

Brampton CofE VC Primary School

Inspection report

Unique Reference Number	124724
Local Authority	Suffolk
Inspection number	340638
Inspection dates	1–2 July 2010
Reporting inspector	Michael Sutherland-Harper

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Rod Kay
Headteacher	Val Rutterford
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one additional inspector. The inspector visited nine lessons taught by three teachers and a teacher support. Meetings were held with staff, governors and groups of pupils. The inspector observed the school's work, and looked at documentation, including the school development plan, the School Improvement Partner's reports, minutes of governors' meetings, policies and data about pupils' attainment and progress. He analysed the responses to 36 questionnaires returned by parents and carers in addition to those completed by staff and pupils.

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

- the quality of learning and progress in Key Stage 1 and in reading, writing and mathematics across the school
- the impact of curriculum development
- the progress of boys and of the gifted and talented in reading and mathematics
- the impact of leaders and managers, including governors, on the progress of the school.

Information about the school

Brampton Church of England VC School is a very small first school, serving a scattered rural community, including Brampton and nine surrounding villages. A small minority of the pupils come from beyond this catchment area. The pupils are of White British heritage and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below the national average. A few pupils join the school after the Reception year, often starting in Year 3. The school is about to expand to include provision for Years 5 and 6. It has obtained Healthy Schools status and the Green Flag Eco award and is in close partnership with a nearby primary school.

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

Brampton Church of England VC Primary School is a good school. The school sees itself as being at the hub of its local community and places great emphasis on the fact that every child matters as an individual. Pupils look out for each other, and the headteacher and her staff are assiduous in pursuing every opportunity to develop further the school and its pupils. Among many positive responses, one parent summed it up by saying, 'The aims of the school are the same as ours - a happy, caring, well-rounded child who enjoys learning.'

Children enter the Early Years Foundation Stage with skills at or below national expectations for their age. They settle in quickly following pre-visits and make good progress as they go through the school. The curriculum, which is designed to build confidence and reinforce skills, is accompanied by focused intervention in Key Stage 1 and beyond where pupils' skills are weak. The school has worked carefully to promote higher achievement in mathematics by increased use of challenge in lessons and varied, carefully timed, activities. A growing range of books, related to areas which appeal to pupils, like geography, sport and adventure for boys, has brought on their reading skills. Such activities have also extended the challenge and raised outcomes for gifted and talented pupils. Engaging work on topics, like 'the circus' encourages creativity in all year groups. Display across the school reflects these links between subjects. Pupils show considerable enthusiasm in all lessons for practical, hands-on activities to enhance learning. Careful group and individual work in phonics (linking sounds and letters), reading, extended writing, and also in number skills, has resulted in good learning and progress in Key Stage 1 and the expansion of these skills as pupils progress through the school. This approach is very well developed in the provision for those pupils with special educational needs and/or disabilities, ensuring that they make outstanding progress. Good teaching is accompanied by generally good assessment procedures, although target setting does not always clearly indicate the way forward to pupils.

Pupils are good ambassadors for their school. Excellent attendance is a reflection of the engagement of parents, carers and pupils with all that the school offers. Pupils feel totally safe and are keen to take part in school life. Behaviour is excellent, largely as a result of the close attention to the individual. Pupils have opportunities to take part in decision-making although they do not sufficiently take a leading role in lessons. The school takes an active part in its faith community; reflection and a sense of wonder are encouraged in lessons, so that spiritual, moral, social and cultural understanding is good.

The headteacher has involved all staff, parents and carers in creating a strong sense of purpose for the school, which is about to expand to an all-through primary school.

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Self-evaluation gives an accurate picture of the school's strengths and areas for development and is fully shared with a committed and active governing body which reflects the community. Community cohesion has taken full account of the school's local setting. Links with national and global communities are developing well although at an early stage. Everyone involved with the school is committed to ensuring its success as demonstrated by focused planning, tracking and monitoring which have raised achievement with the result that the capacity for further improvement is good.

What does the school need to do to improve further?

- Strengthen assessment so that it consistently provides a clear picture of pupils' progress by:
 - sharing best practice further
 - setting targets that show pupils how to improve
- Develop the role of pupils in their learning by:
 - providing regular opportunities for them to lead some aspects of lessons
 - increasing the use of stimulating resources to encourage pupils in developing their own learning
- Increase the impact of community cohesion by developing fully the links with Derbyshire, which are underway, to enhance pupils' national perspectives.

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

Pupils' achievement and enjoyment of learning are good. Pupils are engaged in lessons, pay close attention and want to do well. This small school has focused on meeting the needs of the individual pupil, for example, those with special educational needs and/or disabilities and the gifted and talented, by ensuring that pupils are fully supported whenever necessary and that a variety of methods is used to develop and extend understanding. For example, a Year 3 and 4 guided reading lesson kept boys especially interested because the teacher used an engaging story about pirates as a way of considering style and purpose. This approach has been particularly successful in raising the attainment of pupils with special educational needs and/or disabilities, who make outstanding progress, but is applied equally well to all. However, not enough use is made of relevant interesting material to bring learning consistently to life. There are insufficient opportunities for pupils to lead learning in the classroom through, for example, giving presentations and explanations. Curriculum development and the use of more appropriate resources mean that boys are progressing as well as girls and are quick to volunteer responses. Open-ended tasks give pupils opportunities to use their imagination, as witnessed in a Year 1 and 2 mathematics lesson.

Pupils have an excellent understanding of safety and of healthy lifestyles; they look out for each other at all times. Attendance is excellent, as is behaviour both in and around the school. Healthy eating is high on the pupils' agenda. Pupils have opportunities to be involved in extra-curricular exercise in addition to closely-supervised swimming on site

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and regular physical education. Pupils have good opportunities to contribute, especially when they meet in a circle to discuss aspects of school life, and in looking after younger pupils. Work place skills are well-developed, with some innovative practice under way in information and communication technology, such as the development of the website to link home with school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and occasionally outstanding. Teaching now focuses carefully on the needs of the individual pupil and provides opportunities for both support and enrichment in mixed class settings. Although all groups are making good progress and any unevenness between different groups is reducing rapidly, this approach has resulted in accelerated progress for those pupils with special educational needs and/or disabilities. Lessons are most interesting when resources stimulate pupils and include time challenges and skilled questioning. For example, in a mathematics lesson, pupils were keen to finish work as quickly as possible so as to be able to get on with the next challenge. In response to skilled questioning about the characteristics of a triangle, they

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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also demonstrated that they knew the difference between isosceles and equilateral triangles. Teacher expectations are clear and good use is made of support staff to guide pupils. Reception children benefit from the additional challenge of shared time with Key Stage 1 pupils. Work is carefully marked with very good use of praise to encourage pupils' efforts. The school is developing its marking procedures to show pupils in more detail what they need to do to improve their work.

Pupils have good opportunities to take advantage of a broad curriculum, which is now being further adapted to provide for full development of creative skills. The school works in partnership with another local school to ensure that provision is as full as possible and this is supplemented by a good range of extra-curricular activities. A recent circus visit to the school grounds provided a rich vein for the exploration of art, writing and physical skills for all year groups. Provision for pupils with special educational needs and/or disabilities demonstrates good practice in the use of a variety of methods to make the curriculum relevant and creative. The school has also provided a series of focus days when aspects of mathematics, history and science, among others, have been offered. Care, guidance and support are excellent. Children are valued as individuals and as members of the community, a point which emerges clearly from parental questionnaire responses. Very close links with parents and carers, and good partnerships with a range of agencies, ensure that pupils are fully supported. Group discussion allows pupils an opportunity to express their views and concerns about any aspects of their schooling. From the ease with which they spoke in one such session during the inspection, it is clear that pupils feel cared for and valued. There are effective transition arrangements, which are personalised by pupils sharing their experiences from visiting their new schools.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has concentrated on developing the school and each pupil in it, especially through outstanding links with parents and carers, and has a high profile around the school. She has taken care to involve middle managers in planning and leading initiatives and to support this with thorough training. All staff are fully aware of developments and share a common sense of purpose. Careful analysis of data, lesson observations and work scrutiny are being used with increased rigour to monitor and ensure pupils' progress; as a result, standards are rising. Work on the quality of teaching

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has been helped by links with other schools and the development of a member of staff as a key practitioner for mathematics. A one- to-one focus on special needs provision, challenge for the gifted and talented and boys' progress, has ensured that the whole school is now progressing at a good rate.

The governing body makes a good contribution to the school's work through its support and readiness to challenge. Governors know the school well from frequent visits and are clear about priorities. Commitment to the promotion of equal opportunities, in line with the school's emphasis on the value of the individual, is excellent and ensures that there is no discrimination. Opportunities for pupils to take part in the life of the school are open to all. Work on target-setting, resources and marking ensures that pupils have equal access to good quality provision. The school places great emphasis on safety and safeguarding; governors are undergoing further training so that they can be more actively involved in promoting the safeguarding of pupils. Robust child protection procedures meet all current requirements. The school promotes community cohesion well and in some innovative ways. It sees itself as an essential part of its local community, has good links with Africa and is expanding existing links with other parts of the country in order to help pupils understand their own area.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress to reach standards which are average or just above average by the end of the Early Years Foundation Stage. They work and play together well but also develop independence in a closely supervised setting which reflects the

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local area, for example, in the use of beach huts and a boat as part of the provision. There are good opportunities for children to be active learners, especially as planning also takes full account of children's interests to take their learning forward. Children are secure and have a very good understanding of staying safe. They work closely together as a small group and also when they share lessons with Key Stage 1 pupils. In all cases, they are very well behaved and respect each other. They have good scope to make choices and to be curious in their learning, although some children make better use of this than others. Staff develop children's communication, literacy and numeracy skills well, sometimes from a low starting point, and carefully plan activities which allow the children to be both active and reflective. Planning is child-centred but assessment is not always focused enough to ensure that children move on quickly from one activity to the next. Adults and children form good working relationships. The teacher support works closely with the Key Stage 1 leader to provide good leadership and management so that children are always clear about what they are doing and why they are doing it.

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

Almost all parents and carers expressed overwhelming support for the work of the school. They particularly value the quality of safeguarding and teaching. There were no negative comments at all in the responses and many parents and carers took the opportunity to write additional comments such as pointing out that the school is 'a nurturing and exciting place to learn'. These positive views were reinforced in the inspector's discussion with parents and carers in the playground. The inspector also observed the excellent quality of relations between the school and parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brampton CofE VC 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	97	1	3	0	0	0	0
The school keeps my child safe	36	100	0	0	0	0	0	0
The school informs me about my child's progress	33	92	3	8	0	0	0	0
My child is making enough progress at this school	32	89	4	11	0	0	0	0
The teaching is good at this school	36	100	0	0	0	0	0	0
The school helps me to support my child's learning	33	92	3	8	0	0	0	0
The school helps my child to have a healthy lifestyle	34	94	2	6	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)	31	86	4	11	0	0	0	0
The school meets my child's particular needs	31	86	5	14	0	0	0	0
The school deals effectively with unacceptable behaviour	34	94	2	6	0	0	0	0
The school takes account of my suggestions and concerns	35	97	1	3	0	0	0	0
The school is led and managed effectively	35	97	1	3	0	0	0	0
Overall, I am happy with my child's experience at this school	35	97	1	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



5 July 2010

Dear Pupils

Inspection of Brampton CofE VC Primary School, Suffolk, NR34 8DW

I was delighted to visit your school recently to look at its work and to see how well you are doing. Everyone made me feel very welcome and so I am writing to thank you for giving me the opportunity to share in the many things you do. Your school is a good school and I especially liked:

- your excellent behaviour in and around the school and the way you look after each other
- the way you all seek to keep yourselves and each other safe and healthy
- the care, guidance and support which your school provides for everyone
- the determination with which the headteacher and all staff are working to make the school even better
- the way your parents and carers support and work with the school.

The headteacher wants to make your school even better so I have asked her to do three things which will help:

- to ensure that all marking always shows you how to keep improving your work
- to provide you with even more resources which make work exciting and to let you take the lead in class more often
- to develop the links with another part of this country so that you have a picture of a contrasting community.

You all can help to make your school better by taking every opportunity to contribute your views, as you do in group discussion in a circle.

I wish you every success in the future and thank you again for making me feel such a part of your welcoming community.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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