

# Brampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	101401
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	276510
<b>Inspection dates</b>	2–3 November 2005
<b>Reporting inspector</b>	Wendy Simmons

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gordon Raggett Mr Robert Richardson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Brampton Road Bexleyheath Kent DA7 4SL
<b>Telephone number</b>	02083032873
<b>Fax number</b>	02082980286

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<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 November 2005
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## Introduction

The inspection was carried out by three inspectors.

## Description of the school

Brampton is a large primary school serving an economically and socially mixed area of Bexley. The number of pupils eligible for free school meals is less than half that found nationally. The proportion of pupils identified as having learning difficulties and disabilities is slightly higher than in most schools, although the number of pupils that have a statement is average. The school is ethnically diverse. Most pupils are from a White British background. The largest minority ethnic group includes pupils from an Asian Indian background. A significant proportion of pupils are learning English as an additional language, although only a few are at an early stage.

## Key for inspection grades

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

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Continue to improve the progress made by higher ability pupils.\* Make better use of assessment information to plan challenging activities and by ensuring that pupils know what they need to do to improve.

## **Achievement and standards**

**Grade:**

### **Personal development and well-being**

**Grade:**

### **Quality of provision**

#### **Teaching and learning**

**Grade:**

Teaching and learning are satisfactory. A particular strength is the outstanding relationships that encourage pupils to approach their learning positively. Parents also make a strong contribution especially through the recent introduction of 'Number and Reading Partners'. Where teaching is good, as is often in the Foundation Stage, teachers use their assessments of each child well to plan challenging work that accurately matches their ability. Elsewhere, however, most teaching is satisfactory. In all year groups, teachers and assistants support and encourage pupils well during lessons. Often there is a good range of interesting activities that challenge most pupils. As a result, pupils are motivated, enjoy learning, and are productive. Frequently, however, especially in years 3 to 6, teachers do not use well the information that they have on their more able pupils to plan very challenging work for them. Therefore, they do not learn as well as they could. Although pupil's work is regularly marked, teachers' comments do not give sufficient guidance on how pupils can improve. In an attempt to improve achievement pupils have recently been given their own targets, but many of them do not know what they mean.

#### **Curriculum and other activities**

**Grade:**

The curriculum is satisfactory. All the statutory required subjects are taught and a good range of visits, visitors, and special events supports learning in different subjects. There is good promotion of healthy lifestyles through sport, science, and social education. There is a satisfactory range of extra curricular activities that enrich pupils' personal development. The school is working steadily to widen opportunities for higher ability pupils. They are most successful in music and physical education, where provision is good. Children in the Foundation Stage enjoy a good range of activities.

#### **Care, guidance and support**

**Grade:**

The care and welfare of the pupils are good. Pupils are quickly and effectively introduced into school life from the Foundation Stage and when joining the school in other year groups. This

includes those learning English as an additional language who are identified early and are given suitable guidance and support. Good procedures exist for health and safety, including child protection. As a result, pupils feel safe and secure and those at risk are well supported. Pupils' personal development is promoted well as it has a high priority in the school. Assemblies, the good role models provided by teachers and the school council all provide many good opportunities to support pupils' personal development. Due to recent improvements, the procedures used to track pupil progress are now satisfactory. Pupils with learning difficulties make good progress because of their early identification and the quality support they get.

## **Leadership and management**

**Grade:**

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### **Text from letter to pupils explaining the findings of the inspection**

You may remember that three inspectors came to your school recently to find out how good it was and how well you were doing. Thank you for being so friendly and telling us about your school. We are writing to let you know what we found out.

We think that the relationships in your school are outstanding and that you are well cared for and have interesting activities. Your headteacher runs the school smoothly and is keen to help you do even better. We were impressed by your good behaviour in lessons and at playtime. Your teachers continually try and encourage you to become more confident and mature. You have good opportunities in some subjects, such as music, to learn new skills and ideas.

So that you can learn even faster there are two main things that your teachers need to do.\* They need to explain to you more clearly your targets and what you need to do next to improve.\* They need to give more difficult work to those of you who find learning easy.

Yours

Mrs Simmons, Lead Inspector