

# Inspection of a good school: Brampford Speke Church of England Primary School

Brampford Speke, Exeter, Devon EX5 5HE

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Inspection dates:

29 September 2022

## Outcome

Brampford Speke Church of England Primary School continues to be a good school.

## What is it like to attend this school?

'Small but mighty' is how one pupil described Brampford Speke School. Other pupils agree that, despite the school being small in size, it has a great deal to offer them. Leaders develop pupils' learning through a rich range of opportunities and experiences. Pupils talk with pride about their participation and success in local sports events. They also value the links with the local area and the focus on their wider development. As a result, pupils increase their confidence and resilience.

Pupils talk positively about how they support each other across the age ranges. Older pupils know the importance of being role models for the younger children. They know the difference this makes to how well new pupils settle into school. They take on this role willingly, along with other responsibilities such as librarians and school council representatives.

Pupils are polite, respectful and welcoming. Classrooms are calm and productive. Pupils say that learning is rarely disturbed by poor behaviour. Pupils enjoy the wide range of subjects on offer.

Bullying rarely happens. Pupils trust staff to support them if they have any worries. Parents comment on the nurturing approach that leaders provide. They appreciate the dedication of staff to their child's learning.

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

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum design for all subjects starts in early years. In Reception, adults design interactions and learning activities effectively. This builds on how children develop in Nursery. Adults encourage children to problem-solve and think creatively as they learn about the world around them. This prepares children well for their learning in key stage 1 and beyond.

In most subjects, leaders have carefully considered the sequence of learning. Consequently, pupils build knowledge successfully from the early years onwards. Teachers make full use of the local area to support pupils' learning. Pupils enjoy the practical elements of subjects like geography and science. Leaders have identified the important knowledge, or 'golden threads', in these subjects. Pupils know this helps them to remember more of what they learn. However, leaders are aware that, in some other subjects, the curriculum is not embedded as well. As a result, pupils do not learn as successfully.

Pupils use accurate vocabulary when they talk about their learning in subjects such as mathematics, geography, reading and science. They are reflective learners. Pupils feel comfortable among their peers to share that, at times, learning can be tricky. However, they say teachers support them well. Leaders ensure teachers are aware of the adaptations required for pupils with SEND. These pupils learn well because teachers make these adaptations effectively.

Leaders know the importance of learning to read for how well pupils learn across the curriculum. As a result, they have made reading a whole-school priority. Leaders have recently improved the early reading curriculum. Children learn phonics right from the start in Reception. They use this knowledge successfully to read books matched to their ability. Teachers closely check pupils' progress. Consequently, pupils who struggle to read receive timely support to catch up quickly. Pupils across the school love to read. They read regularly. Pupils develop well from the firm foundations started in early years.

The mathematics curriculum is well thought out. It is sequenced effectively to meet the complexities of mixed-age classes. Children in early years develop their knowledge of early mathematics successfully. They deepen their understanding of number and increase their mathematics vocabulary through well-planned activities. This ensures that they are ready for Year 1. For older pupils, teachers skilfully build on what pupils already know and understand.

Pupils are respectful towards others. There are strong relationships between staff and pupils. Leaders promote an ethos of mutual respect. Pupils show positive attitudes to their learning. They respond well to the expectations staff have of them. However, leaders' high expectations of pupils are not consistently applied by all staff. For some pupils, there is variability in aspects such as how the school ethos is developed, the way in which learning is recorded and the quality of resources and equipment used. As a result, some pupils experience inconsistencies that impact on the ambitious aims leaders have for them.

Leaders work collaboratively across the federation. This helps them to overcome some of the potential issues of being a small school. Staff appreciate leaders' consideration for their well-being and workload. They regard leaders to be approachable and supportive.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. There is a strong culture of safeguarding. Leaders provide regular and relevant safeguarding training for all staff. Leaders know the importance of learning from safeguarding concerns that are reported. Staff know pupils well. Leaders work closely with other agencies so that pupils and their families get the support they need.

Pupils learn about personal safety and how to keep safe online as part of the curriculum. They enjoy the way in which this learning gives them opportunities to debate the difference choices presented to them.

Leaders ensure that they complete the appropriate checks for new members of staff. Induction processes are robust.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders' recent work to develop the curriculum has not yet been fully implemented across subject areas in the wider curriculum. As a result, in some subjects, pupils do not learn as well as they could. Leaders need to ensure that the curriculum in all subjects is fully embedded so that pupils know and remember more over time.
- Leaders' ambition for the education of all pupils is high. However, there is not a consistent approach to what this looks like for all pupils. As a result, some pupils get a more inconsistent learning experience. This limits some of the intended impact on them, for example in increasing their independence and preparing them for life beyond school. Leaders need to ensure they clearly communicate their high expectations to staff so that they are consistently applied in all areas of the school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2013.

## 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.

## 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

<b>Unique reference number</b>	113347
<b>Local authority</b>	Devon
<b>Inspection number</b>	10227061
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Enright
<b>Headteacher</b>	Hannah Fee
<b>Website</b>	<a href="http://www.exevalleyfederation.co.uk/Brampford-Speke-C-of-E">www.exevalleyfederation.co.uk/Brampford-Speke-C-of-E</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school includes provision for three-year-old children.
- The school does not use alternative provision.
- The leadership structure has undergone significant changes since the last inspection.
- The school is a small school with three mixed-age classes. Class teachers in two of the three classes have very recently joined the school.
- The school is a voluntary-aided Church of England school. The most recent section 48 inspection took place in March 2018.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, the head of school, the special educational needs coordinator, staff, members of the governing body, including the chair, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. The inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding and behaviour.
- Inspectors took account of the views of parents through the responses to Ofsted's online survey, Parent View, including free-text responses, and by speaking to parents during the inspection. Inspectors also considered the responses to the pupil and staff surveys.

### **Inspection team**

Leanne Thirlby, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

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