



Inspection report

Brampton Primary School

Better
education
and care

Unique Reference Number 102711
LEA Newham

Inspection number 269328
Inspection dates 6 - 7 October 2004
Reporting inspector Kathleen Gisborne HMI

Inspection carried out under section 10 of the school Inspectors Act 1996, and was deemed section 12(3) under the same act.

Type of School	Primary	School address	Masterman Road
School category	Community		East Ham
Age range of pupils	3 - 11		London
			E6 3LB
Gender of pupils	Mixed	Telephone number	020 8472 0830
Number on roll	625	Fax number	020 8471 4588
Appropriate authority	The governing body	Chair of governors	Ms L Hughes
Date of previous inspection	September 1999	Headteacher	Mr I F Morton

Age group	Published	Reference no.
3 - 11	November 2004	269328

Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Brampton Primary School and of the local education authority.

The inspection was carried out by three of Her Majesty's Inspectors and an independent lay inspector.

Description of the school

Brampton Primary School is situated in the district of East Ham in London. It is much bigger than other primaries with 540 pupils on roll and a further 85 pupils who attend the nursery on a part-time basis. The proportion of pupils who are known to be eligible for free school meals is above the national average. The school has an ethnically diverse population and a very high proportion of the pupils do not speak English as their first language. The number of refugees on the school's roll is growing and there are high levels of pupil mobility. Nineteen per cent of the school's population has been identified as having special educational needs, which is broadly in line with the national figure, but the proportion with a Statement of Special Educational Need is comparatively low. The pupils enter school with levels of attainment that are lower than those expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Overall effectiveness of the school

Brampton is a school that provides a satisfactory quality of education for its pupils. The overall standards that the pupils achieve in Year 6 are broadly average when compared to schools in similar contexts. However, in Year 2, not enough pupils reach the levels expected for their age, and standards at this level have not improved for several years. The school provides a broad and balanced curriculum that has been reviewed and organised so as to match the needs of the pupils more effectively. Assessment data is used to identify and improve the standards of lower attaining pupils, but the school is not using it to ensure that pupils who achieve average standards or above make sufficient progress. The quality of the teaching is generally satisfactory with some good features, and most pupils make satisfactory progress during their time in school. The personal development of the pupils is good. There is a strong sense of teamwork and all staff work together to ensure that the school provides a good environment for learning. The headteacher is providing satisfactory leadership and is supported well by senior staff. The school's systems for self evaluation are not sufficiently robust to ensure the fastest possible improvement. The school offers satisfactory value for money.

Grade: 3

Improvement since the last inspection

Improvement since the last inspection has been satisfactory. Standards of attainment in mathematics and science at the end of Key Stage 2 have risen. There has been an improvement in the provision for information and communication technology (ICT) at both key stages. Pupils whose first language is not English have much greater access to the curriculum. A start has been made to improving the use of assessment data to raise standards. The school makes good use of the data it has to ensure that it meets the needs of those pupils who have special educational needs.

Grade: 3

Capacity to improve

The school has satisfactory capacity to improve. However, some of its procedures are not yet sufficiently rigorous to ensure that it knows itself as well as it could and improves as quickly as it needs to. In seeking to get better, the school has considerable strengths. These include the high level of commitment of its staff and the pupils' attitudes to their work. The school has taken on various initiatives to secure improvement, such as the remodelling of the workforce, but it does not identify clearly how such initiatives are expected to improve the pupils' progress and the standards they achieve.

Grade: 3

What the school should do to improve further

- Raise standards in Key Stage 1
- Ensure that policies and initiatives are focused on improving the progress that the pupils make and raising their attainment
- Improve the use of assessment data to identify underachieving pupils as well as low attaining pupils
- Ensure that the school's provision meets the needs of its more able pupils

Achievement and standards

The results attained by the Year 6 pupils are encouraging and, despite fluctuations from year to year, the school's results have improved at a rate that is generally in line with the national trend. In 2003, when compared to schools in similar contexts, the school's results were above average in mathematics, average in science and below average in English. National figures indicate good progress across this key stage. In Year 2, however, too few pupils reach the levels expected for their age, and standards at this level have not improved for several years. In the 2003 national tests, the school's overall results were below those for schools in similar contexts in writing, and well below in reading and mathematics.

The results from the 2004 national tests show little improvement in the percentage of Year 2 pupils who achieved the levels that are expected for their age. However, there has been an improvement in the proportions of pupils who gained the higher levels. English results in Year 6 have risen and the school has met the target it set itself. Targets have not been achieved in mathematics and science. The school has worked successfully to reduce any significant differences in attainment according to gender, ethnicity or late entry into Key Stage 2.

During the inspection pupils were making satisfactory progress overall in their lessons in the Foundation Stage and both key stages. In just over a quarter of the lessons the pupils made good progress; these lessons were evenly distributed across the key stages. In too many lessons higher-attaining pupils did not make sufficient progress because the activities that were provided for them did not give them the opportunity to reach the standards of which they were capable

Pupils' personal development is good. They behave well and are polite and helpful. In lessons they are attentive and eager to learn. Pupils say that they like coming to school and enjoy their lessons. They develop responsibility through the school council, which is well-established and has its own budget. Its members organise fundraising for charities and a visit to France. This helps them develop the skills they need for later life.

Pupils have a good understanding of moral issues and a growing awareness of how their actions may affect others. They appreciate the cultural opportunities they are given and some pupils are sufficiently enthused to pursue these further. Pupils debate current topics and think about moral issues, such as fox hunting. They are developing an awareness of the importance of sensible eating

and the need for exercise in order to lead healthy lives. Pupils respond well to the opportunities they have to play an active part in the life of their community.

Pupils' are punctual to lessons and attendance is satisfactory. This is the result of good procedures for following up unexplained absences and, on occasions, explanations for absence that cause the school concern.

Grade: 3

Quality of provision

The quality of provision is satisfactory.

Overall, the quality of teaching is satisfactory, with many good features. Teachers have good relationships with their pupils and high expectations of their behaviour. They have a secure knowledge of the curriculum. Good attention is given to developing pupils' spoken language and there are regular opportunities for pupils to discuss their ideas. Teachers encourage their pupils through regular feedback and good use is made of marking to identify what pupils have done well and to provide them with guidance on how to improve. Teachers and learning support staff work effectively together to ensure good provision for pupils with special educational needs and those whose first language is not English. However, teaching is not always well matched to the full range of ability levels and there is insufficient challenge to extend the learning of more able pupils.

The assessment of learning is satisfactory. The data from external assessments has recently been reviewed by the co-ordinator, and this information has ensured that Key Stage 2 teachers know the national curriculum levels of the pupils in their classes. Although the school uses its data to identify pupils with low levels of attainment, it does not analyse its data sufficiently to identify those who make limited progress and may underachieve.

The school has recently reviewed the way it organises the curriculum, so as to match the needs of the pupils more effectively. The curriculum is broad and balanced, but the pupils have too few opportunities to develop individual investigative and problem-solving skills. This is being partly addressed in a new science programme throughout the school, but the tasks that many pupils are given in English and mathematics lessons are too directed and do not enable them to think more widely and creatively for themselves. There is a good range of clubs and other activities that contribute to pupils' achievement and enjoyment, including educational visits, musical productions and special assemblies to which parents are invited.

Pupils are well cared for. There is a well thought-out programme for them to learn about the importance of a healthy, active lifestyle including the recent 'Healthy Living Week'. Pupils have good opportunities to undertake responsibility and to develop their self-esteem. They contribute positively to the life of their school community through 'buddy reading' and peer mediation. The behaviour policy is consistently applied by staff and the few incidents of poor behaviour are dealt with swiftly

and effectively. All staff show the utmost care and attention to pupils' safety and welfare and the school has a good policy for child protection and good policies for keeping pupils safe from bullying and other dangers.

Grade: 3

Leadership and management

The headteacher provides satisfactory leadership and in some aspects of the school's provision his leadership is good. He has good ideas for the future development of the school, but these are not always reflected in the school's planning documentation. Staff with management responsibilities provide good support for their colleagues and teamwork is a strength of this school. However, senior managers are taking too broad a view of improvements in standards, and they do not have a clear enough view of which pupils are making most and least progress. Senior managers have addressed the workforce remodelling initiative and the introduction of a "School Change Team" is ensuring wider consultation and the increased involvement of all staff in the development of the school.

The governing body takes appropriate steps to hold the school to account and fulfils its statutory duties.

The school has good procedures for the development of its improvement plan, which include the involvement of staff. However, there is no recorded evidence of staff being involved in setting the priorities for the current school year, and some more senior staff do not know the school's priorities for improvement. The areas that the school has identified as priorities address some, but not all, of the school's needs; there are few detailed plans to show how these important areas will be developed. When putting in place initiatives, the school does not identify clearly how these are expected to improve the progress that pupils make and raise standards.

The school's processes for monitoring and evaluating the effectiveness of its curriculum are good. Its procedures for monitoring the quality of its teaching are satisfactory, but they do not give sufficient consideration to when individual teacher's targets for improvement will be reviewed. There is no effective system for tracking the progress of pupils, other than those with special educational needs, or for measuring the success of intervention strategies. The school accommodation and the deployment of resources are good.

Grade: 3

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