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18 October 2017

Miss Gemma Clark  
Brampton Primary Academy  
Brampton Road  
Bexleyheath  
Kent  
DA7 4SL

Dear Miss Clark

### **Special measures monitoring inspection of Brampton Primary Academy**

Following my visit with Roger Easthope, Ofsted Inspector, to your school on 4–5 October 2017, I write on behalf of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school’s recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in March 2017.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The trust’s statement of action is fit for purpose.

The school’s improvement plan is fit for purpose.

Having considered all the evidence I am of the opinion that the school may appoint newly qualified teachers.

I am copying this letter to the chair of the governing body and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children’s services for Bexley. This letter will be published on the Ofsted website.

Yours sincerely

Noeman Anwar  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection that took place in March 2017.**

- 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.

## **Report on the first monitoring inspection on 4–5 October 2017**

### **Evidence**

During the inspection, meetings were held with the executive headteacher, both deputy headteachers, the special educational needs coordinator, middle leaders, members of staff, members of the parent council, the chair of the governing body, the vice-chair of the governing body and the regional educational director from the REAch2 Academy Trust. Inspectors scrutinised books, rates of attendance and other documents provided by the school. They checked the school's single central record and safeguarding procedures. Inspectors, together with senior leaders, visited all classrooms at least once. Inspectors spoke with pupils in classrooms and around the school. Inspectors talked with a number of parents about their views.

### **Context**

The trust appointed the executive headteacher since the section 5 inspection to increase the school's leadership capacity. She is responsible for the day-to-day running of the school. The previous headteacher has recently resigned. The previous deputy headteacher has left the school. A new deputy headteacher with responsibilities for both key stage 1 and the early years was appointed soon after the previous inspection. Another deputy headteacher has recently been appointed with responsibility for key stage 2. The executive headteacher is the designated safeguarding lead. The school has retained the majority of teaching staff. One new teacher has been appointed during the current academic year. A restructure of non-teaching staff is complete. The trust has appointed a regional educational director since September to provide additional support to leaders.

### **The effectiveness of leadership and management**

The executive headteacher has been the catalyst for significant improvements since the previous inspection. She is supported by two able and enthusiastic deputy headteachers.

The trust's regional educational director works closely with leaders. The trust has drawn up a comprehensive action plan identifying how it will support the school over the coming months. This plan identifies appropriate and timely actions addressing the areas for improvement from the inspection report. As a result, leaders receive effective support in their roles. Leaders' evaluation of strengths and weaknesses of the school are accurate.

The retention of staff for the current academic year has been a key priority. The executive headteacher has focused on raising staff morale. She has enabled a culture of collaboration and mutual respect. Previous turbulence in staffing no longer remains. Staff understand the school's priorities well and value the support they receive. As a result, parents and pupils notice a significant difference in

expectations. One pupil told me she had several supply teachers last year and found learning difficult. Parents now speak highly of teachers. This is in stark contrast to the negative parental views during the last inspection.

A significant restructure of the roles and responsibilities of the leadership team was undertaken. Two new deputy headteachers understand the priorities for the school well. They undertake regular monitoring and evaluation of teaching and learning. Leaders have an accurate understanding of the challenges the school faces. They have clear plans of action and monitor different areas of the school regularly.

In the past, too many external consultants provided staff with mixed messages on how to improve their teaching. Teachers told me leaders now share development points with them in a supportive manner. Staff know whom to go to if they need additional support and leaders readily provide it. A culture of 'teacher buddies' is developing. Staff are now beginning to support each other to reflect on their teaching strategies. Consequently, staff are highly motivated to improve.

At the time of the previous inspection, relations between parents and leaders had deteriorated. The executive headteacher has been fundamental in bringing about significant positive changes. Parents are now supportive of the school. They feel involved and participate enthusiastically in a new parent council.

Leaders' identification and support for disadvantaged pupils has been a priority. All pupils were assessed to provide accurate information about their starting points. Progress information is used regularly to inform planning and interventions for pupils who require it. Governors' understanding of the pupil premium funding and its expenditure has significantly improved. They are beginning to ask challenging questions of leaders about the effectiveness of strategies to raise the achievement of disadvantaged pupils.

An external review of the school's use of pupil premium funding and governance has taken place.

### **Quality of teaching, learning and assessment**

There have been some positive changes to the quality of teaching and learning. Teachers have an improving understanding of pupils' abilities. As a result, work set for pupils now matches national standards more closely. Classrooms are welcoming and displays promote learning across a range of subjects. Pupils have a clearer understanding of their learning than in the past.

However, the quality of teaching and learning remains inconsistent. Teachers do not plan lessons that provide enough challenge for all pupils. For example, pupils often finish their work early and are not provided with additional work to deepen their thinking further. Often, the most able pupils receive tasks that they find too easy. There are too many wasted learning opportunities during lessons. As a result, the

progress of pupils is limited.

Expectations of pupils, particularly in key stage 2, are too low. Standards of handwriting remain variable. Pupils receive limited opportunities to extend their writing. In mathematics, pupils are beginning to learn about different calculation strategies. However, teachers introduce new topics without checking that all pupils fully understand what they have previously learned.

### **Outcomes for pupils**

Assessment information at the end of 2017 suggests that progress in reading and mathematics continues to be well below the national averages. The proportion of pupils, in key stage 2, reaching the expected standards in reading and mathematics fell sharply. It remains well below the national average. Disadvantaged pupils' progress remains significantly below the national averages in all subjects. The proportion of disadvantaged pupils reaching the national standards fell sharply in 2017. This is significantly below national expectations.

The proportion of pupils passing the national phonics screening check in 2017 fell compared with previous years. It is below the national average.

In 2017, the proportion of pupils in key stage 1 achieving the expected standard was below the national average for reading and mathematics. No pupils reached the higher standards. This represents weak progress for these pupils from strong starting points when they entered the school.

A scrutiny of work in all classes suggests that pupils are typically working below age-related expectations. Their knowledge and understanding of basic skills remain a challenge. For example, pupils' application of phonics and spelling rules in their writing is weak.