

# Inspection of an outstanding school: Brampton Manor Academy

Roman Road, London E6 3SQ

---

Inspection dates:

23 and 24 April 2024

## **Outcome**

Brampton Manor Academy continues to be an outstanding school.

The principal of the school is Dayo Olukoshi OBE. The school is part of Brampton Manor Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dayo Olukoshi OBE, and overseen by a board of directors, chaired by Marion Faust MBE.

## **What is it like to attend this school?**

Pupils, and students in the sixth form, are exceptionally well supported to succeed at Brampton Manor Academy. Leaders have set out a clear strategic vision, which is embodied in the school motto 'success through effort and determination'.

Staff have very high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school has designed a broad and ambitious curriculum. As a result, pupils develop secure subject knowledge, which results in very strong examination results in a wide range of GCSE and A-level subjects.

The school has high expectations of pupils' behaviour and conduct. Pupils are polite and courteous. They have highly positive attitudes and behave well in lessons. Pupils are happy and kept safe in school and incidences of bullying are rare.

Pupils, and students in the sixth form, are supported to develop as independent learners. They are encouraged to develop confidence and resilience and many benefit from the strong links the school has developed with employers and universities. As a result, they are fully prepared for the next stage of their education, employment or training. There are opportunities for older students to demonstrate leadership, for example by assisting younger pupils as reading or maths buddies, and as mental health champions.

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

Subject leaders have thought carefully about the curriculum content and the order in which it is taught. They are clear about what they want pupils to know and remember. The curriculum demonstrates high ambition for all pupils and is designed to build on

knowledge progressively over time. For example, in languages, pupils learn simple vocabulary and pronunciation, with a focus on listening and reading skills in Year 7. This builds in complexity each year, so that by Year 9 pupils can write and speak in the target language with increasing confidence. The knowledge that pupils arrive with in Year 7 is carefully considered when designing the curriculum. For example, in mathematics, there is an emphasis on securing number work in Year 7, so there is a strong foundation before moving on to other content.

Teachers demonstrate secure subject knowledge and encourage pupils to develop their ideas through discussion and skilful questioning. They present information clearly during lessons. Staff ensure that all pupils, including pupils with SEND, access the curriculum successfully. They are highly skilled at checking for, and addressing, misconceptions. Staff intervene swiftly if pupils require further help. This includes providing appropriate specialist support for weaker readers.

In the sixth form, students are encouraged and supported to become subject experts. Leaders have devised a comprehensive enrichment programme, including seminars led by visiting speakers. Students develop their subject expertise further by joining a range of extra-curricular clubs, for example law, medicine and economics societies. High-quality careers guidance is provided throughout the school, ensuring that pupils are well informed about their next steps. For example, the school organises work experience for pupils in Year 10 and Year 12. Pupils benefit from the links made by the school with employers, who provide opportunities to learn about different careers.

The school has exceptionally high expectations of pupils' behaviour. Pupils are supportive and respectful of each other. They are taught how to listen to the views of others and to show respect for different opinions. Routines and expectations are in place, which leads to a calm and purposeful learning environment. Pupils are focused and engaged and participate well in lessons. The school ensures that pupils know why it is important to attend school every day. Attendance is high and systems for improving this further are well established. Pupils are punctual and persistent absence is low.

Knowledgeable governors provide highly effective challenge and support to school leaders and are well informed regarding the school's priorities. The school has high expectations of pupils academically and in terms of their wider personal development. There are a range of opportunities for pupils to show leadership and develop as responsible, active citizens, for example through fundraising, acting as prefects and representing the views of others by acting as class and year group representatives.

Staff benefit from high-quality professional development. Early careers teachers receive excellent support. The school has a thorough induction programme for staff. New staff members very quickly gain a secure understanding of the school's systems and culture. All staff are well informed about appropriate safeguarding procedures and systems for reporting concerns are well understood. Pupils learn about physical and online safety and the school has a proactive approach to mental health. The school provides access to counselling services led by qualified therapists.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in February 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136669
<b>Local authority</b>	Newham
<b>Inspection number</b>	10323369
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	2,873
<b>Of which, number on roll in the sixth form</b>	825
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marion Faust MBE
<b>Principal</b>	Dayo Olukoshi OBE
<b>Website</b>	<a href="http://www.bramptonmanor.org">www.bramptonmanor.org</a>
<b>Dates of previous inspection</b>	17 and 18 November 2021, under section 8 of the Education Act, 2005

## Information about this school

- The school makes use of two registered alternative providers of education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: English, mathematics, languages, history and religious education. To do this, they met with subject leaders to discuss the curriculum, visited lessons, had discussions with staff and pupils and looked

at samples of pupils' work. Other subjects were also considered as part of the inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and with pupils. Behaviour was observed both in lessons and around the school. The views of pupils, parents and carers, and staff were considered through discussions and looking at information collected from Ofsted's surveys.
- Inspectors spoke with leaders about the provision for pupils with SEND.
- Inspectors held discussions with members of the local governing body, as well as a representative of the board of trustees.

### **Inspection team**

Robert Grice, lead inspector

His Majesty's Inspector

Una Buckley

His Majesty's Inspector

Stephen Hall

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024