

Bramber Primary School

Bramber Road, Worthing, West Sussex BN14 8QB

Inspection dates

9–10 May 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with determination. Her actions have ensured that the school has remained stable during the recent expansion in key stage 2.
- Parents value the supportive culture of the school. They are particularly positive about the pastoral support their children receive from the whole staff team.
- Staff appreciate the guidance they receive from leaders. The professional development of teaching and support staff has been a top priority in the transition to primary status.
- The school's curriculum meets the needs of pupils well. Pupils benefit from the rich opportunities they have in the arts and in sports.
- Pupils enjoy being in lessons because the quality of teaching is good and teachers and support staff work hard to make learning exciting and purposeful.
- School leaders have accurate insight into the school's strengths and weaknesses. Governors are supportive and have a good grasp of their responsibilities.
- Pupils behave very well and show excellent attitudes to school and learning. Rates of attendance are high, including for vulnerable groups. Absence is low compared to other schools nationally.
- Children get off to a good start in the early years. Their personal, social and emotional needs are met particularly successfully.
- Safeguarding is effective. Systems for protecting pupils are sound.
- Middle leadership needs to be developed so that subject and phase leaders have more impact on improving the quality of teaching and learning throughout the school.
- Most pupils make good or better progress across all stages of the school. However, aspirations for the most able need to be raised. This includes in the early years.
- Boys need to make better progress in Reception and key stage 1 so that their attainment improves to match that of girls, especially in reading and writing.

Full report

What does the school need to do to improve further?

- Develop the roles of middle and subject leaders so that they have more impact on improving the quality of teaching and learning in their specific areas of responsibility.
- Increase the progress that boys make in the early years and by the end of Year 2 so that their outcomes improve to match those of girls.
- Improve the progress most-able pupils make as they move through the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads the school with resilience and total dedication. Her calm resolve has ensured stability through the recent period of change. A new leadership team is in place. The school has expanded successfully and is now set for further improvement.
- Senior leaders work very effectively together as a team. They understand the school's strengths and weaknesses well. They have a good grasp of the quality of teaching and learning across the school, and are determined to raise standards further.
- Middle and subject leaders are keen and talented. Most are relatively new to the school and are still coming to terms with their responsibilities. Senior leaders and governors know that this aspect of leadership needs to be better if the quality of teaching and learning is to improve to become outstanding.
- Leaders have been successful in recruiting good-quality staff as the school has expanded. Many are relatively new to teaching. Professional development, such as training to teach phonics, as well as collaborative work with other local schools, has been essential in ensuring that the quality of teaching and learning is good across the school.
- Leaders use additional funding in an appropriate manner. Funding for pupils from disadvantaged backgrounds is used to support their academic progress as well as their social and emotional development. As a result, these pupils do well at Bramber.
- Primary sports premium funding is also used effectively. Improving the physical education (PE) and sports provision has been a recent focus for development. Training for staff, new resources, input from specialist sports coaches and use of local sports facilities have improved this aspect of the curriculum. The school has also taken on an apprentice to enhance PE in the curriculum, as well as raising the profile of sport.
- The curriculum meets the needs of pupils well. Leaders have been mindful that an expanding key stage 2 required careful management to ensure that the curriculum was fit for purpose. This has been accomplished successfully. As a result, pupils enjoy learning and classrooms are happy places to be.
- The school's extra-curricular offer is strong, with a wide range of clubs available and opportunities for pupils to take part in team sports or sing in choirs outside school. Pupils in key stage 2 were particularly excited to tell inspectors about the residential trips now on offer for them in Years 4, 5 and 6.
- The school's caring ethos is strong. Parents who spoke to inspectors were very positive about the inclusive culture and high levels of tolerance and respect in the school. Pupils learn about the values of democracy, and the need for rules and laws, in a number of ways, both in and out of the classroom. Additional responsibilities such as class councillors, house captains, playground buddies, leaders of learning and 'lunchtime helpers' encourage pupils to make a bigger contribution to their school.
- The local authority has supported the school well during a period of change. Advice and guidance given to the governing body and the headteacher have been crucial in maintaining the momentum required to take the school forward during a period of high

staff turnover, uncertainty over pupil numbers, and the development of the school site.

Governance of the school

- Governance is a growing strength of the school. Governors have a clear understanding of their roles and responsibilities. Collectively, they possess a wide range of knowledge and expertise from various walks of life. As a consequence, they carry out their statutory duties well, and are able to offer effective challenge and support to school leaders.
- The governing body meets regularly to monitor the school's progress, as well as maintaining a strategic overview of the quality of education the school offers. Most governors have specific areas of responsibility and visit the school regularly to meet key members of staff. As a result, governors know the school well. They understand the school's strengths and are knowledgeable about the key aspects of provision that need to be better.

Safeguarding

- The arrangements for safeguarding are effective. The culture of keeping pupils safe is strong. Staff have attended appropriate training and understand their responsibilities well. Consequently, safeguarding has a high priority and the school is a safe environment for its pupils. All parents who spoke to inspectors during the inspection were very positive about all aspects of the welfare, health and safety of their children at school.
- Systems for checking that the school site is safe are well developed. Buildings are well maintained. Routines at the start and finish of the school day are sensible and ensure that pupils are kept safe, while enabling parents to have access to teaching and support staff if required. Pupils told inspectors they feel safe in school and that there is always a member of staff they can talk to if they have worries.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Teachers work hard to plan learning which excites and enthuses pupils. Classroom visits found the school to be a happy place where children enjoy learning. As a consequence, most pupils are making good progress across a range of subjects, including in mathematics and English.
- Relationships between staff and pupils are strong. Expectations of pupils' engagement in learning and behaviour are high. Support staff are particularly effective in their roles because they have been trained well and have a good understanding of the various needs of the pupils in their care. This is particularly the case for pupils who have special educational needs (SEN) and/or disabilities.
- Staff have good subject knowledge which they put to good use when planning and delivering learning. Because the curriculum is well thought through, topics are engaging, and interest pupils. Inspectors witnessed a number of lessons where pupils were genuinely excited about the activities and learning opportunities they were given, promoting a sense of deep curiosity and maximum participation.
- A key feature of many lessons is the high-quality questioning used by teachers to

confirm pupils' understanding and deepen learning. Where this is most successful, staff also take advantage of opportunities to develop pupils' language skills and comprehension.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders have been careful to retain the 'family ethos' as the school has expanded. Parents talk passionately about how highly they value this aspect of the school's provision.
- Classrooms are happy places. Pupils are motivated. They understand that they come to school to learn, but that learning can be fun. Consequently, they show excellent attitudes to learning and generally work hard when the levels of challenge are right.
- Pupils learn about keeping healthy and staying safe as part of everyday life at school. The curriculum teaches pupils about the importance of exercise, sensible food choices and maintaining a healthy diet, as well as understanding the potential dangers when using the internet.
- Pupils understand what bullying is. They are clear that it has no place in their school. They told inspectors that 'being mean' is not necessarily bullying. They also said that bullying is rare, and that they know what to do and who to talk to at school if they ever have problems or worries.
- Extra-curricular activities play an important role in pupils' personal development. Outdoor, adventurous activities are popular with pupils, who were proud to tell inspectors how they 'overcame their fears' on a recent trip. 'Residential help us push our boundaries,' was one quote. 'They help us go that one step further and put more effort in,' was another.

Behaviour

- The behaviour of pupils is outstanding. Staff have high expectations and pupils disapprove of poor behaviour. Pupils told inspectors that disruption rarely holds back their learning. Classroom visits and observations of pupils in unstructured times showed this to be the case.
- Pupils have a good understanding of what constitutes unacceptable behaviour. Their discussions with inspectors showed them to be tolerant of the actions of others. A very small minority of parents who completed Ofsted's online questionnaire expressed the opinion that the school does not make sure that pupils are well behaved. Evidence collected during the inspection did not back up this view.
- Pupils attend school regularly. Rates of absence are well below national averages. This includes rates of persistent absence. The attendance rates of pupils from vulnerable groups are also high, because leaders monitor absence well and intervene when they have concerns.

Outcomes for pupils

Good

- Most pupils make good progress from their different starting points, although there are currently some variations between year groups, subjects and different pupil groups throughout the school. Leaders track pupils' progress well. As a consequence, they know where outcomes could be better.
- Leaders' recent focus on delivering high-quality phonics teaching has had a good impact on outcomes. Key staff have attended up-to-date training. Resources are fit for purpose. The proportion of pupils reaching the expected standard in phonics has compared favourably with other schools nationally in recent years. Current pupils continue to make good progress with their phonics skills.
- Outcomes at the end of key stage 1 in 2017 showed the proportion of pupils attaining at the expected standards in reading, writing and mathematics to be above national averages. Girls in particular did very well. The attainment of boys was less strong by comparison, particularly in reading and writing.
- Leaders are aware that levels of challenge for most-able pupils are inconsistent. This is particularly the case as they move through key stage 2 and for most-able boys in key stage 1.
- Leaders track the progress of vulnerable groups of pupils carefully. Staff intervene when pupils are in danger of falling behind. Parents talked to inspectors positively about this aspect of the school's provision. They appreciate the extra help their children receive when needed.
- Disadvantaged pupils do well at Bramber. Because of low numbers, it is not meaningful to compare their outcomes with other pupils in the school or nationally. This is also the case for pupils who have (SEN) and/or disabilities, who also do well from their different starting points.
- The school does not yet have end-of-key-stage-2 national test and assessment data. Leaders are aware that the progress of current pupils as they move through key stage 2 will need to be given a high priority going forward.

Early years provision

Good

- The quality of provision in the early years is good. Children join the school at levels that are typical for their age and make good progress in the Reception Year. Their personal, social and emotional needs are particularly well met.
- The early years is well led and managed. Staff have attended relevant training and are supported well by senior leaders. Although outcomes by the end of Reception have fallen slightly over a three-year period, leaders' predictions for this year anticipate an upward trend to above national averages this year.
- The curriculum in the early years meets the needs of children well. Partnerships with parents are strong, as are relationships in the classroom. Children feel safe and cooperate with each other well. Their behaviour is excellent because routines are well established and expectations are high.
- Outcomes at the end of Reception broadly mirror those seen across other phases of

the school. Boys do not do as well as girls. More children need to exceed the expected standard by the time they move into Year 1. During the inspection, inspectors further identified that opportunities for children to write could be more developed. Leaders agreed and have made this a priority.

School details

Unique reference number	125968
Local authority	West Sussex
Inspection number	10046539

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	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Jenny Knight
Headteacher	Tracy Taylor
Telephone number	01903 219277
Website	www.bramberprimary.com/website
Email address	office@bramberprimary.com
Date of previous inspection	28–29 January 2010

Information about this school

- Bramber Primary School is slightly smaller than an average-sized primary school. Although the school will eventually have one form of entry, there are currently 'bulge' years to facilitate the move from First School to Primary School status.
- The school has expanded incrementally over the last three years, adding Years 4, 5 and 6. Prior to expansion, Bramber First School was last inspected in January 2010, when its overall effectiveness was judged to be outstanding.
- This is the first year that the school has had pupils in Year 6. Because of this, the school does not yet have end-of-key-stage-2 test and assessment results to compare its performance to other schools nationally.

Information about this inspection

- This school was selected for inspection under section 8(2) of the Education Act 2005. This was due to the recent expansion of the school. The inspection was then deemed to be a section 5 inspection under the same Act. As a consequence, the inspection team carried out a full section 5 inspection which lasted for two days.
- Inspectors completed a number of classroom observations during the inspection, visiting every class at least once. During classroom visits, inspectors observed teaching and learning, assessed the quality of pupils' work, and talked to them about the progress they were making. Some classroom visits were accompanied by the headteacher.
- The lead inspector attended an assembly. An inspector carried out a 'learning walk' across the school, which focused on the breadth and balance of the school's curriculum.
- Inspectors observed pupils' behaviour in classrooms and as they moved around the school. This included at the start and finish of the school day, and at break and lunchtimes.
- Meetings were held with the headteacher, senior and middle leaders, non-teaching support staff, the chair of governors accompanied by two other governors, a representative group of pupils and a representative of the local authority.
- Inspectors talked to parents in the playground at the start of each day of the inspection. The lead inspector met with a representative group of parents from the 'Friends of Bramber' parent group. Inspectors took into account the 71 replies to the online Ofsted questionnaire, Parent View. Inspectors received a letter from one parent.
- A wide range of documents and policies were scrutinised, including those regarding the safety of pupils. As well as looking at pupils' work in classrooms, a separate scrutiny of English and mathematics books was held in the presence of the school's leaders for these subjects.
- The school's own self-evaluation, improvement planning and information about pupils' outcomes were considered. Minutes of governing body meetings and notes of visits from the local authority were also taken into account.

Inspection team

Clive Close, lead inspector

Claire Martin-O'Donoghue

Her Majesty's Inspector

Ofsted Inspector

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