has been in place for almost a

term. It is therefore too early to see the impact of this but early signs are encouraging. The newly developed curriculum is broad and balanced, with pupils learning a range of subjects linked by common themes.

- The primary school physical education and sport premium is used to good effect in raising the profile of sport. Pupils and staff benefit from a specialist sports coach who helps to deliver engaging physical education lessons. Pupils appreciate the newly equipped playgrounds and enjoy the wide range of extra-curricular clubs that are on offer.
- The school promotes pupils' spiritual, moral, social and cultural development well. Teachers encourage pupils to treat each other with respect. Pupils were able to talk in detail about the eight school values, such as honesty and forgiveness. They learn about other religions and cultures in lessons and assemblies. Year 6 pupils talked of the work they had done to help to secure better deals for farmers and associated workers globally. They take part in a variety of charitable events.

Governance of the school

- The governing body has changed significantly in the last two years. Half of the current governors were new in post in 2016, including the chair of governors. This has contributed to the instability in leadership and management.
- Governors show some understanding of the challenges facing the school. However, they admit that they have not always held school leaders routinely or robustly to account for their work. With support from the trust, governors are starting to provide more challenge and support to leaders. However, it is too early to see the impact of this work.
- Governors have not evaluated the additional funding for pupil premium. They acknowledge that it is not having a positive impact on the progress and attainment of the pupils it is meant to support. As a result, an external review of governance and of the use of the pupil premium funding is recommended.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that they have met all statutory requirements with regard to safeguarding.
- Records of checks on staff working in the school are fully in place. Referrals to external agencies are made in a timely way and are recorded appropriately. Vulnerable pupils are particularly well cared for. Leaders ensure that they follow up any concerns rigorously.
- Staff have received up-to-date training and are clear about their responsibilities for safeguarding. New staff are given a full induction in safeguarding when they join the school. Consequently, they report concerns about pupils' welfare and safety promptly, and in accordance with school procedures. Many staff have recently undertaken first-aid training and manage pupils' medical arrangements well.
- Although all necessary safeguarding policies are in place, the process for updating these could be tighter. Similarly, case files of safeguarding concerns, while containing

all necessary information, could be better organised.

Quality of teaching, learning and assessment

Inadequate

- The high turnover of teaching staff since 2015 has disrupted pupils' learning. There is a wide variation in teaching quality and experience across the school. As a result, teaching and learning are inadequate.
- Many classes have experienced a series of different teachers this academic year alone. Half of the teaching staff were new in post in January 2017. This has caused upheaval as each new teacher has different expectations, routines and ways of teaching.
- Pupils report that it takes time for each teacher to assess their ability and get to know their needs individually. They are upset when they have to go through this process repeatedly and it uses up valuable learning time.
- Teaching does not always meet the needs of all pupils. Activities are often too challenging for the least able pupils, particularly when teachers have not adequately explained the task. Conversely, for other pupils, the work in lessons can be too easy and tasks do not always deepen their understanding or knowledge. This is especially the case for the most able pupils, who complete work quickly and have to wait for a more difficult task.
- Assessment procedures have changed recently and are at an early stage of development. Teachers are not confident in using the new tracking system and the high turnover of staff means that there is little consistency in teacher assessment. Therefore, leaders cannot be sure about the accuracy of progress information and teachers do not have useful information to inform their planning.
- Support staff work effectively to help pupils in lessons who need additional help. Often they provide the consistency that many of these pupils need. Support staff know the pupils well and understand what they need to do to help pupils make progress.
- There are pockets of effective teaching. Where teaching has a good impact on pupils' learning, pupils are fully engaged in their work and adhere to the established routines. For example, in a Year 3 lesson, pupils were doing a 'show not tell' activity, avoiding common adjectives to describe characters in a story. They were keen to share their ideas and could explain their choice of particular vocabulary.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between pupils and staff are respectful and warm. Pupils say that they feel safe and well looked after in school. They enjoy coming to school and speak with genuine pride about their school.
- The democratically elected pupil parliament ensures that pupils' voices are heard. They have regular meetings with school leaders and pass on the concerns or suggestions from their classmates.

- Playground mentors from Years 4, 5 and 6 help at lunchtime to resolve any friendship issues between pupils. Older pupils also enjoy the responsibility of helping to look after children in Reception, ensuring that no child is left on their own at playtime.
- Behaviour records show that there are few instances of bullying or derogatory language and, when they do occur, they are dealt with effectively. Pupils also confirmed that bullying was rare and that they were confident in leaders' responses to any concerns they had.
- Pupils report that they feel safe at school. They learn how to keep themselves safe both at school and in the local area. Pupils can talk in detail about what they have learned, for example, about online safety and anti-bullying.
- Pupils are unsure of what is meant by the phrase 'British values'. However, they embody some of these values through their attitudes and behaviour. Pupils are respectful and tolerant of each other, regardless of different faiths and backgrounds.

Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and welcoming.
- Pupils behave well in lessons generally. They want to learn and do well. Occasionally, they lose concentration when teachers are not clear about their expectations of behaviour or the work is not suitable for pupils' abilities.
- Playtimes are generally calm and orderly. Pupils get along well together and enjoy the range of activities on offer.
- Pupils' rates of attendance continue to be in line with the national average. Certain groups of pupils have improved their attendance compared with this time last year. Expectations of attendance are shared with parents and pupils so that they know the importance of regular school attendance.

Outcomes for pupils

Inadequate

- Pupils do not make enough progress over time from their different starting points. This is particularly the case in key stage 2. In 2016, validated information confirmed very slow progress for almost all groups of pupils in reading, writing and mathematics. The most able pupils, including the most able disadvantaged pupils, made significantly less progress than pupils with similar starting points in writing and mathematics.
- In 2016, disadvantaged pupils' progress in reading, writing and mathematics was in the bottom 10% of schools. This was also the case for pupils who have special educational needs and/or disabilities. These pupils underachieved significantly, as a result of inadequate management of additional funding, and teaching over time that does not meet the needs of all pupils. Current progress information does not show any sign of pupils' progress improving this year.
- Pupils enter Year 1 with levels of development that are significantly above the national average. In 2016, the proportion of pupils who achieved the expected standard in reading, writing and mathematics was in line with or slightly above the national averages. However, not enough pupils achieved greater depth in these subjects.

- Pupils' work in books reflects the inconsistencies in progress this academic year. While there are recent signs of improvement, it is clear that pupils' progress has been affected by the frequent disruption in teaching and learning.
- Pupils who have special educational needs and/or disabilities are starting to make better progress. However, it is too early to see the impact of the improved support they have recently been receiving.
- The proportion of pupils reaching the expected standard in phonics has been in line with the national average for several years. Current pupils are on track to achieve similar results again this year. Pupils enjoy reading and the most able pupils read fluently. The least able pupils can struggle with breaking down difficult words, but use their phonics skills to help them.

Early years provision

Good

- The provision children receive in both Reception classes is good.
- The early years team has created a warm and welcoming environment where children are safe, well behaved and happy.
- The early years team has ensured that children's learning has not been affected by the changes in staffing and leadership. With the support of staff from within the trust, they have established clear routines and a consistent approach in teaching.
- Both the indoor and outdoor provisions have a range of interesting and stimulating resources to support children's learning. The newly hatched chicks in the classroom caused great excitement, which led to children learning about lifecycles of different animals. Children are encouraged to be curious and independent learners.
- Additional adults work effectively with teaching staff to ensure that children get the support they need to make good progress. This includes those who have special educational needs and/or disabilities. Experienced teaching assistants use visual aids to reinforce learning and ask questions to check that children have understood the learning activities.
- Parents work closely with the early years staff to help their children settle and make progress in their learning. The induction programme is well organised and parents are encouraged to record 'wow' moments, which can be added to children's records of learning.
- Children make good progress in early years from their starting points, including those who have special educational needs and/or disabilities. The proportion of children achieving a good level of development has been consistently above the national average since 2015. Current performance information indicates a continuation of this in 2017. Consequently, children are well prepared for Year 1.
- Disadvantaged children make progress that is typical for their age, and some do better. However, the early years team acknowledges that the pupil premium funding could be used to better effect to ensure that all disadvantaged children make good or better progress.

School details

Unique reference number	141047
Local authority	Bexley
Inspection number	10019223

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Linda Meredith
Headteacher	Sue Douglas
Telephone number	0208 3032873
Website	www.brampton.bexley.sch.uk
Email address	admin@brampton.bexley.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Brampton Primary Academy is larger than the average-sized primary school. The early years provision comprises two Reception classes.
- The school joined the REAch2 Academy Trust on 1 July 2014. There is a regional director overseeing the 16 trust schools in the area.
- The headteacher has been in post since June 2016. Two interim headteachers were in post following the resignation of the previous headteacher in October 2015.
- The REAch2 Academy Trust provides advisory support to the headteacher and governors. Associate school leaders from the trust work with teaching staff on a part-

time basis.

- The school currently meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.
- The proportion of pupils who are eligible for free school meals is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.

Information about this inspection

- Inspectors observed teaching and learning in a variety of subjects across all year groups. Some of these observations were jointly undertaken with school leaders. The inspection team also scrutinised books in a variety of subjects across key stages.
- Meetings were held with both senior and middle leaders to evaluate the impact of their work. Meetings were also held with members of the governing body, representatives from the academy trust, newly qualified teachers, some support staff and different groups of pupils.
- Inspectors analysed a wide range of documents provided by the school, including leaders' evaluation of the school's performance, information about pupils' progress and attainment, and minutes of meetings of the governing body. Inspectors also examined records related to safeguarding, behaviour and attendance.
- Inspectors took into account the views of the 146 parents who had responded to Parent View and held informal discussions with parents during the inspection. There were no responses to the pupil survey. The responses of 37 members of staff to the online survey were also considered.

Inspection team

Jude Wilson, lead inspector	Her Majesty's Inspector
Chris Ashley-Jones	Ofsted Inspector
Chris Birtles	Ofsted Inspector
Sue Pryor	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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