

Inspection of Brampton Ellis CofE Primary School

Brampton Road, West Melton, Wath-upon-Deerne, Rotherham, South Yorkshire S63
6AN

Inspection dates: 2 and 3 July 2024

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

The headteacher of this school is Alison Benbow. This school is part of James Montgomery Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Silvester, and overseen by a board of trustees, chaired by Martin Harrison.

What is it like to attend this school?

Pupils enjoy attending this welcoming school. They are well cared for by staff who establish positive relationships with them. Pupils are happy and safe in school. The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils are well prepared for the next stage of their education.

Most pupils know how to behave well and they respond to the expectations of staff. In lessons, the majority of pupils focus well on their learning. However, this is not consistently the case. Some pupils are upset by the poor behaviour of some of their peers in lessons and social times which is not addressed well enough.

The school strives for pupils to be well prepared for the next stage of their education and for their future lives. Pupils raise money for charity. They take on roles of responsibility such as digital leaders. The school provides a wide range of extra-curricular clubs and activities at playtimes, lunchtimes and after school. The opportunity for pupils to take part in a range of sports clubs and teams is a strength of the school. Pupils also have the opportunity to learn a musical instrument.

Pupils feel safe in school. They know that they can share any worries they have with understanding and caring adults.

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

The school has designed and introduced a broad curriculum to meet the needs of all pupils. For example, the mathematics curriculum is well designed and follows a clear sequence from early years to Year 6. In mathematics lessons, teachers regularly revisit pupils' prior knowledge. This helps pupils remember mathematical facts and strategies. Teachers also make careful checks on what pupils remember. In history, pupils say they enjoy the subject. They can recall facts that they have learned in previous history topics. The physical education (PE) curriculum develops pupils' sports skills particularly well. This is evidenced by their success in sport both in and out of school. In lessons in all subjects, pupils with SEND are fully included. When necessary, the curriculum is carefully adapted to meet their needs.

Reading is a high priority. Staff have created inviting reading areas in early years and key stage 1 classrooms. The school has developed a structured and systematic approach to teaching pupils to read. Staff are well trained and have the expertise to ensure that there is a consistent approach to the teaching of phonics. Pupils at the early stages of learning to read have books that are well matched to their ability. If pupils struggle or fall behind with their reading, teachers identify this. These pupils receive support individually or in small groups to ensure they keep up.

In the majority of lessons, behaviour is calm and orderly. Pupils often follow instructions well and work collaboratively. Despite this, some pupils and their parents express concerns over some aspects of poor behaviour in lessons and at

social times. There is also some variability in how behaviour problems are addressed and reported by staff. Leaders are aware of some variance in how well behaviour is managed. They have introduced a new behaviour system. This is contributing to improvements in behaviour.

Children get off to a positive start in early years. In Nursery, children quickly develop independence. Adults develop warm and positive relationships with children. Children develop their early mathematical knowledge through a curriculum that is carefully designed to meet their needs and that prepares them for their next stages. Activities have been carefully designed to ensure children develop well in all areas of learning. In Nursery, adults support children's physical development by using hoops for them to step through. Children develop their construction skills through the use of the 'building site', where they can build using a range of objects and materials.

Through the curriculum for personal, social and health education, pupils learn to keep themselves healthy and safe. Pupils learn about protected characteristics and fundamental British values. The majority of pupils are inclusive, tolerant of differences and understanding of others. However, some report that there are instances of derogatory and discriminatory language used at playtimes and outside of school. Leaders are aware of this and are determined to reduce these instances.

Trustees and the local governing body share a collective vision and ambition. Leaders are considerate of staff well-being and workload. Staff report that they are well supported and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- New behaviour systems are not securely embedded. On occasions, poor behaviour by some pupils in lessons and social times is not consistently addressed. This upsets some pupils and their parents. The school should implement new strategies with greater purpose to ensure good standards of behaviour at all times.

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

Unique reference number	144197
Local authority	Rotherham
Inspection number	10323089
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	Board of trustees
Chair of trust	Martin Harrison
Headteacher	Alison Benbow
Website	www.bramptonellis.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school became part of the James Montgomery Academy Trust in April 2017.
- The school does not use any alternative provision.
- The school is located at two addresses: Brampton Road, West Melton, Wath-upon-Dearne, Rotherham, South Yorkshire, S63 6AN and Brampton Road, West Melton, Wath-upon-Dearne, Rotherham, South Yorkshire, S63 6BB.

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 the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and PE. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to a sample of pupils read to a familiar adult.

- Inspectors met with the headteacher and other leaders. They also met with members of the governing body, and representatives of the trust.
- Inspectors took account of responses to Ofsted’s online survey, Ofsted Parent View, the pupil survey and the staff survey. Inspectors spoke informally with parents at the end of the school day.
- During the inspection, inspectors met with groups of pupils, both formally and during less-structured parts of the day.
- To evaluate the effectiveness of safeguarding, 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

Dughall McCormick, lead inspector	His Majesty’s Inspector
Helen Hussey	Ofsted Inspector
Nick Styles	Ofsted Inspector

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