

Brampton Ellis CofE Infant School

Inspection report

Unique Reference Number	106936
Local Authority	Rotherham
Inspection number	336772
Inspection dates	9–10 December 2009
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Mrs Sylvia Dennis
Headteacher	Mrs Alison Benbow
Date of previous school inspection	0 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with the chair and vice-chair of governors, staff and groups of pupils. They looked at some of the school's policies and procedures, pupils' written work and data collected by the school on pupils' attainment and progress. They analysed 39 questionnaires from parents and carers, as well as questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in mathematics at Key Stage 1
- the contribution of middle leaders to monitoring and evaluation
- attendance.

Information about the school

Brampton Ellis CofE Infant is smaller than the average primary school. A very large majority of pupils are of White British heritage. The number of pupils from minority ethnic groups remains very small and none of them speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below the national average as is the proportion of pupils who are entitled to free school meals. The school holds the Healthy Schools accreditation and an Activemark award for promoting physical activity. It has also gained the Becta information and communication technology (ICT) Mark award. Early Years Foundation Stage provision includes Nursery and Reception classes, with a small number of Reception children being taught in a mixed-age class of Reception and Year 1 pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Brampton Ellis CofE Infant is an outstanding school and it has demonstrably gone from strength to strength since its last inspection, when it was judged to be good. This means that the school has sustained, indeed built upon, its previous strengths. Under the determined leadership of the headteacher, pupils' attainment at the end of Year 2 remains high, particularly in reading and writing. In its pursuit of excellence, the school has not ignored pupils' personal development, which has many outstanding features. Self-evaluation, more particularly the sophisticated analysis of data and its use in setting challenging targets, testifies to the school's good capacity for sustaining improvement. Consequently, most pupils make at least good progress. By keeping pupils' progress at the heart of its management of teachers' performance, the school is exceptionally well placed to assure consistently good progress for pupils in the future. Pupils are keen to learn and take pride in their work.

Teaching is sufficiently strong to help pupils achieve outstanding outcomes from starting points that are typical of their age on entry. Teachers plan well and in most lessons provide appropriate challenge to maintain pupils' engagement with their work. Effective questioning and detailed feedback through marking and oral comments are regular features of teaching, but not in all lessons. The curriculum is outstanding and offers exciting opportunities and experiences which bring depth and enjoyment to pupils' learning. Parents and carers value and appreciate what the school offers to their children, as one of them summed up for many, 'I feel my child is being given the best start in his education.'

Outstanding care, guidance and support ensure that most pupils continue to make at least good progress as they move through the school. Behaviour is good in and around the school and it contributes to the smooth relationships that generate a pleasant environment for learning. Pupils have an excellent understanding of the need to eat balanced food to stay healthy and to take regular exercise. Pupils are very keen to help others in the local and wider community. Links with parents and carers are outstanding and are used fully to exchange mutually beneficial information. Similarly, partnerships with others in the locality are excellent and are exploited to enrich pupils' learning and sustain high standards in the basic skills.

What does the school need to do to improve further?

- Raise the quality of teaching, so that it is consistently the best it can be, by:
 - ensuring that in all lessons pupils are challenged to excel in their learning

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- asking pupils open questions that require them to think hard before answering
- giving oral and written feedback that informs pupils clearly what they have done well and what they need to do next
- commenting more explicitly on the impact of teaching on pupils' learning when checking the quality of teaching in lessons, and through scrutiny of pupils' written work and discussions with them.

Outcomes for individuals and groups of pupils**1**

In lessons, pupils are interested in their work and most of them, including those with additional needs, make at least good progress. Some pupils make excellent progress, particularly in reading and writing. The written and the displayed work shows that most pupils strive to do their best. Good progress and attainment that exceeds the levels expected for children when they leave Reception prepare most of them well to make a firm start in Year 1. Attainment at the end of Year 2 has been high over the last few years, particularly in reading and writing. Pupils' performance in mathematics has been relatively less strong, although it has remained broadly above average. The recent actions taken by the school to bring attainment in mathematics in line with that of reading and writing are beginning to pay off. Current tracking data, and work seen in lessons and in pupils' books, strongly indicate that the 2010 cohort is on target to maintain the pattern of high attainment in reading and writing and is not far off equally high standards in mathematics. Pupils are becoming increasingly confident in the use of computers to apply their basic skills.

Pupils say they feel very safe at school. Behaviour is good and it encourages pupils to cooperate with each other. Pupils take pride in their school and willingly undertake a range of responsibilities in their classrooms and on behalf of the school. They are also very keen to participate in events that take place in the community, such as the creation of mosaics and the designing of fencing for a local play area. Their commitment to raising funds for local, national and international appeals demonstrates their true concern for others in the wider community.

Attendance is now above average. The persistent absence has been eradicated and the percentage of those missing occasional sessions has been steadily reduced. High attainment in the basic skills, growing confidence in the use of ICT and the ability to get on with each other are preparing pupils very well for the next stage in their education. Pupils display a strong sense of right and wrong and their skills in reflecting on their actions and experiences are very well supported by the school's ethos. Pupils are aware of the cultural diversity around them and their understanding of cultures other than their own is growing. The school recognises that there is still more work to be done and has plans in place to extend pupils' cultural horizons.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' planning is thorough. Teachers question pupils well and often target different questions at different ability groups. Similarly, work is set to challenge individuals and groups of pupils at their levels of capability. In most lessons the pace and challenge presented by the work ensure that pupils are engaged and involved. However, occasionally, pupils spend too long listening. When this happens, they become passive recipients rather than active participants in their work and the pace of learning slows. Where marking and oral feedback are strong, pupils are shown clearly what they need to do to improve. Assessment arrangements ensure that pupils' progress is robustly tracked and suitably informs teachers' planning to meet the needs of all pupils. Teachers use resources well, including additional adults available to support specific groups of pupils in classrooms.

The curriculum offers an excellent range of exciting opportunities for pupils' learning and contributes to their outstanding outcomes. It caters for the whole spectrum of individual needs ranging from those with special educational needs and/or disabilities to those with special talents. Visitors to the school; artists in residence; off-site educational visits to places of interest, such as theatres and galleries and a range of extra-curricular activities all provide pupils with outstanding opportunities to enjoy, learn and practise their basic skills.

Staff know pupils very well and, as a result, provide outstanding care, guidance and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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support. The targeted support ensures that pupils who receive it are better able to cope and their progress accelerates. Those with special gifts and talents and those who need further academic support are supported exceptionally well. Outside agencies are used effectively to offer extra help when it is needed. Transition from Reception through to Year 1 is seamless. Similarly, transfer of Year 2 pupils to the junior school is very well managed. As a result, they have a confident start at their new school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders hold high expectations, which have been successfully communicated to all who work in the school. The setting of challenging academic targets and targets for improving attendance fittingly reflects their ambition. The school's self-evaluation is accurate and is robustly supported by its sophisticated data collection and analysis. These arrangements have been responsible for enabling the school to sustain its high attainment as they have enabled it to keep track of the progress made by all pupils. All the other aspects of monitoring, making observation of lessons and scrutiny of pupils' written work are strong enough to ensure that the quality of teaching remains good overall. Even so, analysis of the impact of teaching on learning is not always as explicit as it needs to be to maintain consistency across the school. Middle leaders play a productive role in maintaining an overview of their areas of responsibility, but more importantly, in encouraging their colleagues to try ideas to add further challenge to pupils' learning. The governing body is very supportive of the school and knows it well. Many practical links have been established with the school, but they are yet to be fully exploited in order to assist the governing body in its fuller evaluation of the school's performance. The school meets the requirements for safeguarding children and has good systems for ensuring the health and safety of pupils and staff.

The school enjoys excellent relationships with parents and carers, who are kept regularly informed about their children's achievements. The school buzzes with palpable excitement when parents and carers bring their children in the morning and stay in the classrooms to work with them. Partnerships with other schools in the area and local services are outstanding and used effectively to improve the school's provision. Participation in local projects, such as those relating to raising attainment in writing and mathematics and partnerships with staff in other schools have all demonstrably assisted the school in deepening pupils' learning. As a result of the school's fervent commitment

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to equal opportunities for all, it has successfully ensured that no significant differences exist in the performance of different groups of pupils. Its inclusive ethos promotes a cohesive school community, which is at ease with itself and confidently reaches out to the local community as well as the wider community. Even so, the school recognises that it needs to reach out further afield with the same vigour, particularly to areas which are dissimilar to its own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter Nursery with skills broadly at the levels expected for their age. Most of them, including those with additional needs, make good progress across all areas of learning. Consequently, by the time they enter Year 1 most children's attainment is above average. Children relate well to each other and adults. Most of them are motivated and responsibly work and play on their own and with others. They are keen to talk about their work, although, occasionally, adults intervene too soon and restrict opportunities for children to practise their skills. Children behave well and care about their own and others' safety. The quality of teaching is good. Planning provides a thoughtful balance between activities which are led by adults and those mainly initiated by the children themselves. Children's progress is closely monitored through frequent observations and regular assessment.

The leadership and management of the Early Years Foundation Stage are good. The leader has been highly successful in creating a team spirit and giving a clear direction. As a result, the provision across Nursery and Reception is now equally good and the relevant issues raised in the last inspection have been effectively dealt with. Staff

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continue to work hard to overcome the inherent limitations presented by the layout of the accommodation. Adults know children very well and know what to do next to improve their learning. Links with parents and carers are immensely valued and used well to exchange mutually useful information. As a result, they have full confidence in the work of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are hugely satisfied with the work of the school. They feel that their children enjoy being at school, receive a good range of experiences and are helped to have a healthy lifestyle. They express a high level of trust in the leadership and management of the school. There were isolated concerns across six out of the 13 questions asked of parents and carers, which did not add up to a pattern of dissatisfaction with the school and were heavily counterbalanced by the very positive responses from the vast majority. Parents' and carers' positive views reflect the findings of this inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brampton Ellis CofE Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	67	12	31	0	0	0	0
The school keeps my child safe	19	49	19	49	1	3	0	0
The school informs me about my child's progress	20	51	16	41	1	3	1	3
My child is making enough progress at this school	23	59	14	36	1	3	0	0
The teaching is good at this school	19	49	18	46	1	3	0	0
The school helps me to support my child's learning	20	51	16	41	2	5	0	0
The school helps my child to have a healthy lifestyle	22	56	16	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	44	17	44	0	0	0	0
The school meets my child's particular needs	22	56	15	38	1	3	0	0
The school deals effectively with unacceptable behaviour	17	44	19	49	2	5	0	0
The school takes account of my suggestions and concerns	18	46	20	51	0	0	0	0
The school is led and managed effectively	20	51	17	44	0	0	0	0
Overall, I am happy with my child's experience at this school	24	62	13	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 December 2009

Dear Pupils

Inspection of Brampton Ellis CofE Infant School, Rotherham, S63 6AN

Thank you very much for the warm welcome and all the help you gave the inspection team during the two days we were in your school. We enjoyed talking to you and seeing you at work and at play. You will be pleased to know that the team was very impressed with the work you were doing and in our judgement you attend an outstanding school.

These are some of the things that impressed us most about your school.

- Standards have remained high for a number of years and most of you make good progress because the teaching in your school is good.
- You say you feel very safe and enjoy being at school.
- Your behaviour in and around the school is good and you relate well to each other and to adults in the school.
- You know how important it is to eat healthily and regularly take part in physical activities.
- You care very much about others in the community and willingly do things to help.
- The senior leaders, your teachers and other adults in the school take excellent care of you.
- Your parents and carers think very highly of the school.

To improve your outstanding school further, I have asked the people in charge and your teachers to work together on one thing only, which is:

- to make sure that all lessons across the school are the best that they can be so that all of you feel challenged and excel in your work.

On behalf of the team, I wish you and your friends well. Please continue to work as hard as you do now.

Yours sincerely

Krishan Sharma

Lead inspector

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