

Brampton Primary School

Inspection report

Unique Reference Number	112405
Local Authority	Cumbria
Inspection number	337923
Inspection dates	8–9 December 2009
Reporting inspector	David Byrne

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Mr Martyn Watson
Headteacher	Mr Geof Walker
Date of previous school inspection	6 February 2007
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Introduction

This inspection was carried out by three additional inspectors, 16 lessons were observed and meetings held with governors, staff and pupils. The inspectors evaluated the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records of pupils' progress and attainment. The inspection team also analysed the 135 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- the extent to which the amalgamated school is developing a shared vision and ethos and securing a consistency in the quality of provision across the school
- the validity of the school's assertion that achievement and progress are good and whether the quality of planning promotes continuity and progression in subjects and in personal social, health and citizenship education (PSHCE)
- the quality of provision for more-able pupils across the school, including in the Early Years Foundation Stage
- the effectiveness and accuracy of procedures for school self-evaluation.

Information about the school

The primary school was created in September 2008 by closing the former infant school and expanding the junior school to accommodate the Early Years Foundation Stage and Key Stage 1. At the time of the inspection, the infant school building was still in use but is soon to be closed. Major building work is currently underway to accommodate all pupils on one site by October 2010. The headteacher of the former junior school is charged with managing the primary school. Over the last two years, there have been a number of staff changes, including senior management level.

The percentage of pupils eligible for free school meals is below average. The proportion identified with special educational needs and/or disabilities, including those with a statement of special educational need are close to the national average. The vast majority of pupils are of White British backgrounds with very few having English as an additional language. Early Years Foundation Stage provision consists of a Nursery and Reception classes.

The school has gained Fairtrade status, and been awarded with an Activemark and Eco School status (silver).

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?

3

The school's capacity for sustained improvement

3

Main findings

Brampton Primary School is a highly valued member of its local community. It is held in high regard by the vast majority of parents. Inspection findings are that the school provides a satisfactory quality of education overall with some important strengths. These relate to the positive attitudes and good social and personal skills developed by the large majority of pupils. A key contributor to their good personal skills is the range of opportunities available for pupils in Key Stage 2 to participate in some outstanding curriculum initiatives. The most prestigious of these is the almost unique opportunity for junior pupils to participate in, and learn from, the annual performance of one of four Shakespeare plays. The areas that are not as strong relate to the academic learning and progress of pupils as they move through the school. Attainment is broadly average by the end of Year 6 and progress is satisfactory. The school recognises this and has introduced initiatives to raise attainment in reading, writing and mathematics, but they are too recent to have a full impact.

Changes to the teaching force have altered the profile of teaching in recent years. Teaching and learning is satisfactory overall with strengths in Key Stage 2. Whilst individual teachers have natural talent, there are many inconsistencies in the way in which they operate, which holds back pupils' learning. The use of assessment information to inform planning, the involvement of pupils in their own assessment and the level of challenge for the more-able are all features that vary in quality from class to class. As a result, there are times when pupils' needs are not fully met, thereby reducing their enjoyment and achievement. The quality of care and support for pupils with emotional difficulties is first rate. Pupils with special educational needs and/or disabilities receive very good support as a result of very effective management and the skills of a well-trained and dedicated support team. As a consequence, these pupils make good progress towards their individual targets.

Inspirational and very caring leadership by the headteacher, coupled with good governance, has minimised disruptions during the school's expansion. The recently restructured management team, however, has not fully adjusted to meet the needs of the enlarged school. Systems for school development planning, the monitoring of teaching and learning and the management of the core subjects of English, mathematics and science, are not yet effective enough to deliver higher attainment and better progress. School self-evaluation, although heavily dependent on the headteacher, is generally accurate. Staff are increasingly getting involved in the process of evaluation as the changes to staff and management settle down. There is a satisfactory capacity to improve.

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What does the school need to do to improve further?

- Raise achievement and improve progress from satisfactory to good by:
 - improving the use of assessment information so that the needs of all pupils are met and pupils are given precise guidance about how to improve their work
 - raising the expectations of teachers, especially for the more-able pupils.
- Improve the impact of leadership and management by:
 - building the skills of middle managers in monitoring and evaluating teaching and learning
 - improving school development planning so that it has a sharper focus on raising attainment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Achievement and enjoyment is satisfactory. Pupils generally like school, but their enjoyment of lessons varies according to whether they are challenged enough. Pupils talk of some work being too easy and inspectors found this is the case in some lessons. Spiritual, moral, social and cultural education is good. Positive attitudes are developed and most pupils make good friends. Many are confident to make the most of what is on offer and talk with good knowledge about the choices required to stay fit and healthy. Behaviour is generally good, although a small minority of pupils in their questionnaires and discussions talked of occasions when they were teased and hassled by a group of boys. Pupils however, say they feel very safe, have a good knowledge of how to keep themselves safe and they are secure in the support staff give if they have any need for help. Their knowledge and understanding of people living in different circumstances than their own is relatively well developed. The pupils' voice is valued through the school council and influences some decisions made within the school. Outstanding links with the local community gives pupils a very good understanding of the diversity of people in their own community, for example, of the perspective of senior citizens. The pupils' involvement in school with the Fairtrade movement and the great efforts taken to raise charitable funds gives pupils a great empathy with the lives of others further afield. Academic progress is satisfactory. From average attainment at the start of Year 1, pupils progress steadily to reach average standards at Year 6. Progress is better in Key Stage 2 than Key Stage 1, but across the school some pupils do not do as well as they could. Whilst those with special educational needs and/or disabilities make good progress, that of the more-able varies and is only satisfactory, although it is good where teaching is better. The school is accurate in identifying the need to lift attainment in writing and mathematics and inspection findings indicate that pupils do not do as well in aspects of investigational mathematics and science. The strong thread of drama throughout Key

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Stage 2 in particular, gives pupils a good awareness of the theatre and the skills of performance. Pupils really enjoy practical subjects and produce some good quality art and history.

These are the grades for pupils' outcomes

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

How effective is the provision?

All staff are dedicated to giving the best to their pupils and are very caring. However, some important skills are not fully developed. Where teaching is at its best, teachers inspire pupils with boundless enthusiasm and provide tasks which are closely matched to pupils' abilities. This is not always the case and at times expectations are not high enough. Good assessment and record keeping systems collate much useful information about pupils' progress, but its use to improve planning so that pupils in all classes are suitably challenged, is currently inconsistent. It is better in Years 3 to 6. Teachers manage behaviour well as a result of good relationships with pupils. Very effective teamwork between teachers and teaching assistants ensures that pupils with special educational needs and/or disabilities are totally included in school life.

The good curriculum has some outstanding elements. For example, the involvement,

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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Key Stage 2 pupils, in particular, have in a range of high quality drama productions. Planning for the development of pupils' basic skills is improving and good initiatives have been implemented to improve writing, reading and mathematics. Some good developments are starting to move learning across traditional subject boundaries, for example, Year 6 have used their literacy skills to produce good quality writing as part of their history study of Henry the Eighth. Pupils in Key Stage 2 benefit from a good range of extra-curricular activities encompassing learning out of the classroom, through a range of educational visits, for example, to Hawse End. However, as a few parents noted, the provision in Key Stage 1 for extra-curricular activities is less generous.

The school is totally dedicated to working alongside a host of external agencies to raise the quality of the lives of many families and pupils. The key personnel are the headteacher, whose dedication is outstanding, together with the special educational needs coordinators. Strong child protection procedures identify any pupils with needs and swift action is taken. By instigating support from wide range of health and social service and educational agencies, all available support is harnessed for the families' benefit. Transition arrangements from Key Stage 1 to 2 are improving and good relationships with secondary schools ease pupils' move on to secondary education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has held the school together during the demands of amalgamating the school. Some key staff have moved on and the school has only partially adjusted its management systems to meet the needs of the new and expanded management team. They are relatively new and inexperienced but have the capacity to be effective. Systems for monitoring and evaluating the school work and using action planning to focus on raising standards are not yet embedded. The governing body incorporates representatives from both the infant and junior schools and some new members. It is well led and governors have a very clear understanding of the need to raise academic achievement and strengthen the management to support the headteacher. It is very active in ensuring that all health and safety and safeguarding procedures are fully met and during the inspection procedures met requirements. The school's contribution to the promotion of community cohesion within its locality and the school is excellent. It is a major player in the life and work of Brampton, working alongside local businesses, commerce and local schools and organisations. It works closely with parents and is

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always welcoming. Curriculum initiatives make a valuable contribution to enabling the school to contribute well to global cohesion. Although the school is totally committed to equal opportunities and does this exceptionally well for vulnerable pupils, it is not as rigorous in doing the best it could for the more-able. Given the outcomes of the school, it gives satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

The Early Years Foundation Stage is in the process of transition led by a relatively new leader. The leader has worked hard to ensure that provision meets the recommendations of the Early Years Foundation Stage curriculum. The school gives children a secure and satisfactory start to their school life. Children arrive with skills that are typical for their age. They make steady progress so that by the time they leave Reception, the large majority have reached average attainment. The accommodation and some of the resources are rather tired and the school is aware of the need for upgrading. It has plans for this to occur when the new purpose-built unit is handed over. Staff do a good job in using what is available and provide an adequate range of resources and activities to generate 'fun learning'. At times, the options for children to make their own choices are reduced because of too much guidance from adults and also the limited resources for outdoor learning. Children are assessed regularly and outcomes are recorded, but the information is not always used to plan activities to match children's needs. At times, the tracking of children involved in free-choice activities is not precise enough to avoid the risk that some children may miss out on some important

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areas of their learning. There is a good attention to promoting early reading and writing skills and the scheme to promote children's understanding of sounds and letters is used satisfactorily. Links with home are getting stronger with good procedures for informing parents of their children's progress and good systems for settling children into school. Children's welfare and safety has a high profile and they are safe at all times. The systems for monitoring the quality of teaching and learning and the impact of strategies for promoting learning are only partially in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The comment of one parent typifies that of the large majority, 'This is a happy friendly school offering many real-life experiences with friendly, approachable staff who always make time for you'. The vast majority of parents are full of praise for the school. The inspectors agree with the parents' views regarding the quality of provision for developing pupils' personal skills, but judge that academic attainment and progress is only satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brampton Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	50	60	44	5	4	0	0
The school keeps my child safe	86	64	45	33	0	0	0	0
The school informs me about my child's progress	65	48	68	50	1	1	0	0
My child is making enough progress at this school	70	52	63	47	2	1	0	0
The teaching is good at this school	81	60	52	39	2	1	0	0
The school helps me to support my child's learning	54	40	80	59	1	1	0	0
The school helps my child to have a healthy lifestyle	65	48	67	50	3	2	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)	63	47	71	53	1	1	0	0
The school meets my child's particular needs	55	41	77	57	3	2	0	0
The school deals effectively with unacceptable behaviour	63	47	70	52	2	1	0	0
The school takes account of my suggestions and concerns	53	39	77	57	5	4	0	0
The school is led and managed effectively	86	64	48	36	1	1	0	0
Overall, I am happy with my child's experience at this school	80	59	53	39	2	1	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.



10 December 2009

Dear Pupils,

Inspection of Brampton Primary School, Brampton, CA8 1BZ

Thank you for sharing your ideas and thoughts with the inspection team. This letter is to give you some feedback about our findings. You go to a satisfactory school. You benefit from very caring adults who are dedicated to supporting each of you. Whilst you make satisfactory progress in English, mathematics and science, inspectors feel that you could do better. We have asked the school to work with staff to develop their use of the assessment information they have about what you can do to plan lessons that challenge all of you and involve you more in evaluating what you do. Those of you who struggle with aspects of your work are given very good support, but those of you that find work easy, are not always given work which is hard enough. Raising your teachers' expectations of what you can do is an important area that we have recommended for improvement.

Some of the opportunities given to you to perform in plays and participate in producing them are quite amazing; in our experience they are unique! The Shakespeare productions are so exciting. How we wish we had that when we were at primary school. You also benefit from some other interesting activities such as visiting Hawse End. Your curriculum helps you all to develop good attitudes and secure a good understanding of how to live safe and healthy lives. The way you do your utmost to help others in less fortunate places at home and abroad is impressive. You stated that you feel safe in school with a few concerns about behaviour. We feel that behaviour is good and if and when any rare incidents occur that you do not like, staff deal with them very well.

Your headteacher has been so effective in keeping your school on track through all the changes and building work. He is an inspiration! As you know, some teachers have recently left and others started in school. This has created some gaps in the staff team. We have asked the school to develop better ways of keeping an eye on the school's performance and to plan ways to raise your attainment.

The most important people in your school are you! Continue to be polite and helpful to your teachers and the school will become an even better place for all of you.

Yours sincerely

Mr David Byrne

Lead inspector

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