

Inspection of a good school: Bramford Primary School

Chad Road, Coseley, Bilston, West Midlands WV14 9TU

Inspection dates:

2 and 3 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of the school is Clare Handley. The school is part of Griffin Schools Trust, which means other people have responsibility for running the school. The trust is run by the chief executive officer, Anne Powell, and overseen by a board of trustees, chaired by Mike McCreedy. There is also an executive headteacher Lisa Guest, who is responsible for this school and two others.

What is it like to attend this school?

The care of pupils is exceptional in this vibrant, well-led school. Pupils access an engaging, high-quality education. From their different starting points, all pupils, including those with special educational needs and/or disabilities (SEND), are supported and challenged to do their very best.

The school feels homely. Staff and pupils talk about being part of the Bramford family. Leaders, staff and the pastoral team wrap a blanket of care around the pupils and their families. High attendance is praiseworthy. Pupils enjoy coming to school. Their behaviour is exemplary and not a moment of learning is lost.

Pupils are happy at school. They feel safe and secure. The whole school gets involved in learning beyond the curriculum. These opportunities are excellent. Pupils benefit from the innovative offer, from music to sports, a gardening club and fundraising for others. Pupils blossom at Bramford Primary School, finding many new talents, interests and skills along the way.

Achievement is high. This, alongside the extensive range of opportunities, means plenty is happening in this thriving school.

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

The trust, leaders and staff are all committed to pupils achieving the school's aims of 'proud traditions, wide horizons and high achievement'. In this successful school, pupils are put first. The strong ethos of care and aiming high shines throughout the whole school.

Pupils enjoy living up to the school's high ambitions. They achieve well, both in national tests and in the quality of their work across all subjects. The school's well-thought-out curriculum enables pupils to build on what they have learned before. From early years to Year 6, pupils deepen their understanding of increasingly complex ideas. The support for pupils with SEND is exemplary. There are consistently high expectations, and staff adapt learning to ensure everyone can access the curriculum.

Whether they learn quickly or need more support, all pupils learn the intended curriculum. Skilled, trained staff provide the support needed to master early reading through phonics. From early years, children get off to a rapid start with learning to read. Pupils read widely; their love of reading shines through. Reading corners and reading nooks, brimming with books, are a key feature of school life.

The arts curriculum benefits from experts across the trust. Pupils are inspired by different musicians, and they produce some impressive performances of their work. For example, during the inspection, the Year 5 performance of Macbeth brought together the whole year group with upbeat songs and music. Pupils spoke eloquently about the whole school Shakespeare project. The Griffin Arts Festival provides pupils with further opportunities to celebrate their learning in music. Subject leaders work collaboratively in school and across the trust. There is a drive for continual improvement. School staff summed this up when they said we 'give and get', embracing new ideas and reflecting on what is working well for pupils.

The curriculum is enriched with a wide range of visits and events. These build pupils' cultural capital and help them to learn important life skills. For example, pupils travel to Oxford University to compete in the trust's national sporting finals. Through these opportunities and others, pupils develop their teamwork, confidence and independence. Parents and carers overwhelmingly praise the trips, visitors and clubs on offer at Bramford Primary School.

There is consistency and fairness in the positive approach to managing pupils' behaviour. Pupils say they behave well because they learn to do this from the start. Friendly, kind and caring behaviour is the norm. If problems arise, staff are calm and caring in their responses.

Pupils grow as active members of the school community. They take on leadership roles, perform in monologue competitions and are entrepreneurial, raising money for charities. They learn social responsibility and are well prepared for life in modern Britain.

Staff are proud to work at Bramford Primary School. They say that pupils 'grow into greatness from small beginnings'.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

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	139437
Local authority	Dudley
Inspection number	10322849
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	Board of trustees
Chair of trust	Mike McCreedy
CEO of the trust	Anne Powell
Headteacher	Clare Handley
Website	www.bramfordprimaryschool.co.uk
Dates of previous inspection	16 and 17 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school provides before- and after-school provision.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector met with the executive headteacher, the headteacher, the deputy headteachers, the assistant headteachers, senior leaders and the special educational needs coordinator.
- The inspector met with a member of the board of trustees, the chair of governors, the trust's school improvement lead and the chief executive officer.
- The inspector considered responses to Ofsted Parent View and the free-text responses received during the inspection. The inspector considered the responses to Ofsted's staff survey. There were no responses to the pupil survey. The inspector spoke with parents and carers on the playground.
- The inspector looked at a range of documentation. This included the school's self-evaluation, school development plan, school policies, curriculum documents, SEND records, attendance records and minutes of meetings held by the trust.

Inspection team

Pamela Matty, lead inspector

Ofsted Inspector

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