

# Brampton Manor Academy

## Inspection report

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<b>Unique reference number</b>	136669
<b>Inspection number</b>	382235
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	Samantha Morgan-Price HMI

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>	Academy converter
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,474
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Faust
<b>Headteacher</b>	Dayo Olukoshi
<b>Date of previous school inspection</b>	31 January–1 February 2007
<b>School address</b>	Roman Road London E6 3SQ
<b>Telephone number</b>	02075400500
<b>Fax number</b>	02074735886
<b>Email address</b>	info@bramptonmanor.org

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## Introduction

### Inspection team

Samantha Morgan-Price	Her Majesty's Inspector
Helen Blanchard	Additional inspector
Michael Elson	Additional inspector
Tracy Luke	Additional inspector
Jalil Shaikh	Additional inspector

This inspection was carried out with two days' notice. Fifty-six lessons were observed of which 53 teachers were seen. Meetings were held with groups of students, members of the governing body and staff. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the academy's work, and looked at achievement data, the academy's development plan and self-evaluation, minutes of governing body meetings, records of lesson observations, exclusion, bullying and attendance data. The inspection team scrutinised questionnaire returns from 298 parent and carers, 300 students and 77 staff.

## Information about the school

Brampton Manor became an academy-converter school in April 2011. It is a larger than average school serving a culturally diverse community. Half the academy's population are known to be eligible for free school meals and over 80% of students are from minority ethnic groups. Over two-thirds of students speak English as an additional language. Over three times the number of students compared to the national average has special educational needs, with over 12% having a statement of special educational need or supported by school action plus. The July 2010 interim assessment carried out by Ofsted identified that the academy's strong performance had been sustained. The purpose-built sixth form that will accommodate approximately 400 students will open in September 2012. The academy exceeds the government's 2011 floor standard, which sets the minimum expectations for students' attainment.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school which has been transformed in a relatively short period of time. The passionate yet relentless leadership of the headteacher has provided an amazingly effective vision which has transpired into the academy's ethos of 'There are no limits to what students can achieve.' Leadership and management especially at the senior leadership level are excellent. Performance is managed exceptionally well. The broad and rich curriculum enables students to gain beneficial social, moral, spiritual and cultural skills. Students' development of their spiritual and social skills is exceptional.
- Achievement has risen considerably since 2009. Early GCSE examination results and the academy's data predict further improvements. Students make outstanding progress to achieve above average standards in their GCSE examinations. The proportion of students who achieve five A\* to C grades including English and mathematics rose remarkably in 2011. Teaching and leadership in these subjects are outstanding.
- Teaching is outstanding because teachers have extremely high expectations of what students can achieve and continued professional development by leaders and managers is tightly focused to improve teaching further. Every individual counts and the highly effective monitoring and intervention systems enable students to achieve their ambitious targets. However, there are a few not so successful lessons where teachers do not use their extensive knowledge of students' abilities to plan work that is challenging for all or enables students to work independently. Some excellent marked work was seen, although on a few occasions marking did not enable students to know how to improve their work.
- Students' behaviour is outstanding. Students are respectful and considerate of each other and of staff. Different faiths and cultures are welcomed and diversity is embraced by students. As a result of this, the academy is an extremely harmonious community.

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

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- Draw on the excellent teaching in the academy to ensure that the vast majority of lessons are outstanding by:
  - increasing the pace and challenge in lessons, ensuring tasks are sharply focused on the needs of all students and increasing their level of independent working
  - bringing the standard of marked work throughout the school up to the level of the best so that students always know how to improve their work.

## **Main report**

### **Achievement of pupils**

The tremendously hard work of academy staff over the last three years has resulted in a highly impressive increase in the proportion of students attaining five or more A\* to C grades including English and mathematics. Students enter Year 7 with low attainment at Key Stage 2. Parents and carers overwhelmingly say that their child makes good progress at the school. The excellent care and monitoring of their achievement, including thorough screening for any additional needs, result in students making excellent progress in their learning and achieving above average standards in their GCSEs at the end of Year 11. Students' attainment in English since 2010 has been above average. The progress students made in 2011 overall was in the top 1% when compared to schools nationally. In this year, boys and higher attainers in humanities did not achieve as excellently as others; this is no longer the case. No groups of students are falling behind, including those who are disabled or have special educational needs. Students who are known to be eligible for free school meals and those with English as an additional language make exemplary gains in their learning.

Learning in lessons is typified by students effectively using the many opportunities to assess their own progress and understanding of work set. The vast majority of students know their ambitious targets and they all want to achieve them. They enjoy lessons and are very keen to participate. They use the time to discuss their work with others well and these peer discussions are strengthening their oracy skills. Teachers encourage students to work independently, although in a few lessons seen there were limited opportunities.

### **Quality of teaching**

High expectations and challenging targets result in teachers having a thorough understanding of the performance of students. Robust assessment and highly effective monitoring, which has been significant in the school's success, have meant that individual support for students is implemented quickly, including for disabled pupils and those who have special educational needs. The view of most parents and carers is that their child is taught well at the academy and inspection findings judged

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that the quality of teaching was excellent. The broad and rich curriculum contributes highly effectively to students' exemplary achievement. The development of students' social, moral, spiritual and cultural skills is evident in lessons. For example at the start of a religious education lesson, students were asked to meditate and benefited from doing so. The lesson moved on quickly to discuss the relevance of Buddhists' beliefs in modern society. There was time for reflection and the discussion of faiths resulted in a wider debate on spiritual beliefs, individual viewpoints and tolerance.

Excellent examples were seen where students were stretched and challenged in their work. In a drama lesson, students were encouraged to perform to a high standard and made outstanding use of precise critical judgements from the teacher and other students. This lesson was culturally enriching as they discussed the context of Greek theatre and the character of Medusa. The development of social skills through group or paired discussion is encouraged in almost every lesson. The use of peer and individual assessment is increasing and provides students with a better understanding of National Curriculum levels of attainment. The excellent marking by some teachers contributes well to students' understanding of how they can improve their performance. However, they were a few examples of marked work seen that did not provide explanatory or helpful comments. This hindered students' understanding of what they needed to do to improve their work.

### **Behaviour and safety of pupils**

The dogged determination by leaders and managers has resulted in the considerable reduction in the number of exclusions in 2012. Exclusion have been falling consistently since the last inspection. Students know how they are expected to behave and their conduct is exemplary. They feel extremely safe at all times. They enjoy what the academy has to offer and attend exceptionally well. The above average attendance has been maintained since the last inspection. The strong culture of high expectations permeates into everything the academy does, resulting in the highest levels of behaviour in lessons. Bullying in this large academy is extremely rare, and the strategies to monitor and evaluate poor behaviour have had excellent effect. Students have a very good awareness of the different forms of bullying. Highly effective interventions by leaders have resulted in resolving a few incidents of cyber-bullying which were conducted outside of school. Almost all parents and carers believe their child is safe at the academy.

### **Leadership and management**

The academy's self-evaluation describes staff's approach to monitoring as 'forensic'. Data of the highest standard are used extremely well by all staff to meet the challenging targets set by leaders. Attainment continues to be on an impressive improving trend moving from a low position in 2009 for five or more A\* to C grades including English and mathematics to an above average position in 2011. The academy knows its successes; the next steps required to bring about further improvement are meticulously identified and monitored. Subjects that were not performing as well as the best in 2011 all demonstrate significant improvement. As a

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result of these actions, leaders and managers demonstrate an exemplary capacity to improve. The contribution that the governing body makes to the academy's performance is significant. Members know 'chapter and verse' of how well the academy is performing and whether targets are being met or exceeded. They ask probing and appropriate questions and have not reduced their level of scrutiny despite the pressures of converting to an academy or managing the new sixth form.

The curriculum is outstanding because of its highly effective pathways at Key Stage 4 which are tailored for students' different academic abilities. It contributes significantly to the development of students' social, moral, spiritual and cultural development, for example three quarters of students study the full GCSE in religious education while those of a lower ability undertake a personal, social, health education course.

The considerable closing of the gap between the attainment of boys and girls and that no group of students is falling behind enables the academy to demonstrate that it promotes equality of opportunity and prevents discrimination extremely well. Safeguarding fulfils statutory requirements. There are strong arrangements to secure the safety and well-being of students especially those potentially at risk of underachieving. The meticulous approach to monitoring students is replicated in leaders' and managers' approach to improving teaching. A significant proportion of teaching is outstanding and where teaching is weaker there are actions in place to improve it. Continual professional development takes a high priority. Learning area reviews provide information to inform teachers' performance management targets. The process of identifying and pulling together strengths and weaknesses from individual lesson observations has resulted in effective targeted support being provided. Peer support is used very well. However, leaders recognise that the exemplary practice within the academy can be used more extensively to bring all teaching up to an excellent level.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



15 June 2012

Dear Students

### **Inspection of Brampton Manor Academy, London, E6 3SQ**

We would like to thank you for helping us when we came to find out how well you are getting on. We particularly enjoyed visiting your lessons, reading your questionnaires and talking to you. I am writing to let you know what we thought about the academy. We judged that your school is outstanding in all respects and that the headteacher, the senior teachers, governing body and other staff are working extremely well to improve the quality of education that you receive.

You achieve exceptionally well. Attainment in your GCSE examinations last year was the highest it has ever been and is set to improve further this summer. The proportion of you who attain five or more GCSEs at A\* to C is higher than the national average. The academy has created a harmonious atmosphere and your senior teachers have done extremely well to achieve this. The vast majority of you feel safe at school. Your behaviour at school is excellent and your attendance is above average. The vast majority of you said that behaviour was good most of the time in lessons and around the academy; we judged it to be better than that.

There are some things that the academy can improve upon to help you achieve even better. These are things we have asked senior teachers to do.

- By using the excellent teaching that exists in the school, increase the number of exemplary lessons so that the vast majority of lessons are outstanding by:
  - teachers giving you work that is always challenging enough, and getting you to do things quickly and independently in lessons
  - teachers' marking always showing you how well you are attaining and what you need to do to improve.

All of you can help by reading the written comments of your teachers carefully and acting on the suggestions, and by contributing to your lessons at all times.

Yours sincerely  
Samantha Morgan-Price  
Her Majesty's Inspector



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