

Brampton "The Ellis" CofE Infant School

Brampton Road, West Melton, Wath-upon-Deerne, Rotherham, South Yorkshire , S63 6AN

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding because all groups of pupils make rapid and consistent progress throughout the school and attain much higher standards in reading and writing than similar pupils nationally, despite weaker but improving standards in the Year 1 national phonics screening check.
- Progress in mathematics is at least good and rapidly improving.
- Pupils make rapid and sustained progress across many subjects because teachers inspire and enthuse them by making learning relevant and linking it to real-life situations.
- Teachers and leaders have high expectations of themselves and of pupils. Pupils know they are expected to do well, work conscientiously and take pride in their outstanding achievements.
- Teachers frequently use information about how well pupils have learned to help them plan future lessons. This information is checked regularly and teaching changed to make sure that all pupils continue to do exceptionally well.
- Much of the teaching is outstanding and never less than good. It involves and interests all pupils and meets their individual needs exceptionally well.
- The curriculum is exciting and pupils are keen to learn. They have many opportunities to extend their learning through visits and visitors to school. Clubs are well attended.
- Behaviour is outstanding because pupils' attitudes to learning are extremely positive across all subjects. They care very well for one another, feel safe, and take pride in all that they do.
- Leaders and governors have exceptionally high ambitions for the school. This has ensured that pupils' achievement and the quality of teaching have continued to improve.
- Systems for checking pupils' progress are clear and thorough. Leaders regularly support other schools with this process.
- Leaders have an accurate view of the school's performance, and have shown great determination and success in driving forward improvements to any aspect of the school's work that is not yet outstanding.
- Training for all staff is very well planned and the school has worked in a successful partnership with other schools. The school has led training in the partnership and also received training from partnership staff.

Information about this inspection

- Inspectors observed teaching in all five classes, visiting 14 lessons or part lessons, three of which were joint observations with the headteacher. Inspectors also observed break times, made short visits to small group teaching sessions and listened to pupils reading.
- Meetings were held with the headteacher, school staff, groups of pupils, the Chair of the Governing Body, one other governor and a local authority adviser.
- To ascertain parents' opinions, inspectors took account of 56 responses to the online questionnaire (Parent View) and a small number of parents who made contact during the inspection. An inspector held brief discussions with parents at the beginning of the school day. Information from 13 staff questionnaires was also considered as part of the inspection.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans and records of teaching over time. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Karen Foster, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- This is a smaller than average-size primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals, is much lower than that found in most schools.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is well below that found in most schools.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is much lower than that found in most schools.
- The school holds the ICT Mark, Basic Skills Quality Mark, Healthy School status and the Creative Partnership Award.

What does the school need to do to improve further?

- Improve Year 1 pupils' performance in the national phonics screening check by:
 - ensuring pupils sound out letter blends as often as possible
 - checking that pupils' pronunciation is accurate by listening to them more carefully.

Inspection judgements

The achievement of pupils is outstanding

- Historically, children have started in the Nursery or Reception classes with knowledge and skills expected for their age. However, in the last two years this has changed and many now start with skills below those expected for their age, particularly in language and communication and physical development. They make at least good progress and some make outstanding progress.
- School data and inspection evidence show exceptionally high standards and progress over time, by the end of Key Stage 1, particularly in reading and writing.
- The teaching of sounds and letters (phonics) is variable in quality but not less than good overall. However, although results in the Year 1 screening check have improved rapidly in the last two years, they are still no better than broadly average. Despite this, Year 1 pupils read well and standards in reading are well above average by the end of Year 2. Pupils have a love of reading and there are many opportunities to read widely and often.
- Achievement in mathematics has typically been just above average but a recent focus on mathematics has led to rapid improvements in standards across the school. School data and other inspection evidence indicate improvements in each year group. This has been supported by a knowledgeable subject leader and a trained specialist leader of education in the staff team.
- Disabled pupils and those with special educational needs make good and outstanding progress because work is always carefully and appropriately linked to their specific learning needs. The school is using the pupil premium funding effectively for the very small proportion of those pupils eligible and the attainment and progress of these pupils, including those known to be eligible for free school meals, is similar to that of all other pupils in the school.
- Pupils' skills in physical education are well above those expected for their age. Pupils are supported by a highly skilled subject leader and by two teachers funded through the additional primary school sport funding.
- Pupils develop a wide range of skills across the curriculum and are exceptionally well prepared for the next stage of their education.
- The most-able pupils are challenged well and given opportunities to extend their work. Pupils in Year 2 produced some stunning writing in religious education. This was well above the expectations for their age. They made beautiful books, with chapters, which included many details. Higher-attaining pupils retold these stories in French and Spanish.

The quality of teaching is outstanding

- Teaching is always good and often outstanding. As a result, all pupils, including those who have special educational needs and those known to be eligible for free school meals, make rapid progress throughout the school.
- In the Nursery and Reception classes, teaching is consistently of at least a good standard. Particularly effective is the way in which staff enable children to settle in, form good relationships and listen attentively.
- Teachers set consistently high expectations of themselves and of all pupils. One teacher said that 'we are all learners'. Pupils say that they want to do well and understand what they need to do next to improve their work.
- The teaching of reading and writing is mostly highly effective and tasks are very well presented. Pupils say they 'learn something new every day'. The teaching of mathematics is effective with teachers accurately identifying what pupils need to learn next in order to do well.
- Guided reading sessions observed were highly effective in encouraging a love of reading and in developing pupils' skills in reading. This is supported by the outstanding progress pupils make in reading.
- Teachers plan lessons carefully, ensuring that they give pupils the opportunity to practise new

skills and then to use them in other work. In a lesson about going to see the vet, one pupil said, 'I am going to put connectives in because we did that last week.'

- Teachers check pupils' understanding throughout lessons, using good questions to make pupils think carefully. Teaching is adjusted where necessary. Teachers encourage pupils' understanding of the quality of their work, help them to improve further and promote their independence, by giving them the opportunity, during lessons, to check their own work and that of others to see if they have done what they needed to do.
- Subject leaders are very knowledgeable and share their expertise around the school and with other schools in the authority. They use their skills to ensure pupils are fully involved in their learning. At the beginning of a lesson on football, younger pupils were able to make very good suggestions about suitable warm-up activities because they knew which body parts they needed to move.
- Over time, the teaching of phonics has been sometimes good rather than outstanding. This was because pupils were not always given the time to blend sounds out loud and teachers did not always check the sounds pupils made carefully enough. Improvements have been made in these areas, but there still remains a gap between Year 1 pupils' performance in the national phonics screening test and their general reading skills.
- Marking frequently tells the pupils what they have done well and the best examples of this also explain what pupils need to do next.
- Additional adults support pupils' learning very effectively and no time is ever wasted. All adults ensure that all pupils are involved all the time. Pupils with additional needs are included as much as possible but have outstanding support as and when necessary.

The behaviour and safety of pupils are outstanding

- Pupils consistently show they are keen to achieve well by listening attentively. They want to do well. Pupils' attitudes to learning are exceptionally positive across all subjects and all classes.
- Pupils behave very well in lessons and around the school. Routines are well established and pupils understand the consequences of breaking the rules.
- They are very positive about behaviour and know who to go to if they are worried about anything. Pupils understand about different forms of bullying. Although some concerns were raised by a very small minority of parents on Parent View, pupils say that they feel safe in school and know that if they have any concerns about falling out with their friends, the staff will help them to sort it out.
- Pupils feel safe in school and know how to keep themselves safe in different situations. Pupils could explain clearly why they should not share passwords for the computer.
- At lunchtime, pupils of different ages sit together and enjoy chatting. They have good table manners and chat in a friendly manner.
- Pupils enjoy playtime and like having responsibilities, such as play leaders. They like to play with the toys and games that play leaders organise.
- Pupils enjoy taking part in physical education, and children in the Early Years Foundation Stage can fully explain how it benefits their physical health and well-being.
- Pupils are very proud of their school.

The leadership and management are outstanding

- Leaders have shown great determination and success in driving forward improvements in the school, as well as maintaining excellent practice. Through regular support, training and performance management, they have increased the proportion of outstanding teaching since the previous inspection.
- Leaders have recognised the need to continually develop their own skills. The headteacher is a trained Local Leader in Education, and the deputy headteacher is a specialist Leader in

Education for mathematics and special educational needs. They have effectively used these skills to improve learning for all pupils.

- All staff responded positively in the staff questionnaire and support the leadership team in their determination to maintain high standards and to continue to improve the school's performance.
- All leaders, including the governing body, have a clear and accurate understanding of the strengths of the school and the areas they need to improve. Plans are robust and data is used effectively to evaluate all actions. For example, action continues to be taken to ensure that Year 1 pupils do better in the national phonics screening check.
- Leaders understand that all pupils are different and strive to find the best ways of learning for all individual pupils. They introduced a new way of teaching mathematics last year to support the learning needs of a particular group of pupils, and this has resulted in this group achieving much better in this subject.
- During the inspection, the headteacher's judgements corresponded exactly with inspectors about the quality of teaching observed jointly. Performance management is robust and teachers' increases in salary links directly to pupils' achievement. Professional development of all staff is given a high priority and this has led to further improvement in the quality of teaching, particularly in mathematics, since the previous inspection.
- Data is shared with staff and governors and pupils' progress is checked individually and as part of groups. The headteacher is particularly skilled at using data to identify areas of strength to share, and areas to develop. Governors were highly positive about the information they received.
- Teaching is rigorously checked and accurately evaluated. Records of lesson observations are detailed and highlight strengths and any training needs. The latter are always followed up with training.
- The school works well with parents. They are welcomed into school with their children, helping them to learn literacy or mathematics for half an hour before the beginning of the school day. The majority of parental responses were very positive.
- The curriculum is highly creative. It is based upon the local area and basic skills and the pupils' own experiences are used extensively. Pupils take part in book and writing awards, art exhibitions, music projects and the 'Picture This' project from the National Gallery. This project looks at a particular painting and uses this as a starting point for other work, for example, history.
- Safeguarding arrangements meet all requirements. Risk assessments are in place and procedures regularly reviewed.
- **The governance of the school:**
 - Governors know the school very well. They are very clear about the improvements they have made and their role in challenging leaders and holding them to account for pupils' performance. They do this through an effective understanding of comparative data. The primary school sport funding has been used to effectively support the development of physical education. Experienced teachers of physical education work alongside school staff to train them to ensure that this will continue at the end of the funding. Pupils are taught the importance of keeping healthy as part of their lessons. Additional clubs have also been put in place.
 - Governors understand performance management and its link to any increases in salaries, and have brought in additional professionals to support them with the performance-management process. They are determined to maintain the robust nature of performance management and are well aware of the impact of professional development on performance of all staff. Governors actively support the school's leaders in their work beyond the school because they know it has helped their own school improvement, particularly in raising pupils' standards in mathematics.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106936
Local authority	Rotherham
Inspection number	425981

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Samantha Senior
Headteacher	Alison Benbow
Date of previous school inspection	9 December 2009
Telephone number	01709 760370
Fax number	01709 760370
Email address	brampton-ellis-cofe.infant@rotherham.gov.uk

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