

# Brampton Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	135131
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	329032
<b>Inspection dates</b>	6–7 November 2008
<b>Reporting inspector</b>	David Speakman

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)	397
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	16
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Evans
<b>Headteacher</b>	Mrs J Watkins
<b>Date of previous school inspection</b>	Not previously inspected
<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>	The Green Brampton Huntingdon Cambridgeshire PE28 4RF
<b>Telephone number</b>	01480 375063
<b>Fax number</b>	01480 398041

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Brampton Village Primary School was formed from the amalgamation of adjacent infant and junior schools in September 2007. This is the school's first inspection as a primary school. A new headteacher took up the post at the beginning of the term before amalgamation.

This is a larger than average school. Children start in the Early Years Foundation Stage (EYFS) at the beginning of their Reception Year. The school has recently opened a pre-school provision, which offers half-day sessional care and the opportunity for children to stay for lunch. An on-site Kids Club, managed independently of the school, provides before and after school care and is inspected separately. Attainment on entry to EYFS is broadly typical for children of this age.

The proportion of pupils eligible for a free school meal is well below average. The number identified with learning difficulties and/or disabilities is below average, but the proportion of pupils with a statement of special educational needs is similar to other schools. Most of these pupils have specific learning difficulties (dyslexia) or moderate learning difficulties, behaviour difficulties or autism. The majority of pupils are of White British heritage. While a small number have minority ethnic backgrounds, very few are at the early stages of learning English. About 10% of pupils come from RAF families, stationed at the nearby RAF base. The school has the Activemark for its provision in physical activity and holds Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brampton Village Primary is a good school. The headteacher provides dynamic, innovative and challenging leadership. She is highly focused on improvement and under her guidance, very effectively supported by the deputy headteacher, an effective primary school has been established very quickly. It provides good value for money. There is already a good sense of the school community working together and all members, pupils and adults alike have equal opportunities to learn and develop academically and professionally.

Pupils achieve well and by the end of Year 6, standards are above average. However, at both key stages, girls' attainment in English is better than that of boys. Results at Year 2 show a significant difference in the performance of boys and girls in reading and writing. This is also the case at Year 6, but here, boys perform better than girls in mathematics. Because pupils are given many opportunities to communicate verbally, they generally show very high levels of confidence when talking in lessons and to visiting adults. They express themselves clearly, using a wide vocabulary. Pupils' personal development is good overall and with some outstanding aspects. Pupils are unanimous in saying that they really love coming to school, reflecting the well above average attendance. They show an excellent understanding of how to lead a healthy lifestyle and how to stay safe.

Teaching and learning are good and support the pupils' good achievement at all stages. The school has developed rigorous procedures to analyse pupils' progress, which provide a clear picture of each individual's strengths and areas for improvement. Teachers are developing their use of this data to ensure that work planned focuses clearly on raising standards, but this has yet to impact further so that any differences in the attainment of boys and girls are minimised. There are revised guidelines to inform teachers when marking pupils' work so they are clear about what and how to improve. However, the quality of marking is not consistent across the school, as the marking policy is not fully embedded in practice in all classes. The curriculum is good. By keeping it under constant review, the headteacher is developing a reflective staff team, focused on meeting the school's aim of becoming a learning environment for all. The school provides a good level of care and guidance. A warm and welcoming atmosphere pervades the school. This is due to the very strong focus on pastoral care, underpinned by the school's core values. Monitoring of academic progress is robust and effective. Pupils have good information about their progress, particularly in English, mathematics and science. However they are not as yet involved enough in assessing their own learning to help them develop a clear picture of what it is they need to improve and the quality they are aiming for.

Leadership and management are good. An effective senior leadership team works well with the excellent headteacher and deputy. Together with the governors, they have developed quickly a clear vision for the future of the school. This is based on 'The 5 Rs - Resilience, Resourcefulness, Reflectiveness, Responsibility and Reciprocity (relating to others)'; values understood by pupils and staff and aimed at enabling all members of the school community to be effective learners.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good relationships are quickly established with children and their families, which help children settle quickly in the Pre-school and Reception classes. Parents are happy with the start their

children make. Behaviour is good and children clearly enjoy school. The learning environment, both inside and outside, is stimulating and well resourced. There is an appropriate balance between learning indoors and outdoors, and lots of opportunities are provided for children to make choices in activities and other aspects of their learning and development. This helps children develop good self-confidence and independence. Focused activities are planned well so that all children have access to direct teaching of basic skills such as reading, letter sounds or handwriting. Staff know the children well and take good account of their interests when planning work. The curriculum is good and structures children's learning and development well. Teaching is effective so that children make good progress in all areas of learning by the time they enter Year 1. Whilst routines are mostly secure this is not always the case and occasionally valuable learning time is wasted. Leadership of the EYFS is good and an effective start has been made on implementing the new EYFS curriculum.

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

- Use assessment information to plan more effectively to meet the needs of all pupils, so that gender differences in achievement and standards are minimised.
- Extend pupils' involvement in assessing their own learning, and improve the marking of their work so that all pupils are clear about what it is they need to do to improve their learning.

## **Achievement and standards**

### **Grade: 2**

From a starting point that is typical for young children beginning school, pupils achieve well and by the end of Years 2 and 6, attainment is above average. These outcomes refer to one year only, because being a newly formed school, no previous assessment data is available. Inspection evidence indicates that a similar picture is expected at the end of the current academic year. Standards in English in Year 6 are currently above those nationally expected for 11 year-olds. However, current standards in mathematics in Years 5 and 6, generally in line with those nationally expected for their age, mean that these pupils will have to make accelerated progress before the end of Year 6 to achieve above average attainment. Other than the identified differences in the attainment of boys and girls, all other groups of pupils achieve equally well. Those who have learning difficulties and/or disabilities achieve well against their own individual targets, and pupils with English as an additional language soon learn enough English to make similar progress as others. Great care is taken to ensure that pupils who join the school at times other than usual, including from different education systems in other countries, soon settle and achieve well.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They clearly understand the difference between right and wrong, although some pupils do not yet manage their own behaviour effectively. They have regular opportunities to discuss world issues, such as war in the wider world and implications of a range of religious faiths. The behaviour of the majority of pupils is good in lessons, during break times and at lunchtimes. Pupils are increasingly taking responsibility for their own actions because teachers have clear routines and high expectations. They are extremely polite, and most work well together and pay good attention to their teachers and each other. This is because their teachers always listen to them and value their views highly. Pupils' contribution to the community is good, both in school and through the school council.

They support the wider community through raising money for a range of charities and by participating in events out of school, such as those at the local senior citizens residence. Older pupils relish opportunities to take on additional responsibilities around the school, such as their role as learning buddies for younger children. They are extremely proud to be house captains and take their jobs very seriously. The development of academic and other skills to support pupils' future economic well-being is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good at all stages. Lesson planning is good. All teachers use a standard format, but its real strength lies in the strong focus on learning. A wide range of learning styles is planned, which match pupils' needs and preferences and are consistent with the school's aims to establish a learning community. These are at their most effective when pupils are actively engaged in learning and given the choices about how to best present what they have found out. There is a generally consistent approach to managing pupils' behaviour, which is good overall. However, this sometimes slows the pace of learning in some lessons, when classroom organisation and management is not effective enough in getting pupils ready to learn quickly. There is some good practice emerging where teachers encourage pupils to assess their own and other's work, and make a point of discussing what is good and how they can improve aspects they feel are not as good as they would like.

### **Curriculum and other activities**

#### **Grade: 2**

Creativity and problem-solving are increasingly key features of the pupils' experiences through projects such as 'Mantle of the Expert', where pupils take on the role of specialists in a particular field of learning. The introduction of thinking skills makes learning more interesting, and helps tackle gender differences in achievement and raise standards in mathematics to match those in English. One innovation this year is the extension of EYFS principles into Year 1 to smooth transition from Reception. Several of these initiatives are in their early stages and although they show signs of success have not been in place for sufficient time to impact fully. The school adds much variety and interest to the pupils' experiences both within and beyond the school day. Pupils greatly enjoy events such as 'World, Wide and Wonderful', which considerably extend their understanding of other cultures and customs. The local area, educational and residential visits give much valued opportunities for pupils to learn beyond the boundaries of the classroom. Clubs and other activities, particularly sport and the creative arts, are a major part of school life. Links with a local secondary school have increased opportunities for sport and have helped to raise standards in physical education.

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

#### **Grade: 2**

The school provides well for both pupils' pastoral care and their academic guidance. Robust systems exist to ensure pupils are safe and well looked after. Consistent and effective procedures for identifying and meeting pupils' individual needs ensure that no individual or group is disadvantaged in any way. Induction procedures for new pupils are very effective and make sure they settle easily and quickly. This is particularly valuable for the many who enter and

leave the school mid-year and those who have experienced educational systems in other countries. Strong links are maintained with outside agencies to ensure the welfare of pupils. The monitoring of academic progress is effective. Pupils generally receive good feedback about their progress, particularly in English, mathematics and science. They receive clear guidance about how to improve their work through verbal feedback in lessons. Pupils show good awareness of their learning targets, levels and the next steps in their learning to improve, although they are not as yet involved enough in assessing their own work.

## **Leadership and management**

### **Grade: 2**

The headteacher has made an excellent start in setting a clear agenda for school improvement. She has made sure that the whole school community has come together and the school is developing well as the centre of the local community and an important part of the wider community. There are clear aims to develop this school as an establishment that focuses on all its members being effective learners. A new senior leadership team was established before amalgamation, with each member heading a team of teachers. Each team is initially responsible for developing important aspects of the school's provision; inclusion, communication and creativity, problem solving and enquiry, and pastoral matters. These structures support the school's self-evaluation well, with all members of the community reflecting critically on the impact of their work. The school is clear about where its strengths lie and the areas that need to be improved. Targets for school improvement are challenging and have had early impact on the school's overall effectiveness. Governors play an increasing role in this process. They have sensibly stood back from the monitoring and evaluation process, enabling the headteacher, deputy headteacher and senior leadership team to get to know their school well. Governors have a good relationship with the school, which ensures that they are informed, and are challenging, whilst being supportive. They plan to develop their monitoring and evaluation role further. Bearing in mind the quick start in setting up this primary school and the progress already made, the school has a good capacity to improve further.

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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	NA
How well does the school work in partnership with others to promote learners' well being?	2
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?	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>	2
The extent of learners' spiritual, moral, social and cultural development	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
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 Village Primary School, Huntingdon, PE28 4RF

Thank you all for making us welcome when we visited your school recently. The other inspectors and I would like to thank you all for helping us find out all about your school, especially those of you who gave up some of your time to talk to us. We enjoyed meeting you and your teachers, visiting lessons to watch you work, and speaking to you to find out what you think about the school and how you contribute to making it a very enjoyable place to be.

Since the infant and junior schools joined in 2007, there has been good progress in making sure that Brampton Village Primary has developed its own, unique character. As visitors, we would never have guessed that there were two separate schools just over a year ago. You have helped a lot by making sure that pupils of all ages get on well together. Children in Pre-school and Reception get a good start to school life and this continues through Key Stages 1 and 2. Mrs Watkins is very pleased with the way in which you have all settled in. She is an excellent headteacher and has worked well with the rest of the staff to make sure you go to a good school. She and all the other adults have high ambitions for the school's future. The quality of teaching and the learning opportunities are good. You all make good progress in your lessons and reach above average standards in your work. You have good attitudes to your school. Your behaviour is good and it is clear that you all enjoy being at school a lot.

I am asking the staff and governors to:

- make sure that teachers use the information they have about your progress more effectively so that there are no differences in the standards achieved by boys and girls in the future
- provide you with more opportunities to talk about what is good about your work and what you would like to do better so that you all are clear about what it is you need to do to improve.

I hope you will all help make the school to become even better by continuing to cooperate with your teachers.

I wish you all the best in the future.

Yours sincerely

David Speakman

Lead inspector