

The Bramptons Primary School

Inspection report

Unique Reference Number	121803
Local Authority	Northamptonshire
Inspection number	340014
Inspection dates	8–9 February 2010
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Mrs Barbara Mellish
Headteacher	Mr Martin Adamson
Date of previous school inspection	5 April 2007
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Introduction

This inspection was carried out by an additional inspector who spent the majority of his time observing learning. Six lessons were visited and three teachers were observed. Meetings were held with staff, governors, pupils and a representative from the local authority. The inspector observed the school's work, and scrutinised documents including data about pupils' achievement, information about the curriculum, school planning and policies and minutes of governing body meetings. The inspector looked at staff and pupil questionnaires and 23 questionnaires returned by parents.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the attainment and progress made by pupils in mathematics, particularly that of the girls
- how the curriculum provision ensures the pupils' awareness of other cultures
- the impact of teachers' use of assessment information on the pupils' progress
- the effectiveness of the leadership in raising the quality of teaching and learning.

Information about the school

The Bramptons is a much smaller than average primary school. It serves the local community but pupils also travel from further afield. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average. No pupils are identified as being eligible for free school meals. The proportion of pupils joining the school later than in the Reception Year, is higher than that seen nationally.

A new part-time teacher was appointed in September 2009 and there have been a number of changes to the governing body with a new chair and vice chair also appointed in September.

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

The Bramptons Primary School provides a satisfactory education for its pupils. However, as a result of better teaching than in the past, it is improving. There are strengths in pupils' personal development and the good quality of care, guidance and support provided. There is a happy and attractive learning environment where pupils behave well and attend regularly. The school rightly recognised that attainment at the end of Key Stage 2 had dipped over the past two years and that a small number of pupils were not achieving as well as they should. The headteacher has worked effectively with the local authority to improve tracking and assessment procedures and now has a clear picture of how all pupils are performing.

Children enter the Reception class with skills and abilities that are slightly below those expected for their age. The effective provision ensures they make good progress so that on entry to Year 1 they are well equipped to undertake work on the National Curriculum. As a result of increasingly effective monitoring of teaching, there have been improvements in learning and all pupils are making expected progress in both English and mathematics throughout Key Stages 1 and 2. There is no significant difference in the progress made by boys and girls. The pupils currently in Year 6 are on track to attain standards that are above those seen nationally. However, progress is uneven with accelerated progress being made in Years 5 and 6. Although good teaching was observed during the inspection, it is satisfactory overall because not all pupils are challenged sufficiently to make better progress. Learning objectives are not always sufficiently precise and linked closely enough for day to day assessment to identify what the pupils will be able to do by the end of the lesson. As a result of the early identification of their needs, and the effective programme of support that is put in place, pupils with special educational needs and/or disabilities make good progress.

The otherwise satisfactory curriculum is enriched by a range of visits, visitors and clubs. All pupils in Key Stage 2 benefit from playing a string instrument as part of a local authority initiative. The school has plans in place to develop national and international links to improve the pupils' understanding of other cultures and religions which is currently underdeveloped. There are too few opportunities for the pupils to take charge of their own learning and find things out for themselves. Pupils are well looked after and supported and this helps them to feel safe and secure.

As a result of the effective links with the local authority and the drive of the headteacher, the school has developed an accurate understanding of its performance and needs. Important areas for improvement are being addressed successfully, some in a relatively short period. Importantly, the school is beginning to lay down a firm foundation in order to sustain improvements in pupils' progress and the standards they

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reach. Together with the drive and enthusiasm of the governing body, the leadership and management demonstrate a clear capacity for further improvement. Subject leaders are becoming more skilled at identifying strengths and areas for development in the quality of teaching and learning.

What does the school need to do to improve further?

- Accelerate pupils' progress so that it is consistently good by:
 - ensuring learning objectives clearly and precisely identify what the pupils are expected to be able to do at the end of lessons
 - using day-to-day assessment information to more accurately pitch the work at the correct level
 - provide more opportunities for the pupils to find out things for themselves and for them to develop their independent learning skills.
- Plan carefully the opportunities for pupils to develop their understanding of other cultures, religions and backgrounds.
- 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

In both 2008 and 2009, attainment at the end of Year 6 was below average in both English and mathematics. Cohorts were small, there were high proportions of pupils with special educational needs and/or disabilities and evidence shows that pupils made satisfactory progress. Classroom observations during the inspection showed that pupils are making satisfactory progress overall although in Years 5 and 6 they are making consistently good progress. As a result attainment is above average. However, in other year groups there are small numbers of average and more able pupils who are still not achieving their potential. Good tracking procedures introduced by the headteacher and subject leaders provide a clear picture of the attainment of individuals. This shows clearly that differences in progress between boys and girls are individual or cohort differences.

Pupils enjoy all aspects of school and this is reflected in their above average attendance. Pupils behave sensibly which helps them all to feel safe and they look after one another well. Children in the Reception class quickly learn the school rules and this understanding stands them in good stead as they move through the school. Through school routines and curriculum activities, pupils show that they have a good understanding of healthy lifestyles. However, discussions show that they do not always put their knowledge into practice.

Pupils are keen to take responsibility for example through identifying how the library facilities might be improved. However, the opportunities for them to do so, both in school and the local community are limited. Through fundraising internationally and

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locally, pupils develop a good understanding of service to the community and to each other. Pupils' have a good understanding of right and wrong and how they should take care of others. However, their awareness of other cultures is only satisfactory. Pupils' good social and information and technology skills and sound basic academic skills prepare them satisfactorily for the next stage of their education.

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	3
The extent to which pupils contribute to the school and wider community	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are eager to learn because all teaching is at least satisfactory, ensuring they make sound progress. Where teaching is satisfactory rather than good it is because the teachers do not take sufficient notice of the regular assessments when planning work. Hence, learning objectives are not sufficiently well matched to the needs of specific pupils. Throughout the school, relationships between staff and pupils are good. Teachers' subject knowledge is strong. Teachers question pupils effectively to test their understanding and extend their learning and provide them with good opportunities for partner work. In a particularly effective Year 5/6 lesson detailed questioning by the teacher and the opportunity to share their thoughts with one another improved the

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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pupils' understanding of characters from Macbeth.

The curriculum is suitably broad and a rolling programme ensures all subjects are covered. The school has recently provided opportunities for some pupils to work in other classes for literacy and numeracy, providing them with greater challenge. There are good opportunities for the pupils to learn a musical instrument and the study of different artists enhances their cultural awareness.

All pupils are looked after and cared for well. The safety of pupils is a high priority and health and safety procedures are carried out regularly and systematically. At the time of the inspection all safeguarding procedures were fully in place. Pupils say they feel safe and know who to speak to if they have a problem. They are aware of bullying in the past but believe it is dealt with effectively when it occurs. There are good links with the feeder secondary school and this ensures that transition arrangements run smoothly. Pupils who experience emotional or learning difficulties are supported sensitively and effectively, enabling them to take a full part in all activities. This support is enhanced by the school's strong links with outside agencies.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, well supported by the local authority, has acted decisively and sensitively, enabling the school to move forward and address its weaknesses effectively. The leadership has carefully analysed the school's performance and correctly identified where improvements should be made. This has resulted in more systematic monitoring of the quality of teaching and improvements to the quality of planning. The headteacher is embedding ambition among the staff and they are improving their skills in evaluating and moderating pupils' learning through training by the local authority staff. As a result pupils have equality of opportunity and there is no discrimination. Safeguarding procedures are rigorous and implemented fully. Governance has improved significantly and governors have clear roles and responsibilities. They are beginning to hold the school to account and challenge it more effectively. Relationships between staff and parents are good. Parents are kept well informed about their children's progress, events and what aspects of the curriculum pupils are studying. The governing body has identified the need to fully implement and evaluate its plan to promote community cohesion to extend the pupils' awareness of cultures, ethnicity and religions.

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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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children thoroughly enjoy the opportunity to take part in the wide range of learning experiences. They settle quickly to their work and are keen to engage adults in conversation. Children's skills on entry are below those expected for their age. New organisational arrangements are now ensuring they make good progress so that skills on entry to Year 1 are above average. Staff rightly focus on developing the children's letter sounds, which is the weakest area of progress for them. Assessments are undertaken regularly and these build up into a useful portfolio of the children's attainment and achievements during their time in the Reception class. Staff provide a good level of support, providing direction or free choice where appropriate. Children enjoy the opportunity to practise writing skills, use the computers and listen to stories. They thoroughly enjoy opportunities for role play, for example working as 'builders', constructing houses following the story of 'The Three Pigs'. They are keen to point out health and safety notices and the importance of wearing a hard hat when working with bricks! The Early Years Foundation Stage coordinator is experienced and provides good leadership. Transition to Year 1 is smooth as children work with their older classmates in the mixed age class. The teaching assistant provides effective support and guidance for these young children.

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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

Half of the parents responded to the questionnaire and most feel that the school is providing well for their children. Some parents felt they would like more information about how they might help their children. The school provides some guidance but is actively seek way in which it can provide parents with further help. A very small number of parents expressed concerns regarding bullying. Discussions with pupils indicate that bullying is usually dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bramptons 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	73	6	27	0	0	0	0
The school keeps my child safe	16	70	6	26	0	0	1	4
The school informs me about my child's progress	10	43	12	52	1	4	0	0
My child is making enough progress at this school	14	61	8	35	1	4	0	0
The teaching is good at this school	18	78	4	17	1	4	0	0
The school helps me to support my child's learning	10	43	8	35	5	22	0	0
The school helps my child to have a healthy lifestyle	9	41	12	55	1	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)	8	36	11	50	3	14	0	0
The school meets my child's particular needs	12	52	8	35	3	13	0	0
The school deals effectively with unacceptable behaviour	5	23	14	64	1	5	2	9
The school takes account of my suggestions and concerns	7	33	12	57	1	5	1	5
The school is led and managed effectively	7	35	9	45	2	10	2	10
Overall, I am happy with my child's experience at this school	15	65	7	30	0	0	1	4

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 February 2010

Dear Pupils

Inspection of The Bramptons Primary School, Northampton, NN6 8AW

I am writing to inform you of the judgements I made about your school when I visited recently. I enjoyed spending time with you. Thank you very much for making me welcome and sharing your opinions about the school. I am pleased you enjoy school and the interesting activities you do. You behave well, try hard with your work and the staff of the school look after you well. You know the importance of eating healthily and taking plenty of exercise, and know that you probably ought to make better use of your knowledge to keep really fit!

The school is providing you with a satisfactory education which is improving. Children in the Reception class are provided with a good start to their education. Teaching is satisfactory although there is some that is good. You usually make satisfactory progress but those who need extra help often make good progress. Those in charge of the school provide sound leadership and are working hard to make it better. These are the things I have asked them to do to help you improve.

Make sure you all make at least good progress as you move through the school.

Help teachers to make better use of the information of how well you are doing when planning lessons.

Provide you with better opportunities to learn about people from other cultures and religions.

You can help the school to become even better by continuing to work hard. I wish you all the best for the future.

Yours sincerely

Paul Edwards

Lead inspector

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