

Brampton Manor Academy

Roman Road, London E6 3SQ

Inspection dates

7–8 February 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- The executive principal exemplifies strong and determined leadership in sustaining high standards in all aspects of the school's work. His unwavering priority that all pupils will achieve their full potential is wholly supported by the dedicated and dynamic leadership team and board of governors.
- Relationships between pupils and staff are very positive. Mutual respect and a shared motivation ensure that all pupils become successful learners.
- Pupils achieve very well. Their levels of attainment and progress are consistently above national averages in all year groups and subjects. No group of pupils underachieves.
- Pupils' behaviour is exemplary. Their commitment to their education is reflected in their mature and purposeful conduct in lessons and around the school. They work and socialise together harmoniously.
- Comprehensive careers guidance throughout the school ensures that pupils are ambitious for their futures. They choose sensibly from a wide range of subjects to match their career aspirations.
- A rich array of extra-curricular activities enables pupils to boost their skills and knowledge and take up new interests.
- Pupils feel safe and are knowledgeable about how to keep themselves safe and avoid risks, both in and out of school.
- The sixth form has rapidly become established as a centre of excellence. Students thrive and are very well prepared for the next stages of their education and employment.
- The quality of teaching is outstanding. Teachers use strong subject knowledge, skilful questioning and stimulating activities to inspire pupils' learning. In a few cases, the most able pupils are not always challenged to achieve their potential.

Full report

What does the school need to do to improve further?

- Ensure that most-able pupils are sufficiently challenged so that more attain the highest grades.
- Ensure that lower-ability pupils are clear on what they need to achieve in lessons.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders' relentless ambition and high expectations have ensured that high standards have been sustained since the last inspection.
- The executive principal's unwavering commitment to raising pupils' self-esteem and aspirations ensures that teachers place utmost priority on enabling pupils to fulfil their potential. Equality of opportunity is central to the ethos of the school. Pupils from a range of backgrounds successfully learn to overcome barriers to achieving their ambitions. This is as a result of the high-quality education they experience at Brampton Manor.
- Leaders' priorities are shared by staff, who present positive and inspirational role models for pupils. Teachers have the same high expectations of themselves as they do of their pupils. They are dedicated and motivated to enabling their pupils to achieve their best.
- High-quality teaching enables pupils to achieve very well and gain the necessary qualifications to embark on the next stage of their education.
- Leaders use additional funding for disadvantaged pupils and the Year 7 catch-up premium efficiently, providing targeted support for pupils to enable them to make progress.
- Leaders plan the stimulating curriculum methodically. Pupils are able to study a broad selection of subjects before choosing and specialising in those relevant to their interests and future plans. The school day is designed so that all pupils can take part in a wide range of clubs and activities alongside their curriculum studies. Pupils become adept in an impressive variety of skills, winning awards in many areas including debating, gardening, wildlife and sporting activities. They further their talents on residential trips and regular visits to the theatre, museums and galleries.
- Pupils' spiritual, moral, social and cultural (SMSC) development is promoted extremely well across the curriculum, thoughtfully woven through subjects and additional activities. The staff's wholehearted upholding of the school's values demonstrates that promotion of SMSC is integral to the ethos of the school, with its cohesive and diverse pupil and staff population. Pupils value how everyone in the school, representing a wide range of backgrounds, faiths and cultures, gets on and works together so well. Pupils develop their self-esteem and are confident that those characteristics protected in law, such as being lesbian, gay or bisexual, are fully respected.
- Middle leaders use well-established systems and routines for the monitoring of the quality of teaching in their subject areas. They check that teachers' assessment of pupils' work promotes strong progress. Leaders ensure that teachers are set measurable targets to improve pupils' progress. Effective support is put in place, such as mentoring, training and development, for those who need to improve their practice. New and experienced teachers appreciate having a colleague as a mentor. They feel well supported and value opportunities to share excellent practice across the school to help them improve their teaching further.
- The school has a strong quality assurance process around its assessment systems to

ensure their accuracy and validity. Leaders regularly refine types of assessment in the light of feedback from all year groups and subjects.

Governance of the school

- Those responsible for governance have been determined and successful in maintaining high standards across the school.
- Governors are fully aware of the school's strengths and those areas that need to be improved further. They attend training and seek independent advice so that they can recognise good practice on their regular visits to the school. They have frequent and purposeful communications with school leaders to ensure that the school's priorities are met.
- Governors and trustees are highly considerate of the health and well-being of the school community. They have put in place a range of initiatives to support the mental health of staff and pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders are highly aware of the local risks to pupils. Leaders oversee a thorough programme of safeguarding training so that all staff are clear on their responsibilities to safeguard pupils. As a result, pupils feel safe in school. They are alert to ways to keep themselves safe when, for example, working online and out and about in the local community and beyond. Clear systems for referrals and open communications mean that staff and pupils are confident raising concerns.
- Staff maintain strong links with outside organisations to promote the safeguarding and well-being of pupils. Leaders insist on regular communications with relevant authorities in order to be assured that pupils receive the support they need, for example when pupils leave the school or when pupils attend alternative provision.

Quality of teaching, learning and assessment

Outstanding

- Teachers' very secure subject knowledge and passion for their specialisms inspire and motivate pupils to reach the highest standards. Pupils confidently articulate what they have achieved, because of their teachers' clear explanations and high expectations. Pupils are focused and attentive with very mature and positive attitudes to their learning.
- Pupils make productive use of a wide range of helpful resources to support their learning. They routinely follow their teachers' guidance and feedback to improve their work by developing their use of more complex vocabulary.
- Teachers use highly skilful questioning to deepen pupils' thinking. This challenges pupils to improve their responses and apply their prior learning effectively to resolve areas of difficulty. Pupils are energised by taking on and succeeding in the challenges their teachers set for them.
- Teachers nurture a safe and trusting learning environment in classrooms. Pupils are

very willing to share ideas and discuss their views on a range of themes including some sensitive topics. They develop excellent listening and debating skills.

- Pupils make rapid advances in the quality of their work because teachers demonstrate clearly and consistently how pupils' responses are assessed. Pupils are confident about what they need to do to achieve top marks in their examinations.
- On a very few occasions, lower prior-attaining pupils lag behind others because teachers' explanations have been too complex and they are not sure of what they need to do. Also, opportunities are missed for some of the most able pupils to make the progress they are capable of, because their tasks and teachers' questions are not sufficiently stretching.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding
- A comprehensive personal development programme, assemblies, themed skills days and guest speakers all provide pupils with guidance on matters related to their physical and emotional well-being. In referring to sessions on knife crime, human trafficking, road safety and drugs awareness, pupils reported that teachers 'educate us to make sure we stay safe'.
- Pupils' accounts and leaders' records indicate that bullying and the use of bad language are rare. Staff are readily available for pupils who have any worries. Pupils are confident that staff will deal quickly and effectively with any issues or concerns.
- Pupils value their education. They are ready and eager to learn. From Year 7 onwards, pupils learn about different courses and professions that match their interests and skills. They know what they need to achieve in order to take up their chosen careers and ambitions.
- Older pupils present inspirational role models for younger pupils. New sixth formers speak highly of the mentoring and support they receive from those in Year 13. Specially trained sixth formers also provide support for younger pupils with independent research projects.
- A wealth of extra-curricular activities provide pupils with a wide range of opportunities to pursue new interests and extend their skills and knowledge. Pupils enjoy a variety of sports and creative arts clubs. The school farm is an inspirational and impressive resource where pupils care for rabbits, goats and chickens, tend a garden and grow vegetables. This area is also used well during lesson times to provide real-life experiences of curriculum studies. Working on the school farm boosts pupils' confidence and communication skills in a setting away from the classroom.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves responsibly, including at busy changeover times, when they are focused on getting to their classes on time. Attendance and punctuality are

excellent.

- Pupils abide efficiently by the routines for lining up at the start of lessons and in the canteen, and the one-way system around the school. They realise these procedures help the movement of large numbers of pupils to be orderly. Pupils manage their behaviour well.
- Pupils are respectful to their teachers and each other. They interact and socialise very positively. Low-level disruption to learning is infrequent as are serious behaviour incidents. Leaders make sure that the behaviour policy is clear to staff and pupils, and insist that teachers implement it consistently. There are clear lines of responsibility for the recording of pupils' behaviour so that leaders follow up promptly any concerns. Pupils adhere to the policy because they are respectful of leaders' very high expectations. Rates of exclusion are extremely low.
- Leaders make sure that there are tight systems in place so that pupils' attendance at school is high. Initiatives such as 'back to work' interviews for pupils with their head of year help pupils to overcome any difficulties they have attending school. Teachers know what work pupils have missed and help them to catch up.

Outcomes for pupils

Outstanding

- Validated examination results shows that key stage 4 pupils make progress significantly above average in all subjects. Attainment is consistently high for all groups of pupils including pupils who have special educational needs (SEN) and/or disabilities and those who are disadvantaged.
- There is a comprehensive regime of assessment across the school that enables leaders to track and monitor pupils' progress well. The school's careful tracking of achievement information and work in pupils' books show that pupils make consistently strong progress in all subjects across key stage 3. The level of current pupils' progress in key stage 4 is strong and continues to improve.
- Leaders implement appropriate strategies for individuals and groups of pupils who are at risk of underachieving. Pupils receive the extra help they need, with changes to their curriculum if appropriate, so that they catch up.
- Pupils enjoy using the well-stocked, attractive library. Leaders identify swiftly those pupils who need extra help with reading so that they improve and become more confident reading out loud. Year 7 pupils benefit from reading to sixth-form buddies. Pupils of all ages recognise the importance of reading to support their learning.
- The level of challenge in their work does not always deepen and extend the thinking of some of the most able pupils. This means that their progress does not reflect their potential to attain the highest grades.
- The school's inspiring curriculum and high-quality careers education enable pupils to be very well prepared for the next steps in their education and to achieve their career aspirations.

16 to 19 study programmes

Outstanding

- Leaders share a clear vision for the sixth form. They offer personalised and well-supported pathways in order for students to access well-known universities and school leaver programmes.
- Leaders drive academic excellence and organise many opportunities for students to thrive. They provide a range of academic and pastoral support including counselling and mentoring as needed to enable students to fulfil their potential.
- Students have a wide range of subjects to choose from. They make the right decisions about which subjects to study because of the valuable careers education and guidance they receive. Retention rates are very high. Students achieve high standards and are well prepared for the next stage in their education.
- Students manage their time well and use their designated study sessions between lessons productively. They are courteous and respectful towards each other and collaborate well to support each other's learning. They follow the dress code impeccably. During an assembly, sixth-form students were attentive with good humour and interest to the engaging students' and teachers' presentations.
- The school's university access team provides an intensive programme of support with university applications that is highly valued by students. Students benefit from attending careers fairs and taking up work experience placements relevant to their career plans. Students broaden their outlook as to what they can achieve and make successful applications to the universities and courses of their choice. Leaders go to exceptional lengths to support parents and carers and keep them well informed about the opportunities offered to their child in higher education.
- Students engage in comprehensive programmes which help them to keep safe and healthy as well as extend their skills and knowledge beyond their academic studies. Sixth-form tutors use form time well to cover a diversity of topics such as current affairs and vigilance to risks including female genital mutilation and extremism. Extra-curricular opportunities boost students' health and well-being and enable them to pursue additional interests, for example yoga, learning sign language, the 'a cappella' group and 'cooking on a budget'.
- Sixth-form students make valuable contributions to the whole school and the wider local community. They take the lead in fundraising for charity and influence school leaders' decision-making, for example in extending the opening times of the sixth-form study centre and improving the choices in their canteen. Sixth-formers ably organise a popular annual talent show.
- The quality of teaching, learning and assessment in the sixth form mirrors the outstanding standards seen in the rest of the school. Students are routinely stimulated and challenged in their sixth-form lessons. Teachers are highly skilled, with expertise in, and enthusiasm for, their subjects. Their thoughtfully designed activities are tailored to meet the needs of students. There are some instances when the highest attainers could be stretched even further to ensure that they reach their potential and attain the highest grades.

School details

Unique reference number	136669
Local authority	Newham
Inspection number	10044027

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	Other secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	2,266
Of which, number on roll in 16 to 19 study programmes	584
Appropriate authority	Board of trustees
Chair	Marion Faust
Principal	Dayo Olukoshi
Telephone number	020 7540 0500
Website	www.bramptonmanor.org
Email address	dayo.olukoshi@bramptonmanor.org
Date of previous inspection	13–14 June 2012

Information about this school

- The school is larger than the average-sized secondary school.
- The proportion of pupils who speak English as an additional language is higher than average. The proportion of pupils representing minority ethnic groups is higher than average.
- More pupils than average receive support with SEN and/or disabilities. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The proportion of pupils who are eligible for support from the pupil premium funding is

above average.

- The school makes occasional use of alternative provision for a few pupils at Tunmarsh School pupil referral unit, Tunmarsh Lane, London E13 9NB.
- The purpose-built sixth form opened in September 2012.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of key stage 4.

Information about this inspection

- Inspectors held meetings with school leaders, teachers, pupils, and the chairs of the trust and local governing body.
- Inspectors visited classrooms to observe learning across the school, sometimes accompanied by school leaders.
- Inspectors evaluated a wide range of documentation including the school’s own achievement information and records relating to pupils’ attendance, behaviour and safeguarding. Minutes of governors’ meetings and documents relating to curriculum planning were also scrutinised.
- Two inspectors attended an assembly. The lead inspector toured the main school site with the principal. All inspectors observed the behaviour of pupils and students in and out of lessons, and held informal conversations with pupils, students and staff.
- Inspectors took into account the responses to Ofsted’s online questionnaire, Parent View; pupil, staff and parent surveys carried out by the school; and additional correspondence received during the inspection.

Inspection team

Amanda Carter-Fraser, lead inspector	Her Majesty’s Inspector
Pat Slonecki	Ofsted Inspector
Terry Millar	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
James Whiting	Ofsted Inspector

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