

Inspection of Bramingham Primary School

Freeman Avenue, Luton, Bedfordshire LU3 4BL

Inspection dates: 28 and 29 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils benefit educationally and socially from this inclusive school. Leaders' vision that 'every individual, every achievement and every moment matters' flows through the school. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve and take part fully in all aspects of the school day. Pupils learn about important values and enjoy a full curriculum offer.

Pupils want to learn, and teachers make sure that clear rules and routines help them to do so. Pupils feel safe. They trust the adults around them to keep them safe and to help them overcome any problems they may have. Pupils understand that everyone is unique. They learn from each other's differences, and this helps them to value their own strengths. Pupils have a clear understanding of what bullying is. They say it is very rare. When it does occur, leaders deal with it immediately.

Pupils access a curriculum that is designed to support them to live and learn in a diverse community. Adults model how to nurture friendships and how to contribute to society. Pupils are proud to be star readers, members of the school council and values leaders. Staff have high expectations for what all pupils can achieve.

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

Leaders have developed a curriculum that builds on previous learning and covers the elements in the national curriculum. Leaders have prioritised specific vocabulary to help children understand more complex knowledge in lessons. Children in Reception, for example, understand the meaning of words like 'cunning' and 'gratitude'. They are able to use this vocabulary when accessing a range of new learning. The curriculum in early years is planned well to help children get ready for Year 1. However, the plans do not always make the most useful links to children's future learning.

Leaders have recently set ambitious goals for pupils in each subject. Teachers are given the resources, training and support to help them deliver the lessons as intended. In the majority of cases, this is done well. However, in a few subjects where plans are new, the taught curriculum does not always respond directly to what pupils have learned before. In these subjects, assessment has not been used consistently well to check what pupils have remembered. This means that leaders do not have a fully accurate picture of the impact of these lessons.

Leaders have recently reviewed the reading curriculum. Pupils learn how to read with growing accuracy and fluency. There is careful adaptation for pupils who speak English as an additional language. Parents receive training so that they can support their child's learning. Pupils learning to read have many opportunities to practise new sounds learned with books that are well matched to their level of reading. Children in the early years explore exciting story baskets. They listen attentively when their teachers read to them.

Older pupils also enjoy daily reading sessions. The books pupils listen to are well considered to help pupils understand about current topics, such as racism. Leaders ensure that reading is a high priority. All pupils enjoy reading regularly and understand why it is important.

The provision for pupils with medical and physical needs is highly effective. Leaders have considered how to adapt lessons so all pupils with additional specific needs can benefit. For example, members of the nursing team often work with pupils to support their medical needs in lessons. As a result, all pupils have equal access to the same education. All pupils, including those with SEND, study the same curriculum within their own classes wherever possible.

Pupils' behaviour meets the high standards that leaders have for them. They are respectful and learn to understand key values such as gratitude and self-belief. This is supplemented with a thorough personal, social and health education programme. All staff have worked to establish clear rules and routines right from the early years. Children in the early years are cooperative and kind to each other. They take turns and share. Older pupils are fully able to discuss the values they learn. They know how this helps them to understand other people, and to be kind and considerate. Pupils use democratic processes as they vote for important roles in school, such as school council positions.

Leaders, including governors, have taken effective action to bring about some significant changes in the school. In doing so, leaders have listened to staff and considered the impact of decisions on their well-being. Leaders have also made changes to key policies, such as amending the marking policy, to reduce workload wherever possible.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff and governors receive regular training and updates in safeguarding. Staff are confident in recognising and reporting any concerns. They make certain that external agencies support pupils and families in a timely manner. Many pupils in this school need extra support from medical services. Leaders make certain that these vulnerable pupils and families know how to seek help if needed.

Pupils learn how to keep themselves safe in school and in the community. This includes a clear program of study about keeping safe online. Pupils let adults know about concerns they have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, some curriculum plans do not sufficiently detail the specific skills and knowledge children need for learning in Year 1. Leaders should ensure

that plans are more precise so that staff prepare children most effectively for their future learning.

- In a few subjects, assessment is not always used accurately in order to check what pupils know, or to identify their next steps. As a result, some pupils are less confident in recalling what they have previously learned. Leaders need to ensure that there is a commonly used and understood approach to assessment that checks pupils are applying and retaining the knowledge they have already learned, before moving them on to more complex tasks.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109594
Local authority	Luton
Inspection number	10268627
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair of governing body	Barbara Robinson
Headteacher	Mrs Bains and Miss Sutton (co-headteachers)
Website	www.bramingham.net
Date of previous inspection	22 November 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been two new co-headteachers appointed.
- This school has a 12 place specially resourced provision for pupils with medical and physical needs.
- Leaders do not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors met with the co-headteachers, school leaders, other school staff, members of the governing body and representatives from the local authority.

- The inspectors carried out deep dives in early reading, mathematics, science, computing and PE.
- For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- As part of the early reading deep dive, the inspector listened to pupils read to a familiar adult and visited early reading lessons delivered by teachers.
- The inspectors considered how the school teaches pupils about behaviour. The inspector observed behaviour across the school in lesson time, in corridors, at play and at lunchtime.
- The inspectors reviewed and sampled leaders checks on the suitability of staff to work with children. The inspectors also reviewed safeguarding practices, attendance processes and support for pupils with SEND.
- Inspectors considered 80 responses from Ofsted's online survey for parents, Ofsted Parent View, including 78 free-text responses. Inspectors also reviewed 42 staff and 148 pupil questionnaires.

Inspection team

Sarah Stevens, lead inspector	Ofsted Inspector
Lisa Massey	Ofsted Inspector
Kristian Hewitt	His Majesty's Inspector

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