



# Brampton Manor School

## Inspection Report

**Unique Reference Number** 102781  
**Local Authority** Newham  
**Inspection number** 286493  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Michael Lynes HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Roman Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	11–16		E6 3SQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 7540 0500
<b>Number on roll (school)</b>	1450	<b>Fax number</b>	020 7473 5886
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Marion Faust
		<b>Headteacher</b>	Mr Neil Berry
<b>Date of previous school inspection</b>	26 November 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	31 January –1 February 2007	286493

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Brampton Manor is much larger than average and serves a culturally diverse area of significant social deprivation. There are a high proportion of students with learning difficulties or disabilities and a large number who speak English as an additional language (EAL), some of whom are at the early stages. Students start school with lower than average attainment, particularly in English. There are also a significant number of students who start school during the academic year.

In 1999 the school was inspected and found to have serious weaknesses but when re-inspected in 2001 it was judged to be an 'improving and much more effective school'. Since that time it has become both a Training School and a Specialist College for the Expressive Arts. Both have had significant positive impact on the school.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Brampton Manor is a good and improving school with some outstanding aspects. The personal development of students and the curriculum are exemplary. The consistently good achievement in examinations in each of the past three years is a tribute to the hard work of both staff and students. Since 2003 the school has become both a Training School and an Expressive Arts College. Both have had significant positive impact on the quality of teaching, the breadth of the curriculum and on achievement. The progress made in the specialist areas in the short time since achieving Expressive Arts designation is particularly good. The school faces many challenges, but it has made exceptional progress since the last inspection. This is a direct result of the outstanding leadership shown by the headteacher, his senior team and middle managers.

The key feature of Brampton Manor is the sense of security that both students and staff feel. At the time of this inspection Year 7 students had been in the school for one term; many confidently reported how safe they felt and how much they enjoyed school. The continued excellent attendance is an indicator of how successfully the school has created a place where students want to be. Staff feel that they work in a school where they are encouraged to take risks that will benefit the students. They are passionate about ensuring that all their students get the best deal possible.

Senior leaders and middle managers work very closely together. The openness and trust that permeates the school enables the leadership to accurately evaluate its strengths and weaknesses. They are fully aware that more could be done to ensure greater achievement of the more able and there are plans in place to address this. They know that there are good systems in place to track students' progress, but that the information could be used more consistently to further raise achievement. They are also working on improving links with parents.

Brampton Manor produces confident, articulate young people who want to continue learning; the vast majority go on to further education or training. This is a school that the local community can rightly feel proud of.

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

- raise the achievement of the more able students, particularly boys
- ensure the best use of information on students' progress to further raise achievement

## **Achievement and standards**

### **Grade: 2**

Achievement is good and shows an improving picture. Students enter the school with standards which are below average, with a significant number joining other than at the start of Year 7. By the end of Year 9, although standards remain below average, they have steadily improved in recent years, particularly in English and mathematics. GCSE results have significantly improved over the last five years. The proportion

achieving five or more grades A\* to C was a little below average in 2006 but well above average in physical education and religious education. The proportion achieving five or more grades A\* to G is above average. Students with learning difficulties and/or disabilities, make good progress in all years. Able students, particularly boys, make satisfactory rather than good progress. Girls achieve better grades than boys at GCSE, with the gap being wider than nationally most years.

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

### **Grade: 1**

The personal development and wellbeing of the students are outstanding. Students have very positive attitudes to learning. Attendance is much higher than found in most secondary schools because students enjoy the activities on offer and know that they are very well looked after.

Students have an extremely well developed sense of community and are very responsible in deciding amongst themselves how to improve their learning, the school and the plight of the less fortunate. As one Year 11 student commented 'student attitude is driving improvement'.

Spiritual, moral, social and cultural development is excellent. Students are reflective and thoughtful. They are particularly good at welcoming fellow students with learning difficulties into school life. Behaviour is good. It has improved significantly because students consider the impact of their misbehaviour and make an effort not to behave inappropriately again.

Students clearly know how to keep themselves safe. The strong ethos of care gives students an air of confidence and security. They lead healthy lives and many make the most of the wide range of sporting, dance and drama opportunities. Although standards in mathematics and English are only average, students are well prepared for life beyond school because their computer skills have improved and they know that their voice is important in democratic decisions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and engagement in learning are key priorities for the school and they are good. Teachers have positive relationships with students and plan lessons well to meet different learning styles. This results in good learning and behaviour. Explicit learning objectives are set in lessons, good use is made of resources including interactive whiteboards, paired and group work is effective, and students are encouraged to be active participants. In some of the satisfactory lessons there is too much teacher led activity resulting in a lack of student involvement. Where teaching is outstanding students participate fully and there are well developed techniques of questioning. This

consolidates and extends learning and inspires students to think creatively; one student remarked 'I am thinking so hard my head hurts'.

In the best lessons teachers make very effective use of assessment records to support all their students enabling, for example, those with learning difficulties and disabilities to make good progress. Students know their targets in most subjects and receive guidance on what they need to do to improve further. They know when they are doing well and appreciate the efforts made by their teachers to help them succeed. Students say that they enjoy most of their lessons and the inspection team agree.

Staff are committed to improving their practice and raising achievement. There is a positive culture of observation and shared learning among staff driven by the school's Training School status. The rigorous subject reviews and the quality of lesson observation ensure that the high quality of teaching is maintained. The school's programme of professional development has successfully focused on improving students' engagement in learning. The school is aware that some areas need further development, such as students' taking more responsibility for their own learning.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding because programmes are finely tuned to students' interests and abilities. For example, a pioneering programme in Years 7 to 9 is successfully helping lower attaining students boost their achievement in English and mathematics. Information and communication technology (ICT) now features strongly in the curriculum for all students and has led to improved standards. The curriculum pathways provided in Years 10 and 11 are impressive. Some students focus solely on GCSE examinations with high numbers opting for one or more modern foreign or community languages and double science. Other students choose from a blend of GCSE and vocational courses with the latter proving their worth in including and motivating students with complex learning and emotional needs. The impact of arts college status is reflected in the growing numbers opting for arts courses at GCSE. There is also a very strong focus on equipping students with life and citizenship skills, gained for example through the Duke of Edinburgh's Award scheme. A wealth of enrichment activities, particularly in the arts, are extremely popular with students.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. An extremely effective team works closely with outside agencies to safeguard students and responds immediately to any student at risk. Students say, 'We all have someone we can turn to if we feel in danger or cannot cope'. Health and safety issues and child protection procedures are robust. New students quickly settle into school life supported by effective induction procedures and helped by an extremely able team of older students who act as mentors and 'learning coaches'. Academic guidance is good. Vulnerable students and others who need well targeted support are provided with very effective programmes of teaching and well chosen course options. All students have a clear idea of their national

curriculum levels and discuss with their teachers what they need to do to achieve their targets. However, not all subject areas make the best use of the high quality and accessible information on students' progress to boost students' achievement.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership of the headteacher has ensured that the school has continued to make very good progress since the last inspection. He has established a very clear direction for the school. All the issues raised by that inspection have been addressed and there has been particularly good progress in and ICT. The headteacher has an acute understanding of the strengths and weaknesses of the school. He has been unafraid to challenge the elements of weaker practice, but has at the same time built a deep sense of security and self-confidence in both students and staff. The core values of openness and trust are really at the heart of the school. This has enabled staff to feel liberated to take the risks that have really benefited students.

The headteacher now has an outstanding team of hard working senior and middle leaders, as he is the first to acknowledge. Some of these were in the school when it was placed in serious weaknesses and have now developed into effective leaders. They monitor and evaluate the impact of the work in an intelligent way which ensures that the school continues to move forward on all fronts. The impact of their work can be seen in both the outstanding curriculum and the exemplary personal development of students. The consistently good academic achievement of the past three years is further testament to their work. They know that more needs to be done to ensure that students' progress is consistently tracked across all departments and that the achievement of more able students could be even better. There are good plans in place to address both of these areas.

The governing body is effective as it ensures that all statutory requirements are met and that the school's finances are well managed. They have offered robust challenge to the senior leadership on particular issues. There is more to be done to ensure that they have the necessary knowledge and skills to improve the challenge that they can offer the senior leadership on students' achievement.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

As you know we recently inspected your school. I am writing to let you know what we found and to thank you for your contribution. If you want to read the complete report you can download it from [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

It was a great pleasure for us to visit your school and to meet many of you. We judged your school to be good with some outstanding aspects. You have played a full part in helping Brampton Manor move forward so well since the last inspection. We were impressed by the way you develop into such secure, confident young adults. You told us that you really enjoy school and we could see it from your good behaviour both in and outside classrooms. We saw how much your teachers care for you and how hard they work. Your response has been superb.

Of course there is always more to be done to ensure that the school keeps on improving. We have asked the school to work on:

- increasing the achievement of the more able students, particularly boys
- tracking your progress so that you achieve even more.

I am absolutely confident that you will continue to do your full part in working with your teachers to ensure that this happens.

Congratulations!

Yours sincerely,

Michael Lynes, HMI