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Executive Principal
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Dear Dr Olukoshi

No formal designation inspection of Brampton Manor Academy

Following my visit with Joanne Hamill, Joanna Jones, Ian Morris and Jonathan Newby, Ofsted Inspectors, to your school on 17 and 18 November 2021, 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 me and the time you took to discuss your school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for no formal designation (NFD) inspections. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of leadership and management, as well as safeguarding arrangements. Some concerns had been raised with Ofsted in relation to these aspects of the school.

We do not give graded judgements on NFD inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a section 5 inspection and will be brought forward. If we have serious concerns, we will deem the NFD inspection as a section 5 inspection immediately.

The judgement made in this inspection related specifically to the effectiveness of safeguarding. Inspection activities were completed with a focus on safeguarding, including the leadership and management of safeguarding. We also looked at pupils' behaviour and attitudes as well as opportunities for pupils' personal development. We did not gather evidence or make judgements about other areas of the school's work. This inspection did not seek to confirm whether the school continues to be outstanding.

Evidence

We scrutinised the single central record and a range of documents relating to safeguarding and child protection arrangements, exclusions, attendance and pupil movement. We met with you and other members of the senior leadership team, including the senior designated safeguarding lead. We held a meeting with the chair of governors and the chair of the board of trustees. We had meetings with different groups of teachers and non-teaching staff. We also held informal drop-in sessions for staff and pupils.

We visited lessons and met with pupils, both in formal meetings and informally around the school and in the playground.

This was the first inspection the school received since the COVID-19 pandemic began.

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

Safeguarding is effective.

Context

Brampton Manor Academy is a larger than average secondary school with 2,804 pupils aged 11 to 18 on roll. Pupils come from a range of ethnic backgrounds. Over 80% of pupils speak English as an additional language. Nearly 25% of pupils are eligible for free school meals. Nearly 200 pupils are included on the register of special educational needs. Of these, 35 pupils have education and health care plans. The proportion of pupils who join and leave the school other than at the usual times is not significantly above the number anticipated.

You have been in post since 2008. Since the last inspection, there have been two internal appointments to the senior leadership team. The former chair of governors is now chair of the board of trustees. A new chair of governors is in post. The school has not experienced any recent difficulties in recruiting and retaining staff. Around 10% of teachers leave the school each year.

Main Findings

Leaders and governors have created a culture where safeguarding is everyone's responsibility. Staff and pupils are aware of their local safeguarding challenges. These include knife crime and drugs. All adults in the school receive regular safeguarding updates. Leaders deliver this information through staff bulletins and case studies. Teachers talk about these case studies every week in subject and pastoral teams. They value this discussion. It helps them to keep their safeguarding knowledge fresh. Leaders liaise with social services and other agencies such as the police. This ensures pupils get the support they need. Governors are acutely aware of their safeguarding responsibilities. They meet often with the senior designated safeguarding lead. Governors ask probing

questions about individual cases. The single central record of pre-employment checks on staff is well maintained.

All pupils feel safe in school. They know about local risks as well as those online. Teachers talk to pupils about how to keep themselves safe. They give safeguarding messages in assemblies and through the new personal, social and health education (PSHE) curriculum. Leaders have planned this with care so that pupils' knowledge builds over time. It is age-appropriate. Form tutors receive training to help them deliver sensitive content. They build time into the programme to revisit key content. They check that all pupils have understood.

Leaders say that they have a zero-tolerance approach to sexual harassment and discriminatory language, addressing these issues through the PSHE curriculum. However, pupils said that some discriminatory language is still used, particularly among boys. This suggests that more work in this area is required. Pupils spoken to were confident about reporting concerns about any kind of bullying. They said that they could speak to their form tutor or place a note in the 'worry box.' Pupils can also report concerns online. Those pupils with special educational needs and/or disabilities get one-to-one support. This helps them to understand online and community safeguarding risks.

School systems for monitoring behaviour and attendance are robust. Leaders have taken action to reduce the most common behaviour issues. These are failure to complete homework and low-level disruption in lessons. There have been no permanent exclusions in five years. The number of fixed-term exclusions has decreased. Leaders use short-term alternative provision. This is to meet the needs of a small number of pupils who require support with their behaviour. Pupils have a good understanding of the school's behaviour policy. They know they must not talk over the teacher. They must respond to instructions straight away. In lessons, pupils show strong attitudes to learning. They move to each class quickly. This helps to create a calm and purposeful atmosphere around the school, during and in between lessons. However, pupils did report some instances of fighting at breaktimes, particularly in a specific fenced-off sports area known to pupils as 'The Cage'.

Leaders prioritise the well-being of pupils and staff. Trained counsellors provide mental health support for pupils in hubs across the school. Teachers receive training on the early signs of mental health issues. Leaders analyse cases to identify key priorities. These are bereavement, anxiety, and boys' reluctance to discuss their feelings. Staff encourage pupils to take part in activities outside of the curriculum. These help them to manage stress. Pupils can apply to be peer buddies, mental health champions or take part in after-school clubs. In the sixth form, students have an enrichment activity built into their timetable. This encourages them to take a break from academic study. Students can choose from yoga, dodgeball, chess or art for mental health among many options.

Staff share their views through the well-being committee. Teachers' feedback has resulted in improvements to facilities such as the staffroom. Staff can take part in yoga classes and use the on-site fitness centre. Leaders have taken account of staff workload. They have reduced the number of data drops from three to two per year. Meetings are no longer

than an hour. Recent changes have been made to processes and procedures for supporting staff, including those returning from absence.

Priorities for further improvement

- Notwithstanding the stated 'zero-tolerance' policy, pupils report that the use of discriminatory language is still common, particularly among boys. Leaders should review the planning and implementation of this important aspect of pupils' social education and ensure that such behaviour is eliminated.

I am copying this letter to the chair of the governing body, and the chair of the board of trustees, the regional schools commissioner and the director of children's services for Newham. This letter will be published on the Ofsted reports website.

Yours sincerely

Lisa Strong
Her Majesty's Inspector