

Brampton Primary School

Inspection report

Unique Reference Number	132225
Local Authority	Derbyshire
Inspection number	341317
Inspection dates	19–20 May 2010
Reporting inspector	Alison Cogher

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Mrs Jenny Green
Headteacher	Mrs Tracey Hadley and Mrs Marie Clark (Acting headteachers)
Date of previous school inspection	17 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 teachers and visited 19 lessons. They held meetings with staff, governors and pupils and also talked to parents. They observed the school's work, and looked at school policies and planning documents, the information produced for parents, pupils' work and progress records. The questionnaire responses of 71 parents and carers were analysed together with those completed by staff and pupils.

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

- whether teaching and the use made of assessment is consistently good and securing improved pupil progress
- whether boys are doing as well as girls
- the effectiveness of the provision made for pupils with special educational needs and/or disabilities
- whether all pupils' learning is supported by the revised curriculum
- how well leadership and management are securing school improvement.

Information about the school

This is a slightly larger than average sized primary school with Early Years Foundation Stage provision in a Nursery unit and two Reception classes. The majority of staff have joined the school since the last inspection. An average proportion of pupils have a range of special educational needs and/or disabilities. Within this group, there is a well above average proportion with a statement of special educational needs, almost half of whom have autism. Many of these pupils attend the school's Enhanced Resource Autism Unit which caters for up to 12 pupils. The percentage of pupils known to be eligible for free school meals is broadly average. Most pupils are from White British backgrounds. Other ethnic groups are represented in the school population but there are very few pupils in each group. For a very small minority of pupils English is not their first language. The proportion of boys in some year groups is high. Eighty percent of pupils in Year 6 are boys, and in Year 5 the proportion is 73%.

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 Primary School provides its pupils with a good education. All those involved with the school work hard to help pupils achieve the school's motto 'To be the best that you can be'. By the end of Year 6, attainment is broadly average in all key subjects. Given their lower than expected starting points, this represents good progress for pupils. Throughout the school, pupils' progress is accelerating and attainment is rising with boys and girls achieving equally well. While the content of pupils' work is often good, the overall quality is held down by the often satisfactory standard of handwriting and presentation. Pupils who attend the Enhanced Resources Autism Unit, and others with special educational needs and/or disabilities, make good progress because they receive the individual support they need. Pupils for whom English is an additional language also make good progress. The overall outcomes for pupils are good. The relationships pupils develop with adults and each other are good and this contributes significantly to their enjoyment of school and to their good spiritual, moral, social and cultural development. Pupils work hard and develop positive attitudes to learning. They behave well and eagerly accept responsibilities within the school community. Extremely robust arrangements for keeping pupils safe, good pastoral care and the well developed creative curriculum all result in pupils feeling safe in school. The strong emphasis placed on these aspects is reflected in the high degree of confidence parents have that their children are well looked after in school. Pupils are eager to come to school and most attend regularly. The school recognises that although the rate of attendance is average overall more could be done to encourage a few pupils to come to school more regularly. Leadership and management at all levels are good, and teamwork is a strength in the school. Governors make a well informed contribution to whole school improvement. Rigorous monitoring arrangements are in place to judge the effectiveness of the school's work and in particular the actions needed to secure improved pupil progress. Targets and actions for improvement are challenging but firmly based on the outcomes of accurate school self-evaluation. This practice has identified the need to provide pupils with more opportunities to have direct contact with pupils from other faiths and communities. Already secured are marked improvements in teaching and learning and the curriculum, and these are swiftly eradicating pupils' underachievement from past years. These improved outcomes demonstrate that the school has good capacity for sustained improvement.

Pupils learn well because overall teaching is good and at times outstanding. Teachers make good use of assessment information to plan work that is well matched to pupils' prior attainment so they learn well. Resources are used imaginatively and the variety of activities provided ensures pupils' interest and enthusiasm are maintained. Although in

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the early stages of implementation, systems to set pupils personal targets for improvement in English and mathematics are already helping them to become more independent in their learning. Marking of pupils' work is completed regularly but is not consistent across the school and does not always provide pupils with clear guidance about how to improve.

Exemplary leadership of the Early Years Foundation Stage has secured significant improvement in a number of aspects in a short time. This has resulted in consistently good provision and outcomes for children are improving rapidly.

What does the school need to do to improve further?

- Accelerate pupils' progress further to raise attainment by:
 - ensuring assessment information is used effectively to set challenging targets for all pupils in English and mathematics
 - improving the quality and consistency of marking so pupils are clear about what they need to do to improve their work
 - improving pupils' presentation of their work and in particular standards of handwriting.
- Provide more opportunities for pupils to have direct contact with those from other faiths and communities.
- Increase the monitoring of pupils' absence and work with parents to raise attendance levels so that they are consistently above 95%.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and improving. Care is taken to ensure pupils are able to build successfully on previous learning. Pupils of all abilities are challenged but also supported so they develop confidence in their ability and try hard to do their best. This includes pupils' with special educational needs and/or disabilities, both in the Enhanced Resource Autistic Unit and in classes in the main school. An example where pupils made very good progress was seen in a Year 4 lesson. Pupils worked together to write and perform part of a play-script based on the 'Pied Piper of Hamelin' story. Although speaking to an audience for some was very challenging, they did so confident in the knowledge that not only would they be supported by their teacher, but by other pupils too. This type of activity contributes significantly to pupils' self-esteem and their own confidence in their ability to do well in all they tackle. Pupils are well prepared for their future well-being because of their secure, and improving key skills, including information and communication technology (ICT), their well developed personal skills and their regular attendance. In recognition of the good quality of the school's work to help pupils to keep themselves safe and adopt healthy lifestyles, the school holds the Derbyshire Anti-Bullying Certificate of Excellence, the Activemark award and has National Healthy School status. Pupils say they feel safe and they would talk to an adult if they had a worry. They eat healthily at school and are keen to take part in sporting activities at

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break-time, in lessons and after-school clubs. Pupils have few opportunities to get involved with the wider community, but through their work as school councillors, 'mini-leaders', 'leading learners' and presenters on the school's radio station, they demonstrate the significant contribution they make to the school community. They also make a valued contribution to the local community through their work with community groups and other schools.

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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and manage pupils well. Effective use of assessment information ensures work planned closely matches pupils' prior attainment. Many opportunities are provided for pupils to develop their speaking and listening skills which supports their learning in all subjects. Pupils' written work receives less attention in respect of handwriting and general presentation. Teachers provide pupils with clear explanations and, through questioning, are quick to check and support pupils' understanding. Marking of pupils' work is inconsistent and does not always identify for pupils their next steps in learning. Resources are used imaginatively to engage pupils'

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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interest and the variety of activities keeps pupils' motivated. Teaching assistants are well briefed so they are able to make a good contribution to pupils' learning.

The creative curriculum is well developed and makes learning both fun and relevant for pupils. Developing pupils' personal, as well as their academic, skills has equal emphasis and ensures that outcomes for pupils in all aspects are good. Plans to forge links with schools in other parts of the country to support pupils' understanding of diversity are in the early stages of development. The curriculum is enriched by a wide range of visits and visitors, residential trips and local trips which includes Forest School activities for all pupils. Strong partnership work with local secondary schools enhances sporting and foreign language opportunities for pupils. The range of after-school clubs on offer is varied and is changed in response to pupils' requests.

Good procedures are in place to ensure pupils move with confidence between year groups in the school and on to secondary school. The strong commitment within the school that every child really does matter underpins the good quality care, guidance and support all pupils receive. Close attention is paid to health and safety issues including the provision of good levels of supervision at break and lunchtime.

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	2

How effective are leadership and management?

The acting headteachers provide effective leadership. They have successfully conveyed their vision for school improvement and are well supported by enthusiastic and committed staff at all levels. Staff, governors and pupils are involved in monitoring the work of the school. There is a sharp focus on improving pupil outcomes and in particular on securing raised attainment. Assessment data is used well to track pupils' progress and set challenging yet realistic targets for future performance. Governors are well informed and provide a good level of support and challenge to the school. The effective deployment of resources and good pupil outcomes demonstrate that the school provides good value for money.

Safeguarding procedures are excellent and rigorously applied across all aspects of the school's work. This practice supports all pupils very well, including those whose circumstances make them most vulnerable, and ensures their experience of school is as positive as possible. Promoting equality of opportunity, tackling discrimination and ensuring that all pupils are enabled to achieve as well as they are able is at the heart of the school's decision-making processes. This approach has driven the work to eradicate

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pupils' underachievement and has led to improved teaching, better use of assessment and improvements to the curriculum.

Effective partnerships with other schools and outside agencies support many aspects of the school's work. For example, links with the speech and language service have helped individual pupils in school, and also increased teachers' skills so they can support pupils more effectively on a day-to-day basis. Parents express confidence in the quality of education their children receive. They receive regular information about how well their children are doing and their views and ideas in relation to school improvement are welcomed.

The school is a cohesive community based on trust and respect. Links with the local community are sound. The school recognises the need to extend pupils' knowledge and understanding of global issues by providing them with more opportunities to have direct contact with pupils from communities more diverse than their own.

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	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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

In general, children start in the Nursery with standards that are below those expected for their age, and low in aspects of their personal and language development. Good links with parents and effective induction procedures ensure children settle quickly and happily. They make good progress in the Nursery and Reception classes. By the end of Reception, most children have achieved the learning goals expected and some have exceeded them. Children's progress and their attainment are rising because excellent leadership has secured rapid improvement to assessment and planning procedures and

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the strategies employed to ensure children learn well. Relationships are warm and caring and children develop into confident individuals. Adults' good understanding of how young children learn ensures they plan activities that are well matched to children's interests and experiences. Consequently, children are keen to be involved and to explore and investigate their world. Good links are made between activities so children can learn new skills and knowledge through a range of hands-on experiences. For example, children thoroughly enjoyed using puppets and other props to act out the story of 'Farmer Duck'. Role-play is used very well to enrich and extend children's language skills. Teamwork is strong and all adults contribute well to children's learning particularly when directly involved in children's play. Accurate assessments ensure adults are very clear about what children already know, and what they need to learn next. This information guides both the overall provision and focused teaching in small group work. Occasionally, adults do not fully pursue opportunities to extend the time children are able to sustain their concentration or listen attentively. The indoor and outdoor learning environments are used equally well to engage children in active learning.

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	1

Views of parents and carers

Most parents and carers who returned the questionnaire are very supportive of the school. The overwhelming majority are very pleased that their children enjoy school and have confidence in the school's provision to keep pupils safe. Parents consider teaching and the way the school is led and managed to be effective. A very few parents express individual concerns but they are not consistent with the view of the vast majority of parents or the inspection team's findings. Inspectors agree with the many positive views expressed by parents.

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 71 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	55	30	42	0	0	1	1
The school keeps my child safe	49	69	22	31	0	0	0	0
The school informs me about my child's progress	43	61	23	32	4	6	0	0
My child is making enough progress at this school	37	52	28	39	4	6	1	1
The teaching is good at this school	47	66	22	31	1	1	0	0
The school helps me to support my child's learning	44	62	20	28	5	7	0	0
The school helps my child to have a healthy lifestyle	40	56	27	38	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)	37	52	25	35	6	8	0	0
The school meets my child's particular needs	39	55	24	34	6	8	0	0
The school deals effectively with unacceptable behaviour	30	42	39	55	2	3	0	0
The school takes account of my suggestions and concerns	30	42	34	48	5	7	0	0
The school is led and managed effectively	37	52	27	38	3	4	1	1
Overall, I am happy with my child's experience at this school	48	68	18	25	4	6	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.



21 May 2010

Dear Pupils

Inspection of Brampton Primary School, Chesterfield, S40 1DD

Thank you for being polite and helpful and for making us feel so welcome when we came to your school. We enjoyed visiting your lessons and watching you learn and play together. You are making good progress in your work and it is getting better. By the time you are in Year 6, you are able to do the things we expect of you. You and your parents think your school is a good school, and we agree.

These are some of the many things we liked about your school:

- the school is well led and managed and all the adults make sure it is a very safe place for you to be
- your teachers are good, and they check how well you are doing and make sure that the work they give you is interesting and helps you to learn well
- you behave well, work hard and make a good contribution to your school community
- the curriculum is good and you have lots of opportunities to learn in different ways and from others in and out of school.

These are the things we have asked the school to make better:

- to help you build on the good progress you are making so that you reach higher levels of attainment
- to make sure when teachers mark your work that they tell you clearly what to do to make your work better
- to improve your handwriting and you need to take more care with the way you present your work
- to provide more opportunities for you to meet pupils from different backgrounds
- to work with your parents or carers to improve attendance so all of you are at school as often as possible.

You can help by continuing to get along together well and working hard.

Yours sincerely

Alison Cogher

Lead inspector

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