

# Brampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	101401
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	323456
<b>Inspection dates</b>	23–24 October 2008
<b>Reporting inspector</b>	Michael Merchant

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	393
Government funded early education provision for children aged 3 to the end of the EYFS	32
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gordon Raggett
<b>Headteacher</b>	Miss Lesley Fisher
<b>Date of previous school inspection</b>	2 November 2005
<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>	Brampton Road Bexleyheath DA7 4SL
<b>Telephone number</b>	020 8303 2873
<b>Fax number</b>	020 8298 0286

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<b>Age group</b>	4–11
<b>Inspection dates</b>	23–24 October 2008
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The school is much larger in size than other schools. The proportion of pupils eligible for free school meals is below average as is the proportion of pupils from minority ethnic groups. The proportion of pupils identified as having learning difficulties (mainly moderate learning difficulties) is lower than average, but those with a statement of educational need is much higher than is usually found. The school has two Reception classes in the Early Years Foundation Stage (EYFS). The school accommodates both a breakfast and an after school club run by a local provider (Cherry Tree Nursery). The school gained the Eco Schools Bronze Award and Healthy Schools Award in 2008. A new headteacher was appointed in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brampton Primary is a good school. Pupils are right to be proud of their school. They confirm that they are very happy and extremely well cared for, saying, 'It is one big family here'. The overwhelming majority of parents have great confidence in the school and its headteacher.

The headteacher, with strong support from her deputy, provides outstanding leadership and this is at the heart of this effective school. In the short time that she has been in post, the headteacher has put in place several highly effective measures that have improved standards, raised achievement and improved behaviour and attendance. Standards reached by pupils have been significantly above average for the past two years, a big improvement over previous years when they had been below and well below average. Pupils now make good progress because procedures are securely in place to enable the headteacher, her senior team and subject leaders to rigorously monitor all areas of the school's work. A carefully planned and varied curriculum inspires pupils to work hard and gain a very wide range of skills. Consistently good and often outstanding teaching leads to many examples of excellent learning. The very wide range of clubs, visits and extra activities also contribute to pupils' very positive views about learning. Pupils take part in a good range of sports and they adopt healthy lifestyles.

When children start in the EYFS, their skills are close to those expected. They make good progress because there is a very strong focus on developing children's social skills and their ability to communicate with each other. This results in standards that are just above average at the end of the EYFS. By the end of Year 6, standards have risen considerably and are significantly above average in English, mathematics and science. This represents good progress by all groups of pupils.

Pupils' personal development is outstanding, especially their social, moral and cultural development. Very good relationships and excellent care, guidance and support result in happy learners. Teachers mark books carefully and regularly. There is some variation, however in the quality of advice teachers give to pupils as to how to further improve their work. Pupils come to school ready to learn and are eager to contribute to lessons. The attendance rate of over 97% reflects pupils' great enjoyment of school. There have been no exclusions in the last two years which supports inspectors' observations of good behaviour. Lessons are rarely disrupted and can be conducted at a good pace and in a positive climate. Pupils' knowledge of different cultures in the diverse society that we live in is secure because community cohesion is a particularly good feature of the school. All groups of pupils consistently make valuable contributions to life in school and the wider community. Staff have created a school in which all pupils get on well together.

Governors hold the school to account well for its work. The school uses its resources and accommodation imaginatively and efficiently and offers good value for money. There is a strong sense of teamwork and pride in what has already been achieved. The school knows exactly what to do further on its journey to excellence and so the capacity to further improve is outstanding.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good provision for the Reception class enables children to achieve well and develop good independence. The development of children's personal and social skills is good. Children gain confidence to learn school routines quickly. Relationships between adults and children are

outstanding. Children's outstanding behaviour is a result of the high expectations and the welcoming, calm environment. The highly practical curriculum links learning and promotes all aspects of children's development well. This, together with good teaching, is the reason why children make good progress in the EYFS. There is a good balance between children working independently and being directed by the teacher. The team plan together and ensure all the required areas of learning are covered. There is a strong focus on promoting healthy lifestyles. Even the youngest children learn about healthy foods and engage in making choices about healthy and less healthy foods. Pupils enjoy the outdoor environment especially the climbing activities. The good leadership and management of the EYFS means that leaders are fully aware of the strengths and areas they wish to develop. However, the skills that children have when they enter the EYFS have only recently been systematically collated. Teachers have only recently begun to use this information so that the progress of individual children can be better quantified.

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

- Ensure that teachers in the EYFS make better use of assessment information to track children's progress.
- Ensure that more marking is of the quality of the best.

## **Achievement and standards**

### **Grade: 2**

Results in the National Curriculum tests at the end of Year 6 in 2007 were significantly above average. This was a big rise over the previous year when they had been significantly below average. The 2008 results show a continuation of this improvement and standards continue to climb, especially in mathematics. Pupils' work seen by inspectors and classroom observations, confirm this trend of rapid improvement and currently, standards are well above average.

Given pupils' starting points when they join the school they make good progress through Years 1 and 2. Due to consistently good and often outstanding teaching, careful tracking of progress and a strong emphasis on literacy and numeracy, this good progress continues in Years 3 to 6. There is very little difference in the progress made by the various groups of pupils in the school. This is because the school works very effectively to support pupils with learning difficulties and those who enter the school with particularly low levels of attainment.

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

### **Grade: 1**

Pupils enjoy school and are excited by all that it has to offer. This is reflected in their great enjoyment of learning, excellent attendance, and their keen involvement in a wide range of activities. Spiritual, moral, social and cultural development is outstanding so that by Year 6 pupils are mature, considerate, self-assured, and responsible young people. Pupils report an absence of bullying and racism and relish their involvement in many cultural activities. Pupils from a range of cultures work and play together well. The focus on social skills starts very well in the EYFS where children learn how to concentrate, listen, explore new things and work and play successfully with others. Pupils are well prepared for their future lives and careers. A small minority of parents speak of concerns regarding a few incidents of inappropriate behaviour. However, inspectors found pupils' behaviour to be good overall and exemplary in most lessons.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Lessons are characterised by excellent relationships underpinned by mutual respect, humour and warmth. In most lessons, pupils experience a range of approaches and this helps to sustain their interest, so that they quickly acquire new knowledge and skills. Sustained challenge and high expectations enable pupils to achieve well over time. Teaching assistants are very effective in their work. Pupils are very clear about subject targets and teachers support pupils well to reach their goals and this is an important reason why standards are rising so fast. As one pupil said, 'We all know exactly where we are and how we are doing.' The best marking is carried out diligently and teachers provide helpful, supportive written or verbal comments. However, this level of marking is not consistent across the school.

### Curriculum and other activities

#### Grade: 2

The carefully planned curriculum contributes strongly to pupils' learning. The school ensures that learning is meaningful because it carefully plans themes with strong links between subjects. There is a strong focus on English and much discussion work is linked to helping pupils with their writing. Provision for information and communication technology (ICT) across subjects is good and makes a strong contribution to pupils' high achievements. The curriculum positively supports pupils' personal development through effective personal, social, and health education, and imaginative and thought-provoking assemblies. There is an excellent focus on using visits to widen pupils' life experiences. The school provides pupils with a wide variety of sporting activities as part of the school day. These, together with well supported creative and educational activities outside the normal school day make a valuable contribution to pupils' learning, their levels of enjoyment and their personal development. However, there are few planned opportunities for pupils to develop their business and financial understanding.

### Care, guidance and support

#### Grade: 1

The value placed on each pupil, and the attention paid to meeting everyone's individual needs, underpins the school's success in supporting and developing pupils' personal and academic achievements. This success ranges from the security, cleanliness and attractiveness of the whole learning environment, to the valuable help and guidance given to pupils to ensure they improve their work. Child protection procedures are secure and sensitive. Behaviour management systems are seen by pupils as fair and applied consistently. Staff know the pupils very well and make effective use of assessment information to track and check pupils' progress, so that extra support can be provided if pupils need it. As a result, pupils are very clear about what they need to do to improve their work. Pupils are set clear learning targets, which they confirm are helping them to improve.

## Leadership and management

### Grade: 1

Leadership and management are outstanding because it has led to sustained improvements in the standards attained by pupils. Many members of the school community speak with delight and admiration of how the school has improved over the year and a half since the appointment of the current headteacher. Her skill in promoting the clear ethos of the school and in securing the commitment of all staff in the drive to raise standards underpins pupils' good and improving progress. Leaders have created a school which is a harmonious environment, in which pupils of all races and cultures get on well together.

Subject leaders manage their areas exceptionally well and their rigorous monitoring is leading to rapidly improving standards. Governors know the school well and ask challenging questions about what goes on because they are keen for all pupils to do as well as possible. The school improvement plan is comprehensive and shows clearly how improving the effectiveness of leadership, and teaching and learning is at the heart of all it does. The school has an accurate view of its work.

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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?	2
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

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

10 November 2008

Dear Pupils

Inspection of Brampton Primary School, Bexleyheath, DA7 4SL

I should like to thank all of you very much for the kindness and consideration you showed to my colleagues and me when we came to visit your school recently. We really enjoyed ourselves. Brampton Primary is a good school. You told us many interesting things about your school, which was very helpful. I would like to say a special thank you to the school council and those of you from Years 5 and 6 who gave up part of your lunchtime in order to meet us.

Here are some of the good things about your school.

- You behave well and you get on well with your fellow pupils. Brampton is a well ordered school and you look after each other.
- Teaching is good and sometimes excellent and your teachers are very concerned to make sure that you do as well as you can.
- By the time you are in Year 6, you reach standards that are higher than those of other pupils in other schools and you make good progress in your lessons.
- You learn lots about keeping yourselves safe and leading a healthy lifestyle.
- Your headteacher and other senior staff are excellent leaders and know exactly how to make Brampton Primary School even better.

What we have asked your school to do now.

- Make sure that teachers in the Reception classes check the progress that children are making more carefully.
- Most teachers mark your books carefully and give you lots of helpful advice. We want all teachers to mark to this high level.

I hope that you all continue to work hard and do well at Brampton Primary School.

Yours sincerely

Michael Merchant

Lead Inspector