

# Brampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	102711
<b>Local Authority</b>	Newham
<b>Inspection number</b>	308095
<b>Inspection dates</b>	6–7 November 2008
<b>Reporting inspector</b>	Mike Thompson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	637
Government funded early education provision for children aged 3 to the end of the EYFS	122
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lorraine Hughes
<b>Headteacher</b>	Mrs Ann Sheppard
<b>Date of previous school inspection</b>	6 October 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Masterman Road East Ham London E6 3LB
<b>Telephone number</b>	020 8472 0830
<b>Fax number</b>	020 8471 4588

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<b>Age group</b>	3–11
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## Introduction

Four Additional Inspectors carried out the inspection.

## Description of the school

Brampton Primary is a large inner-city school serving a culturally and socially diverse community. Almost 80% of the pupils are from minority ethnic groups, the largest of which are the pupils of Bangladeshi, Pakistani or Black African heritage. Over 60% of pupils have English as a second language. This proportion is about four times the national average and is steadily increasing because of new arrivals from Eastern European countries, who currently make up about 7% of the roll. Levels of pupils' mobility are high. The number of pupils with learning difficulties and/or disabilities (LDD) is average for a school of this size. Most of these pupils have either moderate learning difficulties or behavioural, emotional, and social difficulties. The school has the Active mark accreditation for its commitment to promoting physical exercise and school sport, and has Healthy School status. The school's provision for the Early Years Foundation Stage (EYFS) comprises the Nursery and Reception classes. At the time of the inspection, the headteacher and acting deputy headteacher had been in post for two months.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Brampton Primary provides its pupils with a satisfactory standard of education. It has a number of strengths, mostly relating to pastoral care and welfare, and pupils' personal development and well-being. A very large majority of the parents who returned the inspection questionnaires expressed positive views about these features, and particularly the good standards of behaviour. One of the parents summarised other strengths clearly when commenting, 'The school is warm and welcoming, and provides a good environment for children to learn in.'

The new headteacher is a good leader. She has very quickly and accurately assessed the school's key strengths and weaknesses and has a very clear plan of action for tackling these. She rightly judges that this school has the potential to be a good school and knows how to achieve this. Inspection findings largely reflect the headteacher's evaluation.

Children are given a sound start to their education in the EYFS. When they begin school in the Nursery classes, their attainment is most often well below what is expected for their age. They make satisfactory progress, but generally fall short of most of the goals expected of children by the time they transfer to Year 1. In Years 1 to 6, pupils achieve satisfactorily and make steady progress overall. The school manages the high turnover of pupils well and ensures that the individual needs of all newcomers are quickly identified. It uses a wide range of strategies to help pupils with LDD, or who are in the early stages of learning English, but it does not always meet the needs of the more able pupils well enough. The impact of this is evident in the results of the national tests at the end of Year 2 and Year 6. In the most recent tests, the school was generally successful in ensuring that most pupils attained the nationally expected levels. However, too few exceeded these levels. Consequently, standards were below those normally expected.

The standards of pupils' personal development and well-being are good. Pupils enjoy coming to school; they get on well with one another and have good social skills. Pupils have positive views about school because they feel safe, enjoy the wide range of extra activities provided for them, and feel that teachers often make learning fun. Teaching, however, is satisfactory overall. To some extent this is because there are some relatively inexperienced, newly qualified teachers on the staff. There is some good and outstanding teaching, but practice is generally inconsistent. This is because teachers do not always use information from their assessments of pupils well enough to ensure that their lessons provide good levels of challenge for all ability groups. The curriculum is also satisfactory. It provides clear structure in the core subjects of English, mathematics and science. Teachers are beginning to make better use of time and to help make learning more relevant by making links between subjects wherever possible. The care, guidance and support provided for pupils are satisfactory overall. The many strengths in day-to-day care are offset by inconsistencies in the quality of educational guidance provided for pupils.

The leadership and management of the school are satisfactory. The staff with 'middle management' posts of responsibility are responding well to the headteacher's expectations of them, but have yet to develop the full range of skills needed in order to make a significant impact on pupils' achievement. The governors satisfactorily hold the school to account, but are not yet taking the initiative when doing this. Because of the effective evaluation of the school undertaken by the headteacher, and the well-targeted changes now being made with

the support of staff and governors, the school is demonstrating that it is well placed to move forward in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children settle well into the Nursery and Reception classes and achieve satisfactorily because of the sound provision. Children from a range of ethnic backgrounds make friends easily. They play and work together harmoniously. They have caring and trusting relationships with the high number of adults who have charge of them. They understand what is expected of them and follow well-established routines and procedures designed to keep them safe. However, planning does not provide a good enough balance between the activities chosen by the children and those directed by the adults. In addition, it generally emphasises the detail of the activities to be provided rather than the intended learning. As a result, the assessments recorded by the adults generally describe what children are doing rather than what they are learning. This means that future planning cannot build upon the precise detail of what children have already learned. Nonetheless, children make satisfactory progress in their learning because there is always something to capture their imagination and hold their interest within the range of activities provided. Adults sometimes miss opportunities to develop children's language skills, for example by modelling correct pronunciation and grammar. Provision for outdoor learning is satisfactory in the Nursery, but arrangements for outdoor activities are barely adequate for Reception children. The need to develop this as a matter of priority is reflected in the EYFS development plan. Although a new EYFS manager has been appointed, she has yet to take up post. In the interim, senior leaders have maintained a satisfactory overview of the provision.

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

- Improve provision in the EYFS, and in particular ensure that teaching places a greater focus on children's learning.
- Improve the ways in which teachers use assessment information, and ensure that work is more challenging for pupils of all abilities, particularly the more able.
- Develop the roles of middle managers and governors.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Overall, standards are below average by the end of Years 2 and 6. There are significant differences in the rates of progress made by pupils from class to class, and between year groups, because of inconsistencies in the quality of teaching. Overall, pupils make good progress in developing their skills in reading. This reflects the success of the structured teaching of letter sounds and daily 'guided reading' sessions. Progress in writing is good overall in Key Stage 1, but is barely adequate in Key Stage 2. The school acknowledges this as an ongoing priority for improvement. Progress in mathematics is satisfactory. The impact of specialist teaching in some subjects is evident, for example in the high quality of singing heard on a number of occasions during the inspection. Pupils with LDD make satisfactory progress overall. The quality of support given to these pupils varies from class to class. The few pupils in the early stages of learning

English make satisfactory progress overall. However, the support provided for these pupils is not always well targeted.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. The pupils say they feel safe and that most pupils behave well, although there are occasional instances of bullying in the playground. They feel that staff deal with these well and appreciate the role of 'play mediators' in resolving problems. The pupils are fully aware of what a balanced diet is, describing it succinctly as, 'Not too much junk!' They also clearly understand the importance of regular exercise. Many participate in the sporting opportunities provided through the after-school clubs, and all have regular physical education lessons taken by a specialist teacher. Pupils make a satisfactory contribution to the community. The school council feels valued and takes its role seriously. It has made some useful suggestions that have resulted in improvements such as new football markings in the playground and better toilet facilities. Personal, social and health education lessons help pupils to develop a good understanding of their own feelings and those of others. They have a healthy understanding of, and respect for, the many different cultures represented in the school. As one pupil commented, 'Our school is a respectful place.' Overall, pupils are satisfactorily prepared for the next phase of their education and a future as lifelong learners. While they have good social skills, their progress in developing the necessary basic skills, including their use of information and communication technology (ICT), is only satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan lessons that the pupils find interesting and fun. Consequently, the pupils are generally on task throughout lessons and their behaviour is good. The effective use of 'talk partners' ensures that all pupils are actively involved in many lessons. This discussion feature was a key element in an outstanding lesson in Year 2 where pupils made excellent progress in their language and literacy skills. Teachers' good subject knowledge generally informs pupils well. This was very evident in an outstanding Year 6 science lesson where the pupils responded particularly well to stimulating and challenging tasks. Teaching assistants provide useful support for lower-ability pupils and, in the best lessons, work in close partnership with the teacher. Classroom displays provide useful information for pupils and thus support their learning. However, there are weaknesses that lead to inconsistencies in the pace of learning. These occur because teachers do not always take full account of the prior attainment of their pupils. This means that tasks are not as challenging as they should be, particularly for the more able. In mathematics, pupils are grouped by ability in Key Stage 2. However, these 'setting' arrangements are not always effective, because sometimes teachers do not ensure that tasks provide challenge for the full range of ability within each set.

### **Curriculum and other activities**

#### **Grade: 3**

The school's good programme of personal, social and health education is having a positive effect on pupils' attitudes to school and personal development. The pupils receive a curriculum that they find interesting and enjoyable. It is rightly focused on the development of basic skills

and is enriched through a good range of extra-curricular activities as well as opportunities for developing skills through specialist tuition in music, sport and Spanish. The Year 6 residential visit to France in the summer provided pupils with learning experiences of different cultures. However, teachers' planning of work that links different subjects together is in its early stages. This initiative is intended to provide pupils with more opportunities to apply their literacy, numeracy and ICT skills, and to improve their appreciation of the relevance of these core skills. Currently, pupils do not have regular enough opportunities to use ICT as an everyday tool for learning. The curriculum is not always planned well enough to meet the needs of all groups of pupils, particularly the more able.

## **Care, guidance and support**

### **Grade: 3**

The school has thorough induction procedures in place. There are also good systems for supporting and tracking pupils' attendance. However, in both cases, staff apply the procedures inconsistently, and consequently they are not quite as effective as they might be. With regard to attendance, for example, parents of children in the early years of their education do not always ensure that their children attend regularly. The generally poor attendance of pupils in the EYFS and Key Stage 1 adversely affects the school's overall attendance rate. However, most pupils' attitudes towards attendance improve as they get older. Procedures for safeguarding pupils are well organised and effective. Through their commitment and enthusiasm, staff provide good role models to guide behaviour and attitudes to learning. However, the targeting of support for pupils in the early stages of learning English is not always based on a rigorous analysis of needs. The academic guidance provided for pupils is satisfactory overall. Pupils' knowledge of the standards of their work and of the targets that they need to achieve is not consistent. Marking has improved recently, but is still not consistently helping pupils to be aware of precisely what they need to do next to improve their work further.

## **Leadership and management**

### **Grade: 3**

The headteacher's evaluation of the school's effectiveness is accurate. Key priorities for improvement have been identified and are being tackled through a clear plan of action. However, the impact of these initiatives cannot yet be measured because they have been implemented only fairly recently. One of the many areas identified by the new headteacher as being in need of improvement is the system used for monitoring the progress made by the pupils. This system was introduced in response to the previous inspection findings and has been refined on a number of occasions since its introduction. Nonetheless, the periodic assessments of pupils, on which the system is based, are recorded too infrequently. Consequently, the underachievement of individuals or groups of pupils is not picked up quickly enough. Subject and year group leaders are keen to develop their skills, for example in analysing and interpreting performance data. They understand that not enough work has been done to develop assessment systems in subjects other than English, mathematics and science. They are responding positively to the challenges set out by the new headteacher. One of these leaders commented, 'We are now being made accountable. I'm seeing my subject differently and learning to look at how it fits into the bigger picture.' Governance is satisfactory. The governors are committed to and supportive of the school. However, in previous years they have relied too heavily on the headteacher for information. Overall, the school satisfactorily promotes community cohesion.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 November 2008

Dear Pupils

Inspection of Brampton Primary School, London, E6 3LB

On behalf of the inspectors, I would like to thank you for being so welcoming and helpful when we came to inspect your school. I am writing to you to tell you what we think about how well you are getting on and how well your school is helping you to learn.

We think that your school is satisfactory overall, with some things that are good. Here are some of the things we like best about your school.

- Everyone is friendly and welcoming. You enjoy coming to school. You get on well with each other and you behave well. You know a lot about how to be healthy and safe.
- The school is very good at organising lots of interesting things for you to do.
- All of the adults in your school make sure that you are safe and are well looked after. Whenever you need help, there is always someone there for you.

I would also like to let you know that we were impressed by the quality of singing we heard during our visit. I particularly enjoyed listening to those of you who were in the Spanish choir.

Your headteacher and all of the other people who help run your school want it to be even better. We have suggested three things to help them do this.

- We would like the teachers in the Nursery and Reception classes to plan their lessons more carefully. This will help the youngest children to learn better.
- We would like the teachers in Years 1 to 6 to plan their lessons so that all of you have to think really hard, particularly those of you who sometimes find your work a bit easy. I'm sure that you are ready for this challenge!
- We would also like your teachers and governors to work effectively with the leadership team to run the school.

Yours sincerely

Mike Thompson

Lead Inspector