

Inspection of Brampton Primary School

School Board Lane, Brampton, Chesterfield, Derbyshire S40 1DD

Inspection dates:	14 and 15 January 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are well cared for at Brampton Primary. They receive strong pastoral support. Relationships are positive. Staff know pupils well and listen to what they have to say. Pupils show positive attitudes to learning. Although leaders have high ambitions for pupils, including those with special educational needs and/or disabilities (SEND), inconsistencies in the quality of education means that pupils do not achieve as well as they should.

Typically, pupils behave well. They know that they are expected to be respectful, resilient and responsible. They do their best to live up to these high expectations. Pupils support each other and celebrate the achievements of others. They are motivated by the rewards on offer including, earning points, gold awards, certificates and 'always' awards. However, the school does not review patterns of pupils' behaviour well enough. This means that the school cannot be sure that behaviour is as positive as it could be.

Pupils make an important contribution to the school. They are proud to take on a wide range of responsibilities, including school councillors, librarians and working with younger pupils as 'mini readers' and 'mini mathematicians'. The schools' 'SMILERS' team help everyone to know how to stay mentally healthy.

What does the school do well and what does it need to do better?

The new leadership team have made significant changes to the curriculum, arrangements for safeguarding and the quality of provision in the early years. However, they recognise that there is still much to do. The quality of education is not yet good. Oversight of curriculum subjects is at an early stage. The school, supported by the governing body, has identified the right priorities to bring about further necessary improvements. The school prioritises reading. The phonics programme is well organised. It is taught consistently. Pupils who begin to fall behind are quickly identified and supported to keep up. Beyond phonics, the school has considered how reading is taught. However, what pupils learn at each stage of the reading curriculum has not been identified clearly. Therefore, pupils do not build on their reading knowledge through school well enough.

In most subjects the new curriculum is well designed. Content is sequenced in a logical order. It is clear what pupils are expected to learn and remember. However, the teaching of this curriculum is still at an early stage. In some lessons, the school does not ensure that pupils, including some pupils with SEND, complete tasks that are designed to help them think more deeply about what they have learned. Pupils are not secure in their knowledge. They do not remember key content over time.

Pupils with SEND, including those who attend the enhanced resource provision, are well cared for. The good level of pastoral support that they receive helps them to grow in confidence. However, for some, the school is not clear about the precise, small steps of improvement that these pupils are expected to make. As a result, the school cannot accurately check on how well these pupils are achieving.

Attendance is positive. The school provides the right balance of challenge and support when absence is too high. Pupils typically behave well. Pupils who need help to live up to the schools' expectations get the support they need. The school's behaviour policy has been recently updated. The majority of pupils and staff feel it works well. However, the school does not identify patterns of behaviour or bullying well enough to be able to make further improvements. The school's approach to anti-bullying is not consistently understood by staff and pupils. As a result, not all incidents of bullying are dealt with well.

Children get off to a strong start in the early years. The early years curriculum is meticulously organised. It is clear what children are expected to know and be able to do at each stage through Nursery and the Reception Year. Learning is fun and engaging. Children receive well-tailored support to improve their communication and language skills and to develop independence.

Provision for pupils' personal development is a strength. Underpinned by a robust programme for personal social and health education (PSHE), pupils learn to be respectful and considerate of others. They have an age appropriate understanding of fundamental British values and of the protected characteristics.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parts of the curriculum are at an early stage of implementation. They have not yet resulted in pupils knowing and remembering content over time. As a result, pupils recall of the curriculum is inconsistent. The school should ensure that its' curriculum is embedded and consistently results in pupils remembering content over time.
- Strategies to support pupils with SEND are not consistent. The school is not clear about the precise, small steps of improvement that some pupils with SEND are expected to make. This means that the school cannot accurately check if these pupils are achieving as well as they should. The school should ensure that there are consistent systems in place to ensure that it is clear what pupils with SEND should achieve.
- The school's reading curriculum is not fully sequenced. This means that the school cannot be sure that content is being taught in the best or most logical order. The school should ensure that its reading curriculum is designed to clearly outline what pupils are expected to know and achieve at each stage, so that pupils can securely build upon their prior learning.
- In some lessons, pupils, including those with SEND, do not complete learning activities that allow them to apply what they have learned or secure a deeper understanding of

the content studied. Pupils who do not receive these opportunities do not learn and remember curriculum knowledge as well as their peers. The school should ensure that all pupils engage with learning activities that are designed to help them to apply what they have learned and to think more deeply about the content studied.

- The school does not review patterns of pupils' behaviour well enough. This means that it does not know if any of the adaptations it has made are working or if further changes are required. The school should ensure that it uses the information it has gathered about incidents of pupils' behaviour, to check on the impact of the changes it has made and make further improvements where needed.
- The schools' anti-bullying policy is not implemented consistently well. Staff do not have a consistent understanding of how cases of bullying should be managed. This means that some cases of bullying are not dealt with as thoroughly as they should be. The school should ensure that its policy for managing cases of bullying and/or alleged bullying is consistently understood and applied by all staff.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132225
Local authority	Derbyshire
Inspection number	10347501
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Nigel Saul
Headteacher	Samantha Spyve
Website	www.brampton.derbyshire.sch.uk
Date of previous inspection	10 January 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher and assistant headteachers took up post in September 2023.
- The school has an enhanced resource provision for up to 14 pupils with autism. Places for this provision are allocated by the local authority.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the assistant headteachers, curriculum leaders, the special educational needs coordinator, the enhanced resource setting manager, the early years leader, the education welfare and attendance officer and groups of staff and pupils.
- Inspectors carried out deep dives in five subjects: reading, mathematics, science, history and religious education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with representatives of the governing body, including the chair. He also met with representatives of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View and written communication from a parent. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. They visited lessons in the enhanced resource provision.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Phil Abbott

Ofsted Inspector

Tim Leah

Ofsted Inspector

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