

# Inspection of The Bramble Academy

Oxclose Lane, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 8DF

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Inspection dates: 2 and 3 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Panayiota Theodosiou. This school is part of Greenwood Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Wayne Norrie, and overseen by a board of trustees, chaired by Mike Hamlin.

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

The school has been completely revitalised by the vast array of improvements that have taken place since the last inspection. Pupils, and parents and carers, describe how the school has 'blossomed'. Many parents gladly recommend the school to others.

Pupils behave well in lessons and around school. They are polite and caring. Pupils respond well to teachers' high expectations. They listen carefully and work hard in lessons. They are enthusiastic and motivated learners. Pupils eagerly talk about their learning in favourite subjects such as mathematics, computing and history. They are developing secure knowledge and skills due to the newly revised curriculum.

There is an equally strong focus on pupils' personal, social and emotional development. The school's 'HEART' vision supports pupils to become 'healthy in mind and body'. There are plenty of opportunities for pupils to explore the popular clubs and activities such as gymnastics, football, gardening, choir, construction and many others. Visitors from local museums and visits to outdoor activity centres broaden pupils' horizons beyond the immediate locality.

Children in the early years flourish. They benefit from the school's effective approach to developing their early language skills. Children are well prepared for their next steps in Year 1.

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

Since the last inspection, the school has improved its provision across all areas. The curriculum has been redesigned to identify precisely what pupils should know, and be able to do, as they progress through the school. The bulk of this work is complete. There is a sensible plan for continuing to refine the curriculum. The improvements to the early years curriculum and provision have ensured that the youngest children make a strong start to their education.

Previously, including in 2023, pupils did not achieve as highly as they should in English and mathematics, including in national tests. However, pupils across the different year groups are now achieving more highly. In mathematics, for example, training has enabled staff to adapt their teaching to meet pupils' needs. This has helped current pupils become more secure in their learning.

The school has transformed how pupils learn to read. Many new books have been provided, and two new libraries built and equipped. Books are at the heart of the curriculum. The school now has a phonics programme that is used consistently to support early reading. Well-trained staff teach phonics with confidence. Pupils read from books that match the sounds they know. Every pupil, including those in key stage 2, who needs extra help is quickly identified and supported, so that no-one is left behind. This support helps them to grow steadily in confidence with their

reading. There has been a dramatic increase in the number of pupils who pass the Year 1 phonics screening check.

Across all subjects, staff plan activities that reflect the new curriculum. They frequently refer to previous learning, to check how well pupils understand and remember what they have been taught. This is enabling pupils to know and remember more. However, there is some inconsistency in how well the curriculum is taught in a few subjects.

Overall, the impact of the curriculum is beginning to show in the quantity and quality of pupils' work and in their ability to talk about their learning across the different subjects. For example, pupils could confidently explain how and when the ancient Romans had invaded Britain. They could describe the key features of the Industrial Revolution. In speaking about computing, pupils could confidently talk about saving and uploading their work and how to create a spreadsheet.

Pupils with special educational needs and/or disabilities (SEND) are a high priority and their needs are quickly identified. These pupils are supported to access the curriculum and are fully valued and included in the life of the school.

The school works effectively to support pupils to attend regularly. Attendance is improving.

The school supports pupils' broader personal development well. Pupils learn about the importance of healthy relationships and of how to treat everyone with equal respect, regardless of differences. Trained staff are available to support pupils' well-being and mental health needs. Pupils new to the country are welcomed into the school. The elected school council gives pupils a voice. They proudly describe the school as 'inclusive and diverse'. They are well prepared for modern British society.

The trust has provided strong support for the school, including in developing the libraries and high-quality outdoor learning facilities. Support for other areas such as curriculum, leadership and the early years is also strong. Staff speak warmly about the care and consideration shown by leaders for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school's revised curriculum is in the early stages of implementation. There is a small amount of variation in how the curriculum is delivered across the school. This inconsistency prevents pupils from developing as secure an understanding as they could. The school should ensure that the ambitious new curriculum is

consistently implemented to enable pupils to achieve highly and to know and remember more over time.

## **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>	141398
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10324176
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hamlin
<b>CEO of trust</b>	Wayne Norrie
<b>Principal</b>	Panayiota Theodosiou
<b>Website</b>	<a href="http://www.brambleacademy.org">www.brambleacademy.org</a>
<b>Date of previous inspection</b>	4 May 2023, under section 8 of the Education Act 2005

## Information about this school

- The school joined the Greenwood Academies Trust in December 2022.
- The principal was appointed in January 2023. The deputy principal was appointed in April 2023. Prior to that, the school had experienced significant turnover of staffing and leadership over a number of years.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- 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.

- Inspectors met with the principal and other senior and curriculum leaders. The lead inspector met with vice chair of the board of trustees, the CEO and other representatives of the multi-academy trust.
- Inspectors carried out deep dives in reading, mathematics, and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a member of staff they know.
- Inspectors also discussed the curriculum, reviewed curriculum planning and samples of work, visited lessons and spoke to groups of pupils in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- 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.

### **Inspection team**

Christine Watkins, lead inspector

His Majesty's Inspector

Linda Azemia

Ofsted Inspector

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