

Inspection of Brampton Church of England Primary School

Southwold Road, Beccles, Suffolk NR34 8DW

Inspection dates: 2 and 3 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils love coming to school and attend well. They enjoy learning about new and interesting things. Pupils behave extremely well. Pupils are kind and helpful to one another. Parents agree. A typical parental comment was: 'A lovely friendly school with children, families and their needs at the heart of everything leaders do'.

Classrooms are busy hives of learning. Pupils are eager to learn. They concentrate and willingly contribute their ideas and views. Relationships with adults are warm and positive. This helps to build pupils' confidence and resilience in learning.

Pupils make a strong contribution to daily school life. Everyone has a voice in making decisions. This ensures that the school is a safe and happy place. Through their different roles and responsibilities, pupils develop a deep understanding of belonging to a community. For example, sports leaders plan and create playtime activities for other pupils to help develop health and fitness.

Pupils do not consider that bullying is a problem. However, they trust that adults would sort out any problems should they arise.

What does the school do well and what does it need to do better?

Leaders work across the three local schools in the association to design the curriculum and share subject expertise. Curriculum plans are well structured across most subjects. Leaders have carefully considered the knowledge and skills pupils need to learn. However, leaders have some plans still to complete in a few areas of the curriculum, such as design and technology. These plans do not have all the detailed information to help teachers make further decisions about planning and delivery. Following the disruption caused by the COVID-19 pandemic, leaders have focused on getting pupils back on track in subjects such as English and mathematics.

Subject leaders are knowledgeable. They provide additional training and support for staff so adults can increase their subject expertise. Teachers have a secure understanding of how to adapt and deliver curriculum plans. Teachers check pupils' understanding to ensure pupils remember what they have learned.

The use of assessment is developing. Where it is strong, leaders identify where their plans are working well. This is not the case in every subject, especially where leaders have only recently introduced new assessment approaches. This means that they do not have a secure understanding about how well their plans are working.

All staff have received the training they need to teach children to read. They deliver phonics teaching well. Children learn to read as soon as they start school in the Reception Year. They quickly develop the phonic knowledge they need to tackle new and unfamiliar words. Pupils take home appropriate books that they can read. These books match the sounds pupils know. Pupils who find reading difficult are starting to

read with increasing accuracy and fluency. All pupils enjoy reading a range of authors and genres. They look forward to their end of day stories.

Leaders are ambitious for the academic and personal achievements of pupils with special educational needs and/or disabilities (SEND). Adults identify pupils' needs well. They adapt their plans and teaching to support pupils' learning. Pupils with SEND work alongside their classmates and thrive socially in the classroom.

Children in the early years make a good start to their education. Children are encouraged to be curious and use their imagination in their learning activities. Children cooperate well together, building a vehicle using crates, pipes and old car tyres. Staff choose to build learning activities around stories that children enjoy. However, leaders have not carefully considered what children will learn in a few areas such as expressive arts and design. It is not clear how children's learning is linked to the wider curriculum that they will meet in Year 1.

Leaders develop pupils' personal development extremely well. Pupils take leadership roles and responsibilities. They actively contribute to decisions made about their learning and the school environment. Pupils have mature discussions about key values such as respect and difference. There is a range of excellent clubs and activities to nurture pupils' talents and interests. Disadvantaged pupils' participation is rightly prioritised for these experiences.

The St Edmundsbury and Ipswich Diocesan Multi-Academy Trust (the trust) knows the school well. It works with a local board of governors to check how the school is performing. It ensures that the school continues to improve from the support it provides.

Safeguarding

The arrangements for safeguarding are effective.

The systems and routines to keep pupils' safe are rigorous and well maintained. Staff are well trained. They know how to raise and report concerns. Leaders work well with other organisations to support pupils and their families. Leaders help families receive the appropriate support needed.

Pupils know how to keep themselves safe. Some pupils are digital leaders and help their peers understand about online safety. Pupils, therefore, develop a good understanding of the dangers when using the internet.

Staff have recently updated their understanding of child sexual abuse and sexual harassment. School records show that any cases are reported and logged.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, such as design and technology, leaders have not fully completed their curriculum planning. They have not considered the order in which pupils will learn and build understanding. Leaders should ensure that all curriculum plans include the important knowledge and skills, so pupils build their understanding and make the best possible progress.
- In some subjects, such as science, leaders have only recently introduced their approaches to assessment. As a result, leaders do not know if their plans are working or whether teachers are delivering plans effectively. They do not know what pupils have remembered over time and how well they are building their knowledge. Leaders need to ensure that all subjects are assessed to check that the curriculum is being delivered effectively.
- There are parts of the early years curriculum, such as expressive arts and design and understanding the world, that have not been fully developed. The knowledge children need to learn is not sequenced so that children's understanding is built progressively. Plans do not link to some subjects in key stage 1. Leaders need to consider how early years links logically and builds towards the expectations of key stage 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144827
Local authority	Suffolk
Inspection number	10200549
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	Board of trustees
Chair of trust	Thomas Brooke
Headteacher	Victoria Allen (Executive Headteacher)
Website	www.brampton.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust and joined in July 2017.
- The school is federated with two other local village schools and operates as an association of schools under the umbrella of the trust. There is an executive headteacher, who has overall responsibility for all three schools.
- The head of school was appointed in April 2019.
- Since becoming an academy, the school has not received a section 48 inspection. The school requires this inspection as a denominational Church of England faith school.
- The school does not make use of any alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the special educational needs coordinator, the leader of early years and curriculum leaders. The lead inspector also met with the chair of the local governing board and a representative of the trust.
- Inspectors reviewed a range of documentation, including safeguarding, school improvement plans, school curriculum planning documents and the school's self-evaluation.
- Inspectors considered the 12 responses to Ofsted's online questionnaire for parents, Parent View, as well as eight free-text responses. Inspectors reviewed 15 responses from the staff survey and 39 responses from the pupil survey.
- During the inspection, inspectors looked in detail at reading, mathematics, science and design and technology. They visited lessons, including the early years. They spoke to pupils and looked at a range of examples of their work. They spoke to teachers and other members of staff.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Jo Nutbeam

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021