

# Bramber First School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 125968             |
| <b>Local Authority</b>         | West Sussex        |
| <b>Inspection number</b>       | 340885             |
| <b>Inspection dates</b>        | 28–29 January 2010 |
| <b>Reporting inspector</b>     | Andrew Saunders    |

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>                      | First                                |
| <b>School category</b>                     | Community                            |
| <b>Age range of pupils</b>                 | 4–8                                  |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 155                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Miss Raye Mills                      |
| <b>Headteacher</b>                         | Mrs Tracy Taylor                     |
| <b>Date of previous school inspection</b>  | 2 March 2007                         |
| <b>School address</b>                      | Bramber Road<br>Worthing<br>BN14 8QB |
| <b>Telephone number</b>                    | 01903 219277                         |
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## Introduction

This inspection was carried out by three additional inspectors. The majority of the time was spent looking at learning; all teachers were observed, and inspectors visited 15 lessons, including some small groups outside of classrooms. Meetings were held with staff, groups of pupils and governors. Inspectors also held informal discussions with pupils and parents. They observed the school's work, and looked at a range of documentation, including: assessment data; information about the progress of groups of pupils, including some whose circumstances make them vulnerable; policies and procedures, including safeguarding; planning and monitoring of teaching and learning. Joint observations and reviews of the learning environment were carried out with the headteacher. Seventy parents' questionnaires were scrutinised, as well as responses from older pupils and staff.

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

- the progress of groups of pupils, particularly pupils with special education needs and/or disabilities, and girls
- the development of the cultural awareness of the pupils
- how the school ensures the effectiveness of the provision in the Early Years Foundation Stage towards delivering good outcomes for pupils
- the specific strategies introduced by leaders and managers towards bringing about sustained improvements, particularly through partnerships, sharing the vision for the school, and in developing community cohesion.

## Information about the school

This is an average sized first school in which pupils are taught in a combination of single year group and mixed year group classes. The school is located in a residential area of Worthing. The proportion of girls to boys is lower than usual, particularly in some year groups. The proportion of pupils eligible for free school meals is lower than average. The vast majority of pupils are White British; there are a few pupils who speak English as an additional language, although none of these is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average, and includes a few pupils with behavioural, emotional and social difficulties, a few with speech, language and communication difficulties, as well as a very few with sensory impairment. The school has achieved Healthy School status and the Eco Schools bronze award. A new headteacher has been appointed since the last inspection.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

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

**1**

## Main findings

Bramber First School provides its pupils with an outstanding education because teaching and learning are exceptional, and the care, guidance and support pupils receive are of the highest order. This enables pupils to attain above average standards by the end of Year 3 and to develop into confident, well-motivated learners. Pupils are justifiably proud of their school, reflected in the comments of some who said they think it is the best school in the world. Similarly, almost all parents are highly positive about the school: as a parent indicated, 'It's a fantastic school with very dedicated staff; the children are very happy there' ; and another said, 'They do their utmost to get the best out of the child and do not give up when a hurdle is met.'

Well focused, accurate self-evaluation means the school has continued to improve since its last inspection. The new headteacher has ensured that the individual needs of pupils are well known and this leads to rigorous support and challenge. The staff work with great dedication, as a team, to provide excellent learning opportunities through an exciting, broad curriculum and the pupils respond enthusiastically.

Inspectors found that staff have a particularly accurate view of pupils' progress, because of the excellent use of ongoing assessment in all lessons, which is promoted more widely. By the end of Year 3, attainment has been above average in reading and writing particularly; this remains the case. The school recognised that results in mathematics were not as high in teacher assessments last year, and put in place sound strategies to address this, which are proving effective. Most recently, a significantly higher than average proportion of pupils reached the highest levels in teacher assessments at the end of Year 2.

The school has undertaken an audit of its contribution to community cohesion and is currently looking at how it can improve this further. It recognises that links with local communities are very strong, and that some links with global organisations are growing, but that pupils' understanding of their role as part of a national community is less well developed.

There are highly positive relationships between staff and the pupils. The deep care and consideration shown by the staff is imitated by pupils, and is a reflection of the vision and personal example of the headteacher. The active involvement of a wide range of stakeholders in the evaluation process, alongside the highly effective improvements introduced, means that the capacity to improve further is exceptional.

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

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- Improve pupils' understanding of how others view the world, by developing links to help them explore and more fully understand their role in a culturally diverse United Kingdom.

## Outcomes for individuals and groups of pupils

**1**

During the inspection, pupils thoroughly enjoyed their learning and were keen to participate in a wide range of interesting activities. This is typical of the school, and as a result, pupils make outstanding progress and become confident learners, whether in single or mixed year group classes. They work well as part of a team and independently. Pupils who have moderate learning difficulties, or behavioural and/or emotional needs, flourish as a result of the sensitive support they receive and make similar progress to their peers. Inspectors found that girls usually reach similar attainment to the boys, although this varied in a cohort where the proportion of girls with moderate learning difficulties was higher than usual. The school is very well supported by other partners in adapting the learning environment to help those with sensory impairment; as a result they, too, make excellent progress.

The school takes a leading role in the local speech and language project; consequently, pupils with speech and language difficulties are helped to overcome these issues, through expert support. Pupils have many opportunities to be heard and contribute ideas about their learning and their community, and this helps them to feel valued. For example, at their own instigation, pupils raised a considerable sum towards the Haiti disaster relief fund. Pupils' behaviour towards each other is exemplary; they readily support those who need it, and gently remind each other of the very high expectations of the school. They confirm that they feel very safe. Ample opportunities to reflect on many different aspects of life are taken seriously and pupils often contribute insightful comments. Pupils have a particularly well-developed understanding of what they can do to stay healthy, and they are keen to put this into action, for example by joining in with the Walk Once a Week campaign. This is reflected by the Healthy Schools' award and the Eco School award earned by the school.

*These are the grades for pupils' outcomes*

|  |          |
|--|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                             | <b>1</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>  | 2        |
| The quality of pupils' learning and their progress   | 1        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1        |

<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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|--|----------|
| Please turn to the glossary for a description of the grades and inspection terms   |          |
| <b>The extent to which pupils feel safe</b>  | <b>1</b> |
| <b>Pupils' behaviour</b>   | <b>1</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>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b><br>Taking into account:<br>Pupils' attendance <sup>1</sup> | <b>1</b> |
|  | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>   | <b>1</b> |

### How effective is the provision?

An innovative curriculum has been meticulously planned around themed activities; this gives pupils a wide range of memorable experiences including sporting, musical, artistic and cultural events. Creative arts have a high profile, and some pupils have had national success in music and drama. Progress in learning important skills is nurtured, such as making the best use of information and communication technology. Pupils know what they need to do next in their learning and get exemplary feedback from teachers on how to improve their work. Tasks are often open-ended and involve problem-solving, so opportunities for learning and progress are potentially limitless; more able pupils particularly benefit from this approach. Teaching assistants are well informed and highly effective in supporting those who need it and staff celebrate the achievements of all. The high quality of resources available in and around the school helps pupils to value their environment. An emphasis on listening to pupils, excellent strategies for managing pupils' concerns or behaviour issues, and the exceptional dedication of all the adults involved with the pupils, contribute to the tremendous sense of well-being the pupils have. As a pupil put it, 'This is a good school, because teachers let you have your say.'

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

In the time she has been at the school, the headteacher has continued the drive for improvement, towards raising attainment further and ensuring outstanding outcomes for

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pupils. This is helped by her strong grasp of the evidence available and her determination to seek further data to help her and the staff to understand better the needs of each pupil. Together with governors and staff, the headteacher thereby ensures all pupils have the same opportunities to succeed. Pupils whose circumstances make them vulnerable are well cared for and supported by knowledgeable staff and excellent links with appropriate partners beyond the school. Along with a range of other stakeholders, leaders and managers have developed a compelling vision for the school and are well on their way to achieving this. Safeguarding and child protection policies and procedures are thorough and meet government requirements. Governors are very well informed about developments and bring helpful experience to assist the school. They provide a high level of challenge alongside their loyal support, using the data available to understand accurately where the school can improve further. For example, there has been a recent audit of the school's contribution to community cohesion, and governors are aware of the need to improve pupils' understanding of their role within multicultural Britain.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <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>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</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>2</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>1</b> |

## **Early Years Foundation Stage**

Children make a very positive start to their learning, because of the excellent provision in the Early Years Foundation Stage. They enter the Reception class with knowledge, skills and understanding that are often below those levels typical of children of their age. The staff work effectively to ensure children are looking forward to starting school by establishing good relationships with the children and their families. The calm

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atmosphere, excellent resources and exceptional knowledge of the staff about the needs of this age group, mean that children very quickly establish helpful routines and habits towards being independent learners. The excellent resources available mean that children have a rich variety of experiences from which to learn, both indoors and outdoors. As a result, children quickly make up ground and are well prepared for Year 1. Those in the mixed class of Reception and Year 1 pupils are nurtured in the same way, particularly through close support of well-informed adults. While the structure of leadership of the Early Years Foundation Stage has changed, excellent arrangements during this transition ensure that this aspect of the school's work is outstanding.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

**Views of parents and carers**

Inspectors received 70 parental responses by the end of the inspection. In seven out of the 13 areas raised in the questionnaire, all or almost all parents and carers agreed or strongly agreed with the statements. In all the other areas, a very large majority of parents and carers agreed or strongly agreed. There were very few indications that parents and carers disagree with the statements, and these few were spread over a number of the statements. While a very few parents and carers raised concerns through the comments they made, these represented individual concerns, with no apparent common themes. Their individual views were not borne out by inspection evidence, reinforcing the overwhelmingly positive view the parents and carers have of the school.



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

Ofsted invited all the registered parents and carers of pupils registered at Bramber First 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 57             | 81 | 13    | 19 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 59             | 84 | 11    | 16 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 40             | 57 | 25    | 36 | 4        | 6 | 0                 | 0 |
| My child is making enough progress at this school   | 46             | 66 | 21    | 30 | 0        | 0 | 2                 | 3 |
| The teaching is good at this school   | 51             | 73 | 18    | 26 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child's learning  | 49             | 70 | 19    | 27 | 1        | 1 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 46             | 66 | 22    | 31 | 1        | 1 | 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) | 33             | 47 | 29    | 41 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 41             | 59 | 25    | 36 | 2        | 3 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 37             | 53 | 26    | 37 | 2        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 36             | 51 | 30    | 43 | 1        | 1 | 0                 | 0 |
| The school is led and managed effectively   | 44             | 63 | 23    | 33 | 2        | 3 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 55             | 79 | 15    | 21 | 0        | 0 | 0                 | 0 |

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><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.**



01 February 2010

Dear Pupils

Inspection of Bramber First School, Worthing, BN14 8QB

Thank you for having us in your school and making us so welcome. We thoroughly enjoyed talking to so many of you and seeing the work you are doing. You told us you are very proud of your school, and we could see how much you enjoy learning. We looked at lots of things in your school, and as a result have judged that your school is outstanding.

Your teachers provide you with very interesting things to do to help your learning, through the topics you look at. They have a very good understanding of how much each of you know, and what you need to do next. You were also able to tell us what you need to learn next, because the teachers share this with you. As a result of the excellent teaching and well-planned work, you make outstanding progress, and do very well in your assessments. You said you feel very safe and well cared for, because of the way all the adults at the school help you. We also found that you help each other and care for one another if someone needs help. Those of you who need particular help are very well supported by the teachers, assistants and other people who come into the school.

All of this happens because the headteacher has made sure that everyone is working together in your school, to give you the best possible opportunities. You also help this to happen because of the excellent behaviour you showed us.

We know that your headteacher is determined that things will get even better; there is one thing we have asked your teachers to improve, and your school agrees:

- help you to understand more about what other people in the United Kingdom believe and how they live.

Most of all, you should continue to enjoy your learning, and be proud of the wonderful work you are doing. We wish you every success for the future.

Yours sincerely

Andrew Saunders

Lead inspector

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