

# Bramingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	109594
<b>Local Authority</b>	Luton
<b>Inspection number</b>	337330
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Clive Lewis

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

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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 of pupils on the school roll</b>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Mardle
<b>Headteacher</b>	Mrs Sharon Flowers
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	Freeman Avenue Luton Bedfordshire
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 132 parents, 54 pupils and 37 members of staff.

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

- the effectiveness of the provision for pupils with special educational needs and/or disabilities
- the standards of behaviour across the school and how well the school's strategies were working to ensure good behaviour.

## Information about the school

The school is larger than average. It is situated on the northern side of Luton but takes most of its pupils from across the town. A smaller proportion of pupils than average are entitled to free school meals. The school has an above average number of pupils from minority ethnic backgrounds although only a small number of the pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or abilities is above average. In total, there are 22 pupils with a statement of special needs, entitling them to extra support. Mobility is high because the school has special provision for 12 pupils with physical and medical difficulties and a higher than usual number of pupils with significant learning or behavioural needs joining the school during Key Stage 2. The school has achieved Activemark, Artsmark and the Healthy Schools award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bramingham is a good school. It has a number of outstanding features. The headteacher, strongly supported by the senior leadership team, provides a clear sense of direction, which is linked well to school improvement. Parents are extremely supportive of the school. One parent, typical of many, commented, 'I'm very happy with the school and the education they have been providing for my son. Extra activities and care have been put in place and I have seen him blossom.'

Children get off to a good start in the Early Years Foundation Stage and make good progress. Attainment on entry to the school is below that typically found, particularly in communication and language skills and number skills. Planning, provision and resourcing for both the indoor and outdoor curriculum is good and as a result, children have a good range of opportunities to develop their independent learning skills. Throughout Key Stages 1 and 2 all groups of pupils, including those with special educational needs and/or disabilities, make good progress in their time in school. Overall attainment in the latest national tests at Year 2 was in line with the national average although the proportion of pupils achieving the higher levels in mathematics was low. Attainment by Year 6 was in line with the national average in English and science but the proportion of pupils achieving the standards expected of their ages in mathematics was below average. This is because pupils have difficulty with word problems and are not always aware of how to improve their work because marking does not consistently provide them with this guidance.

Pupils' personal development is good overall. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their good levels of attendance. Pupils, who are from a wide range of different ethnic groups, get on exceptionally well with one another. They have a good understanding of how to keep safe and an excellent understanding of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in most pupils' good behaviour. This in turn has a positive effect on the good progress pupils make in lessons. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pastoral care and systems for the safeguarding of pupils are outstanding and there is a comprehensive awareness of safeguarding issues among the governors and staff at all levels. The school places the promotion of equality of opportunity at the heart of its work and its aspirations are understood and acted upon consistently at all levels. Pupils are tracked carefully and data analysed rigorously to ensure any pupil falling behind is identified quickly and support is provided. The school is highly committed to

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working in partnership and takes a leading role in a range of activities. Staff have a good understanding of how well the school is doing and what needs to be done next. The school has improved well since the last inspection and has a good capacity to maintain and sustain improvement.

**What does the school need to do to improve further?**

- Improve attainment in mathematics at both key stages by:
  - devising strategies for improving and strengthening pupils' mathematical vocabulary in order that their ability to solve word problems improves
  - improve the consistency of marking of mathematics work so that pupils have a better idea of what they need to do to improve their work.

**Outcomes for individuals and groups of pupils****2**

The high mobility of pupils, including the entrance of pupils with physical and/or medical needs and a small but significant number of pupils with emotional and behavioural difficulties, has an increasing impact on the school in Years 3 to 6. Almost half of the Year 6 cohort in 2009 had joined the school after Reception, most during Key Stage 2. The school's internal data on pupils demonstrates that all groups of pupils, including those who join at different times in their schooling, make good progress. The quality of teaching in lessons and standards of work in pupils' books seen during the inspection confirm this good progress. Pupils with special educational needs and/or disabilities make good progress, and often very good progress, in relation to their needs because of the very effective support provided by class teachers, teaching assistants and outside agencies.

Pupils say they enjoy coming to school and this is reflected in the above average level of attendance. Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. As one pupil said, 'You always feel safe and looked after in this school.' Most pupils behave very considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Their good behaviour makes a strong contribution to the good progress they make in most lessons. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils greatly value and respect each other in an exciting, reflective and sensitive environment. Pupils' average standards and their good social skills prepare them well for the future.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching and learning are good overall, and there are some examples of outstanding teaching. Strategies for managing the behaviour of pupils are very effective across the school so that most lessons are calm and purposeful and pupils work hard. Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Good use is made of resources, including new technology, to motivate pupils and enhance their learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach higher standards. Pupils are actively engaged in reflecting on the progress they have made in lessons and considering what it is they still need to do. The marking of pupils' English work is outstanding, with pointers for improvement to help pupils take the next step in their learning. The marking of mathematics work, however, is not so well-developed and is inconsistent across the school.

The school provides a good curriculum which meets pupils' different needs and interests successfully. Carefully adapted activities ensure all groups of pupils experience success and staff are beginning to link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors and a wealth of

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extra-curricular activities which are much enjoyed by pupils. Collaboration with other schools further enriches the curriculum. Links with extended services support the development of the wider curriculum very well. The quality of care, guidance and support for all pupils is exceptional. Every pupil is valued and cared for as an individual. The support for those who need additional pastoral care, or help with their work, is outstanding and support for those pupils with medical and/or physical disabilities is a strength of the school. It gives them confidence to learn and enables them to make the same good progress as others.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, with the able support of the senior leadership team, provides strong leadership, firmly focused on securing improvement. Staff share the headteacher's ambition and commitment to improving provision even further. The governors have a good overview of the school's work and future priorities, and fulfil their roles effectively. The school has a positive relationship with most parents and carers and regularly asks for their views and acts on the responses. This effective liaison with parents and carers and the school's excellent links with external partners contribute well to improvements in pupils' achievement and personal development and well-being. Equality of opportunity is promoted exceptionally well and where there have been minor variations in achievement, the school has been active in modifying the curriculum to narrow the gap. The school has outstanding safeguarding procedures which surpass recommended good practice across all areas of its work. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a good contribution to community cohesion. It has good links with local schools and organisations in the broader community and good links with schools in Ghana and France. Effective plans are helping to promote engagement with a range of community groups beyond the school and its immediate surroundings to enable pupils to gain an even better understanding of cultural and religious diversity in their country.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Provision for the youngest children is good. Children enter the Reception class with communication and language and mathematical skills that are below those typical for their age. They clearly enjoy school and have settled into the routines well and play happily together and individually. Children arrive cheerfully each morning, are greeted warmly and quickly settle in the calm, purposeful atmosphere. They undertake a good variety of whole-class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things. Relationships between staff and children are very good and staff skilfully encourage children to develop self-confidence and speaking and listening skills. There are very good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are highly effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. Provision for the outdoor curriculum is good. The Early Years Foundation Stage classrooms have free access to a large, secure outdoor area with a covered area allowing a range of free-choice and adult-led activities, whatever the weather. This allows children to explore things with purpose and challenge and encourages the development of their independent learning skills. Leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements and use national guidance for the Early Years Foundation Stage to support children's learning. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. Teachers and support staff carefully observe and record children's achievements on a day-to-day basis and use this information effectively to plan the next steps in learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 great majority of parents and carers who responded to the questionnaire have very positive views and are entirely satisfied with the school. A small minority felt that their children werenot making enough progress and that the school does not do enough to help them support their children's learning. A larger proportion of parents and carers, however, expressed some concerns about the challenging behaviour of a few children with significant behavioural and emotional difficulties and the way the school deals with their behaviour. The inspection team investigated these issues carefully and found that the school's systems for dealing with unacceptable behaviour are extremely effective and the 'proof of the pudding' is that the school's provision has had a very positive effect for a number of pupils who joined the school with a history of behavioural problems. No inappropriate behaviour was observed during the inspection in classrooms or around the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramingham Primary 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 407 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	58	54	41	2	2	0	0
The school keeps my child safe	68	52	59	45	2	2	3	2
The school informs me about my child's progress	46	35	79	60	6	5	1	1
My child is making enough progress at this school	55	42	62	47	9	7	3	2
The teaching is good at this school	60	45	59	45	5	4	1	1
The school helps me to support my child's learning	58	44	58	44	11	8	0	0
The school helps my child to have a healthy lifestyle	46	35	76	58	7	5	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)	52	39	56	42	3	2	1	1
The school meets my child's particular needs	54	41	61	46	7	5	1	1
The school deals effectively with unacceptable behaviour	41	31	62	47	14	11	5	4
The school takes account of my suggestions and concerns	37	28	75	57	7	5	1	1
The school is led and managed effectively	44	33	78	59	2	2	4	3
Overall, I am happy with my child's experience at this school	59	45	65	49	3	2	2	2

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 December 2009

Dear Pupils

Inspection of Bramingham Community Primary, Luton LU43 4BL

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You attend a good school that is a very happy and friendly place. It is like that because your headteacher and staff are leading the school well. They care for you very well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good. You work hard and try to succeed in all that you do. Well done!

We have asked your school to do two things that we feel will help you to make better progress in mathematics:

- help you to work out mathematics word problems more easily, quickly and accurately by making sure you understand all the mathematics vocabulary
- improve marking of your mathematics work so that you have a better idea of how well you are doing and what you need to do to improve.

I wish you well in your future education.

Yours Sincerely

Clive Lewis

Lead inspector

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