

# Brampton Primary School

Sawmill Lane, Brampton, Cumbria CA8 1BZ

## Inspection dates

2–3 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Brampton is a rapidly improving school. It has transformed root and branch since the 2017 inspection. It provides a good education. The environment inside and out is vibrant, stimulating and continually improving.
- Leaders and governors have increased pupils' attainment successfully in each of the last three years. Pupils' progress has also improved significantly. The proportion of pupils attaining the higher standards in writing is lower than average. This is because pupils do not have opportunities to use their writing skills in other subjects.
- There is a staff culture of being outward-facing, continually trying to improve and use the best practice from other schools. The headteacher and governors have shaped the vision and ethos. Staff morale is positive. Pupils' achievement and outcomes are at the core of the school's work, as is a determination to make learning enjoyable. The school is inclusive. The teaching of pupils with special educational needs and/or disabilities (SEND) is a strength.
- Pupils confirmed that lessons are enjoyable. They remember things that they have learned in the past, particularly in subjects such as geography and science.
- In a few subjects, such as French, history and personal, social, health and economic (PSHE) education, the structure of what pupils learn isn't planned as well as it could be. This means that pupils forget information that they have learned and their progress is weak.
- Teaching, learning and assessment are strong in a wide range of subjects, including art and religious education. These subjects are well planned.
- Governors and leaders have made sure that the teaching and assessment of reading is at the core of the curriculum. The impact of this has been significant in raising attainment and in giving reading a high profile in school. Pupils read widely and often.
- Governors challenge and support the school well. They have a good and ever-improving overview of teaching, learning and the curriculum. They are less precise in monitoring the use of external funding, such as the sport premium. They are also less sharp at checking whether they meet their duties, such as in relation to the welfare requirements in the Early Years Foundation Stage (EYFS).
- Children get off to a good start in Nursery and in Reception. They make good progress. The EYFS is well led, and teaching is good.

## **Full report**

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

- Improve the structure of the curriculum in French, history and in PSHE, so that pupils know more and remember what they have learned.
- Raise attainment in writing so that a greater proportion of pupils attain the higher standards, by making sure that pupils can apply what they have learned in English lessons to other subjects.
- Sharpen governors' monitoring of how external funds are spent, such as the sport premium, and of how well governors meet their statutory duties, such as the welfare requirements in the EYFS.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since his appointment, the headteacher has had a significant impact on the school. Staff, pupils, parents and carers agree about the transformation since the last inspection. A typical comment to inspectors and on Ofsted's online survey was: 'The school has improved so much since the previous Ofsted inspection from a parent's point of view. The new headteacher has worked hard to get to know the children and parents alike. There seems to be an ethos to ensure that they are the best they can be and the school has a real community feel.' Leaders and governors have an ambitious vision for pupils.
- Leaders have made positive changes to the school's culture and to the fabric of the building. They have done this in order to make better use of the space to enhance pupils' learning. The school is vibrant, stimulating and welcoming, with colourful, informative and motivational displays adorning the walls.
- Senior leaders have used training well to improve the quality and impact of teaching. Leaders at all levels have become outward-facing and reflective. They are keen to join in with local networks of schools to learn from others and to improve their own practice. This has meant that they have a good and accurate view of the school's strengths and weaknesses. There is a genuine openness and motivation to learn and improve. There are some very effective middle leaders, such as the SEND coordinator. There is effective communication with parents and outside agencies. Subject leaders in English, science, geography and mathematics have made significant impact on improving the curriculum and pupils' outcomes in their subjects.
- The curriculum is good. Most subjects are well planned, so that pupils, particularly in key stage 2, build on their knowledge each year. This is particularly the case in art, geography and science. Some subjects, such as French, history and PSHE, are not as well structured or planned as they could be to enable pupils to make good progress. In history, for example, there are large gaps in time between history topics. This means that pupils forget what they have been taught. The school has a very impressive museum which houses an array of fabulous historical artefacts. The curriculum enables pupils to increase their spiritual, moral, social and cultural development, as well as their understanding of fundamental British values. These aspects are well planned and taught through assemblies and also through visits by well-chosen speakers, such as the local police. Pupils are well prepared for their future living in modern Britain.
- The school is inclusive. Equality and diversity are strong elements of the school's work. This is particularly evident in the school's work with pupils with SEND. The curriculum ensures that pupils learn about important female role models, for example in art and in history. There is a growing and high-quality range of clubs out of school hours. The gardening club, for example, has recently been awarded level 3 of the Royal Horticulture Society School Gardening Award. There are clubs in sports, music and other activities, such as chess. Trips are an integral part of the curriculum. These are well planned to extend pupils' knowledge and understanding, such as the trips to a local farm.

- The local authority has provided effective support. This has led to the school improving in the following aspects: the way that it meets the needs of vulnerable pupils; the accuracy of the school's assessment; and the way in which the school learns from others.

### **Governance of the school**

- The governing body is effective in challenging and supporting the school. Members of the governing body ask searching questions at meetings. They are frequent visitors to school. Through their links to subjects, governors have a good understanding of the quality of teaching. They also have a sound overview of pupils' attainment and their progress.
- Governors have an understanding of how and where external funds are spent, such as the money for pupils with SEND, the sport premium and for the higher-attaining pupil premium pupils. Governors' understanding is not as sharp as it could be in linking the fund to the actions taken by the school, and knowing the impact that the money has had.
- Governors have made sure that they meet their statutory duties, for example in making sure that the school's website meets requirements, in setting and overseeing a balanced budget and providing a good education. They do not, however, have a system in place to check whether they meet all of their duties. For example, there is no system to check whether they are meeting the welfare requirements of the EYFS in relation to teacher-to-child ratios.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders are thorough in following up any concerns about pupils. They work well with outside agencies such as charities, child bereavement services and government departments. The documentation is thorough and of good quality.
- The staff are knowledgeable about safeguarding because they are well trained. The leaders, for example, have been recently trained and upskilled in protecting pupils from radicalisation and extremism. Safeguarding is given a high priority at staff meetings; it is a constant agenda item. Recently, staff have discussed safeguarding pupils across county lines. Safeguarding advice is highly visible around the school.
- There is a good system in place to check on visitors to the school, to make sure that the doors are secure to members of the public and to vet those wanting to work with children.

### **Quality of teaching, learning and assessment**

**Good**

- Since the previous inspection, teachers plan English and mathematics lessons that are based more closely on pupils' prior learning and on teachers' assessment. There is also evidence in pupils' work that in science, art, geography and in religious education (RE), teachers build up pupils' knowledge and understanding in small chunks, over time. Teachers monitor and assess pupils' learning well. Teachers create lessons or

additional teaching to rectify any pupils' errors or misunderstandings. The quality of teaching in Years 5 and 6 is particularly effective.

- The teaching of reading is highly effective. Reading has a high profile and is a priority for teachers and leaders. Early reading, including phonics, is taught well. The teachers foster a love of books and reading. They teach the sounds and letters that pupils need to know when learning to read in a systematic order, which builds up over time. Inspectors heard pupils reading. Pupils used their phonic knowledge to read words that they could not recognise by sight. Teachers make good links between the correct pronunciation of the sounds and how to read, spell and write the words. The books are selected well to be at the right reading level for the pupils.
- The teaching of mathematics is a strength. Teachers introduce pupils to small chunks of mathematics in a well-structured order, which become more complex each time. Pupils use their understanding to do calculations and to solve problems. Teachers set questions and activities that make pupils think deeply.
- Teaching for pupils with SEND is a strength. The additional adults know the pupils well, and ask questions and set tasks that allow pupils to achieve as well as they can. Pupils are fully included in activities.
- Disadvantaged pupils are taught well, particularly in reading. They read widely and often and have a good knowledge of books and authors. This group of pupils make good progress. Leaders use an effective and flexible system based on the needs of the pupils. They are sometimes taught in small groups. This supports them to catch up with any missing knowledge or understanding. There is less in place to enable the most able pupils in this group to attain the higher standards.
- Since the 2017 inspection, the teaching of the most able pupils has been more effective. They are challenged in most lessons to think and to apply what they have learned. Their work shows that in some year groups, particularly those with more than one year group, the most able pupils are taught the same content as the lower-ability pupils in the year group below. As a result, a lower proportion of pupils than the national average attains the higher standards.
- The quality of teaching in art and design, geography and science is strong. Pupils develop their knowledge and understanding and retain the knowledge that they have learned. Teaching is less effective in French, history and in PSHE.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. In the surveys and in conversation with inspectors, pupils confirmed that they feel safe. They have a good knowledge and understanding of how to protect themselves when online, including when playing games. They learn about how to lead healthy lives. This includes how to limit screen time, maintain healthy diets and how to be physically active.

- Pupils are self-confident, articulate, friendly, polite and show good manners. They show respect for each other and socialise well.
- There are few instances of bullying, according to parents, pupils and the school's own records. Staff deal quickly and successfully with instances in which there is name-calling or other bullying.

## Behaviour

- The behaviour of pupils is good. Their positive attitudes to learning aids their good progress. They are self-disciplined and know right from wrong. They listen well to the teachers and to each other. They contribute well in lessons. They are respectful when answering questions and listening to others contribute their thoughts and answers. Pupils concentrate well on tasks in groups, as well as individually. There is little disruption to learning.
- Around school, pupils also behave well. Staff said that they feel supported by leaders in how to deal with any inappropriate behaviour. Pupils show respect to visitors and adults. They socialise well with each other in the canteen and at lunchtimes in the spacious play areas. Pupils were eager to tell inspectors the positive difference that having play equipment at breaktimes had made to their physical activity and also to their enjoyment of school.
- Pupils' attendance was above the national average in 2018, as it is in the current academic year.
- There have been no exclusions in the last few years, and very few reportable behaviour incidents.

## Outcomes for pupils

**Good**

- Pupils' attainment has increased in each of the last three years in English, mathematics and in science. For example, the proportion of pupils attaining the expected standard at the end of Year 6 has almost doubled from 40% in 2016 to 78% in 2018. Attainment in the national phonics screening check is around the national average in the past but in the current Year 1, almost every child attained the expected standard.
- Pupils make good progress in reading, writing, mathematics, geography, art, science and in RE. In 2018, pupils' progress in mathematics was well above the national average. Their work in these subjects, and answers to questions, shows that they have learned and can articulate some complex ideas. For example, in geography, pupils know the following: how volcanoes and earthquakes occur, the names and types of rock and how different materials can and cannot dissolve. In art, they develop good painting and drawing skills. From simple paint and colour work, they make good progress towards learning pointillism, paint washes and the emotions represented by colour.
- Pupils make less progress in history and French. Pupils, when asked, could not answer some basic questions in French such as their name and age. They have many worksheets in their folders writing out words in French. Pupils choose what to learn themselves on an online package rather than through a systematic teaching of

knowledge. In history, pupils' work shows that they cover a range of history topics. They are introduced to timelines and how to use sources to draw historical conclusions. However, pupils have not remembered enough about time periods and how they fit into the history of Britain. They struggle to get key civilisations into the right order or to remember anything about life in the past.

- Pupils who are disadvantaged make good progress. The gap in attainment between this group and other pupils nationally is decreasing quickly. Disadvantaged pupils respond well in lessons. They are articulate and they read widely and often.
- Pupils with SEND make good progress from their individual starting points. There is no 'glass ceiling' in lessons. Teachers and adults are determined that this group of pupils learn and go as far as they can. Pupils repeat aspects of their work so that they remember key pieces of knowledge, such as times tables and phonic sounds.
- Pupils in key stage 2 are well prepared for moving on to high school. There is a good system of transition. For example, this week, Year 6 pupils had a sport transition where they went to the local high school to demonstrate their physical education skills and knowledge. Pupils have the reading knowledge that they need to be able to unlock and understand the curriculum in Year 7.
- The most able pupils achieve well in a wide range of subjects. However, some of them do not reach their potential, particularly in writing. This partly is because they are not required to use their knowledge of sentences, structures and styles, spelling and vocabulary in other subjects in the curriculum.

## Early years provision

**Good**

- Children get off to a good start, whether they start in Nursery or in Reception. The headteacher made significant changes to the classrooms and to the use of space in the EYFS. Parents are positive about the change. A typical comment in the online Ofsted survey was: 'Over the year, I have noticed improvements. The Reception class area is bigger, with appropriate tasks and zones for the children... the staff are welcoming and approachable.'
- The majority of the children start with knowledge and development below that which is typical for three- and four-year-olds. They make good progress during their time in early years. By the end of Reception, approximately two thirds of them have attained a good level of development. Children develop a range of vocabulary and apply a wider range of writing skills across the year. By the end of the year, most children can write in full sentences which are correctly punctuated and spelled. Pupils are well prepared for Year 1.
- Teachers plan lessons well to meet children's needs and to extend their knowledge and understanding. Activities that involve play, exploration and 'having a go' are purposeful and build on what children already can do. For example, in the previous week, teachers had a sport focus. This inspired a group of children during the inspection to 'have a go' and create their own obstacle course with a range of blocks. They made a course with different levels and jumps which were spaced apart.
- Teachers demonstrate and explain new and key ideas well. They ask questions that check on children's memory and understanding. Teachers lead the children into



thinking more deeply. Teachers ask questions to develop children's imagination and creativity.

- The leadership of the EYFS is good. The leader has an accurate understanding of each child, of what the EYFS needs to do to improve and what its strengths are. She has developed a good system to induct new children into the EYFS. This builds on what she has found out about each child before they start, both academically and pastorally. The governing body and leaders do not systematically check whether the welfare requirements are met. On the first day of inspection, there was a breach of the teacher-to-child ratio. This was rectified by the second day.
- The EYFS leader promotes the love of reading well. Children start learning phonics from day one. There is a well-planned and structured system for children to learn how to read. The books are of good quality and are well maintained. The leader is skilled and well trained in how to teach reading, as are other adults in the classes.
- The curriculum is broad. It is enriched by a good variety of activities, trips and visitors. A few weeks ago, for example, a specialist brought to the EYFS a range of bugs and critters to examine and learn about. This built on what the children had been learning about mini beasts. Teachers work well with parents and with other early years providers. There is evidence that teachers celebrate children's 'wow' successes and achievements at home to plan further activities.
- Children are confident. They know the systems and routines well. They access resources confidently and look after them. They behave well, listen and respond to adults' requests and suggestions. They are visibly happy and enjoying their time in the EYFS.



## School details

Unique reference number	112405
Local authority	Cumbria
Inspection number	10087840

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Gillian Hodgson
Headteacher	Richard Clark
Telephone number	01697 742158
Website	<a href="http://www.bramptonprimaryschool.co.uk/">www.bramptonprimaryschool.co.uk/</a>
Email address	<a href="mailto:head@brampton.cumbria.sch.uk">head@brampton.cumbria.sch.uk</a>
Date of previous inspection	26 January 2017

## Information about this school

- Mr Clark started as headteacher at the start of September 2017. Since the most recent inspection, the structure of governance has changed. There is now only one chair of the governing body.
- The number of pupils on roll is reducing because the standard intake number has dropped from up to 45 pupils each year, to 30 pupils each year.
- Approximately 10% of pupils have been identified with SEND, which is similar to the national average. Almost 20% of pupils have been identified as being disadvantaged, which is similar to the national average.

## Information about this inspection

- Inspectors visited a variety of lessons including mathematics, English, design and technology and enterprise. Some of the observations were held jointly with either the headteacher or deputy headteacher. They looked at pupils work from each year group and met with three groups of pupils.
- Inspectors gathered the views of parents by looking at the school's own survey, by meeting parents when they dropped their children off at school and by looking through the 43 responses to Ofsted's online survey, Parent View.
- In addition to meeting pupils throughout the day, inspectors also met pupils formally. Inspectors looked at the 32 responses to Ofsted's pupil online survey and the school's own survey. The inspectors also gathered the views of staff by looking at the 20 responses to the staff surveys.
- Inspectors met with five members of the governing body, and also met with a representative of the local authority. Inspectors met with a range of staff who lead subjects, as well as with senior leaders.

## Inspection team

Allan Torr, lead inspector

Ofsted Inspector

Timothy Gartside

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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