



Brampton Church of England VC Primary School

Inspection Report

Unique Reference Number 124724
Local Authority SUFFOLK
Inspection number 293090
Inspection date 30 November 2006
Reporting inspector Joy Richardson

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

Type of school	First	School address	Southwold Road
School category	Voluntary controlled		Brampton, Brampton
Age range of pupils	4-9		Beccles, Suffolk NR34 8DW
Gender of pupils	Mixed	Telephone number	01502 575287
Number on roll (school)	44	Fax number	01502 575287
Appropriate authority	The governing body	Chair	Mr Rod Kay
		Headteacher	Mrs Valerie Rutterford
Date of previous school inspection	21 May 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is a small first school, serving a scattered rural community, including Brampton and nine surrounding villages. More than a quarter of the pupils come from beyond this catchment area. The pupils are of White British heritage and all have English as their first language. The proportion of pupils with learning difficulties and disabilities is around the national average. Children start school in Reception with skills that are broadly typical for their age. A significant number of pupils join the school late, often starting in Year 3.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school believes that it gives children a good, well-rounded education, and inspection confirms this view. The foundations of learning are laid well in Reception and pupils make good progress over their time in school. They enjoy learning and reach good standards by the time they leave, although some able pupils are capable of doing even better, particularly in mathematics.

Pupils are taught well. Teachers are skilful in providing for pupils of different ages and abilities within one class. They regularly check the progress being made towards the targets set for pupils. Teaching assistants provide valuable support for individuals and groups, helping them over difficulties in learning. Children in Reception are taught well as a group within the infant class. The school provides a broad curriculum, but links between subjects are not fully explored. It is seeking to extend opportunities for creative and practical learning, especially for younger pupils.

The school values each pupil as an individual, and pupils know that their contribution matters. All pupils are involved in a weekly 'council circle time', when school matters are discussed and children of all ages put their views forward. The partnership with parents is exceptionally strong. This is seen in the excellent diary that passes between home and school. In questionnaires returned before the inspection, parents express a high level of satisfaction with the school. The good quality of care provided ensures pupils stay safe.

The school provides a focus for the community in a widespread rural area and this is much appreciated. It makes an occasion of 'winter warmers' when grandparents and other elderly people are invited to school lunch and waited on by the pupils, who make a good contribution to their community. Parents also share lunch termly with their children. The school extends an open invitation to Friday assemblies and these are very well attended. The school has an active and supportive Friends' Association.

The headteacher leads the school well, nurturing a family atmosphere and effective teamwork among teaching and support staff. The school takes stock effectively of how well it is doing and how it could do better. It is intent on raising standards, and works well with other schools to share good practice and ways of improving pupils' learning. The school has improved since the previous inspection and is well placed to continue to do so.

The school provides good facilities and an attractive environment for learning, helped by recent improvements to the school building. Extensive grounds include a playing field and a swimming pool. Pupils appreciate the space for play and stay healthy. This is well equipped and used imaginatively. The school uses its resources well and gives good value for money.

What the school should do to improve further

- Promote high achievement by able pupils, particularly in mathematics.

- Continue to develop the curriculum to make links between subjects and to promote creative and practical learning, particularly for younger pupils.

Achievement and standards

Grade: 2

Pupils achieve well and standards are good. Children make good progress in Reception. By the end of the year, most children meet and many exceed the early learning goals for this age. They do particularly well in learning the sounds of letters and how to write them. This gives children a good start in reading and writing. Pupils achieve well in Years 1 and 2, and in Years 3 and 4. Results at the end of Year 2 vary from year to year, but they were above the national average in 2006. Pupils currently in Years 1 and 2 are reaching a good standard for their age. When pupils leave at the end of Year 4 attainment is above that found nationally. The school sets challenging targets for pupils and these are achieved in most cases. Although most pupils reach the standard expected nationally, high attainment is rarer, particularly in mathematics. The school recognises that this is an area for development, requiring flexibility in the grouping of pupils and more sustained monitoring of progress from year to year.

Personal development and well-being

Grade: 2

Pupils develop well as people, spiritually, morally, socially and culturally. Links with the Church underpin spiritual awareness, as seen in a discussion of Advent. Pupils have a strong sense of belonging and of responsibility to the community. They take pride in carrying out jobs as monitors. Pupils in Year 4 act as play leaders, taking this role, and the training they receive for it, very seriously. All the pupils have a voice in discussing school matters, such as the sponsorship of a child from Africa. Lunchtime is a sociable occasion and the meals are of high quality. Pupils learn about healthy eating and they enjoy a variety of fruit and vegetables. They learn about keeping safe and they understand the value of exercise. Playtimes are highly enjoyable. Pupils make full use of the school field and well-designed playground in playing physically and imaginatively, practising sports skills and joining in traditional games. New pupils say it has been easy to settle because the school is friendly and welcoming. The school works hard to widen pupils' experience, whether in learning about other countries, or in sharing activities with other local schools. A 'multicultural week' served to broaden horizons, but there is more to be done in promoting pupils' understanding of other cultures. Attendance is average.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are purposeful and teachers manage classes well. They are skilful in providing for pupils of different ages and abilities in the mixed-age classes. Teaching assistants provide valuable support in this. Teachers set a good pace and use time well, though do not always provide enough speedy practice to reinforce concepts that are imprecisely grasped. Pupils gain confidence in explaining their ideas. Lessons have clear aims and pupils know the targets they are working towards. They take stock for themselves of how well they are doing and are keen to do better. Assessment and marking are used well to pinpoint where further work is needed. Children in Reception are taught well, with careful attention to their needs. Interactive whiteboards are used well in lessons to aid pupils' learning.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, enriched well by extra activities. The curriculum includes all the required subjects and there is an appropriate emphasis on literacy and numeracy. The school provides a good range of after-school clubs, particularly for older pupils, and these are very popular. It encourages 'eco' awareness, for example in growing its own vegetables for school lunch. The school makes good use of a sports partnership to provide weekly sporting opportunities for pupils, and joins with other schools for sports tournaments. It has its own swimming pool, which is in daily use in the summer. Visits and visitors extend learning and older pupils have an annual residential visit for adventurous activities. Project days and special weeks, focusing, for example, on 'light', enrich the curriculum and inspire staff and pupils. The school is working to extend this approach, to make links between subjects and to ensure a good balance of practical and creative work, particularly for younger pupils. Pupils gain skills in information and communication technology, benefiting from specialist teaching in the computer suites, but these skills are not widely applied across the curriculum.

Care, guidance and support

Grade: 2

The care for pupils is of high quality. The school takes full advantage of its small size in the way that it values and nurtures children as individuals. It works very closely with parents in this, as seen in the highly effective use of a diary to communicate between home and school about reading, homework, targets and areas for support. Parents have a very high opinion of the school. They appreciate the support and the sense of community it provides for them as well as their children. Pupils are very well known by staff, and know each other well across the age groups, taking responsibility for each other. Pupils with learning difficulties and disabilities are supported well. Great

care is taken, where pupils lack confidence, to help them believe in themselves so that they can learn better. Good procedures are in place for child protection and for safeguarding children's welfare. Health and safety visits to every part of the school are conducted termly by the staff and a designated governor. Outcomes are reported to the governing body, which is keeping the health and safety policy, and its implementation, under review. The school works well with other agencies in order to meet children's needs and to enrich the education it is able to provide.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher harnesses the efforts of the whole school community very well in working together to take the school forward. Her vision is evident in improvements made to the school building and the outdoor environment. She enthuses and enables others, so that teamwork is strong and adults as well as children are helped to achieve their best. The headteacher is very accessible to parents, generating a strong partnership that has children's interests at its centre. She has a major teaching commitment, but also ensures that management procedures are up-to-date and effective. The support staff play a major role in ensuring that the school runs smoothly. Governors support the school well. Good systems have been introduced for tracking pupils' progress. These are not yet being used to evaluate progress through the school as a whole, or in the full range of subjects. School improvement planning and self-evaluation are effective, and objectivity is sharpened by links with other schools. The school is committed to doing the best it can for all pupils and the school's leadership ensures that this goal is kept steadily in sight.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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

1 December 2006

Dear Children

Brampton C.E.V.C. Primary School, Southwold Road, Brampton, Beccles, Suffolk NR34 8DW

I enjoyed visiting your school and thank you for helping me to learn so much about it. You had plenty to tell me, because you enjoy school and are proud of all that you do. You like having so much space for play and so many things to do at playtimes.

You all know each other well and the staff know you well too. You are good at working and playing with other children of all ages, and getting along together. You are keen to do jobs to help the school and I was interested to hear how you all discuss ideas in assembly. It was good to see you eating healthily at lunchtime, and I am sure that you make excellent waiters when you welcome visitors for a 'winter warmer'.

Your headteacher and all the staff work hard to help you learn well and you work hard too. You know the targets you are working towards to improve your work. The staff all want you to do as well as possible. We have talked about how some of you who are good at maths could do even better.

You told me how much you enjoyed the week recently when you did a lot of special work about light. Your teachers want to give you more chances to explore and make things, linking up the work you do in different lessons. I think this is a good idea.

Some of you told me that you think you are very lucky to come to this school, and many of your parents think this too. I agree. Brampton is a good school and it is giving you a good start in your education. I hope you will go on doing your best and making the most of all the school has to offer.

With all best wishes

Joy Richardson

Lead Inspector