

Brampton Church of England Primary School

Address: Southwold Road, Beccles, Suffolk, NR34 8DW

Unique reference number (URN): 144827

Inspection report: 24 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Behaviour in the school is excellent. Pupils have ownership of the behaviour rules because they were fully consulted on changes to these last year. Those who join the school and initially struggle with their behaviour quickly learn the expectations and settle into the school community well. Pupils have very positive attitudes and respect others. They understand how some pupils prefer a quieter working space or might need other adaptations. The school is calm but highly focused on learning. Leaders have high expectations of pupils' behaviour. Staff establish clear routines, and these are followed with impressive consistency. Pupils enjoy eating lunch with other year groups. Older pupils take pride in helping younger pupils. Pupils do not rush to eat their lunch and spend time chatting sensibly to friends. Staff act swiftly to address any poor behaviour. Bullying and discrimination are not tolerated.

Pupils' attendance has risen in the last year. Pupils attend very well. Leaders work purposefully with families to support pupils to come to school. The attendance of some pupils who are more persistently absent has improved rapidly because of this targeted but sensitive approach. Leaders design the school week carefully to successfully engage pupils in exciting activities and encourage full attendance.

Inclusion

Strong standard ●

Pupils' needs are quickly checked and identified when they join the school, whether in Reception or on entry to other year groups. Precise and detailed individual targets for pupils' learning and overall school provision maps ensure that pupils get additional support when they need it. The support for pupils with special educational needs and/or disabilities and for disadvantaged pupils is high quality. They benefit from a wide range of different interventions that help them catch up or keep up with the curriculum. When necessary, staff provide pupils with extra coaching to become more familiar with the vocabulary and skills they will use in lessons. Leaders check pupils' progress through the curriculum and the impact of any interventions carefully. They make purposeful changes to make sure that pupils learn well and achieve their best.

Staff make reasonable adaptations in lessons and provide a variety of resources to support pupils to access learning effectively. Skilled adults provide extra help for pupils if needed. Staff are knowledgeable and receive relevant training to understand and meet pupils' needs well.

Leaders track the participation of pupils in receipt of the pupil premium funding in detail. They ensure that these pupils have a full part of school life and reduce any barriers to learning as much as possible. This support also includes pupils known, or previously known, to social care. Alternative provision is used in pupils' best interests.

Personal development and wellbeing

Strong standard ●

The school places high priority on supporting pupils' welfare from the early years onwards. Its approach to supporting pupils' personal development and wellbeing is rich and high

quality, ensuring they know how to stay safe and be well prepared for life in modern Britain. The personal, social and health education curriculum is comprehensive and includes age-appropriate relationships and sex and health education. It is supplemented by a wide range of activities to help pupils to understand their place in society. Pupils talk confidently about their learning, including finance, diversity and many other topics. They understand fundamental British values well and demonstrate this in their day-to-day life. For example, pupils chose to organise a whole-school vote linked to fundraising. They are reflective and confidently engage in thoughtful discussions, including how hard work might be needed ahead of 'creativity' in an assembly.

Staff teach pupils strategies to keep themselves healthy, happy and able to focus in school. Staff review these regularly with pupils to ensure they are helping pupils in the best possible way. Pupil voice is held with high regard. There are many ways for them to have leadership roles and influence within this small school. Pupils take great pride in being eco leaders, road safety officers, ethos leaders and more. Through these roles, they develop leadership skills and independence and enjoy helping others.

Leaders look for every opportunity for all pupils to experience life beyond the school and to participate in wider local community events. Pupils take part in many sporting competitions. The school's before- and after-school provision provides pupils with opportunities to develop their skills and interests, such as sewing. Families appreciate the opportunities the school provides to engage in learning beyond the curriculum with their children out of school. Pupils benefit from highly effective pastoral support. It is specifically focused so that pupils or families who need additional support get the help and guidance they need. Leaders check the impact of this support carefully to ensure that effective strategies are used.

Expected standard

Achievement

Expected standard

Pupils generally leave the school ready for the next stage in their education. They achieve in line with national averages in the Year 1 phonics screening check and in end of key stage 2 national tests. Pupils secure important knowledge and skills in reading, writing and mathematics. Leaders identify gaps in pupils' knowledge promptly and take action to address them. For example, leaders increased the number of reading sessions so that pupils practise reading more often.

Although pupils write well in English, their written work across some areas of the curriculum is not as high quality. Leaders have improved the curriculum to give pupils more meaningful opportunities to develop their writing in other subjects. However, this work is in the early stages of implementation.

Some pupils have particular gaps in their learning related to their knowledge of multiplication facts. This has been demonstrated in the Year 4 multiplication check over the last few years. The school is beginning to address this weakness but actions are in their infancy and have yet to demonstrate a sustained impact.

Curriculum and teaching

Expected standard 

The curriculum is well designed and generally taught well. Leaders at all levels check the teaching of the curriculum to make sure that it is ambitious and meeting the needs of pupils. Leaders ensure that any gaps in pupils' basic reading, writing and mathematics skills are identified and addressed. For example, leaders correctly identified that weaker handwriting and spelling were holding some pupils back. Targeted programmes now ensure that pupils have regular opportunities to practise and develop their skills in these areas.

The school works closely with the wider multi-academy trust and other specialist services so that staff can access high-quality training. Staff are adept in using various strategies to support learning, including using materials such as practical resources in mathematics. These particularly help pupils, including those with special educational needs and/or disabilities, to visualise, explore and explain their mathematical understanding.

In subjects such as English and mathematics, teachers skilfully both support those who need it and extend pupils with higher academic starting points. However, this approach is not consistent across all curriculum subjects. This means that, in some subjects, some pupils, particularly those who can achieve highly, do not learn as well as they should.

Early years

Expected standard 

The early years curriculum is carefully designed for children to establish important knowledge and skills to set them up well for learning in Year 1. Staff are well trained in making the most of their discussions and interactions with children. They encourage children's learning through all aspects of play. Children are nurtured. They are enthusiastic learners who enjoy school.

Children start learning to read, write and count right from the start of Reception. Phonics is taught well, helping children to develop a love of reading. Skilled staff support and guide children to develop and extend their knowledge. Children benefit from opportunities to practise and apply their learning through adult-led activities. For example, children were absorbed in creating a treasure hunt in sand and applied their early writing skills by writing a list of the objects for others to find. Adults encourage children to talk about their thinking and work with each other effectively.

The school works closely with parents and carers to share and celebrate events and children's achievements in school and at home.

Leadership and governance

Expected standard 

Leaders know their school well. They celebrate the strengths but are also aspirational to develop the school further. The school is highly nurturing and inclusive, enabling pupils with special educational needs and/or disabilities to achieve particularly well. Leaders know that some higher achieving pupils could be doing even better and want to develop the curriculum and teaching to meet this ambition. The multi-academy trust leaders are working with the local governing body to further develop their role in challenging and supporting school leaders to achieve this ambition.

The trust maintains secure oversight of the school. The local governing body regularly checks the impact of leaders' actions to improve the school and liaise with the trust about next steps. Governors scrutinise documentation, meet with leaders and visit the school to reassure themselves that these actions are having a positive effect on pupils. They ensure that their statutory duties, such as to safeguard pupils, are met and hold leaders to account so that their decisions have the best impact on pupils' wellbeing and education.

Staff feel well supported and access a high-quality professional development programme. They appreciate working closely with colleagues in other schools within the association, sharing expertise, resources and curriculum ideas. Leaders value the opportunity to compare and check the work of the school with that in other schools within the association so that they are confident that the school is doing its best for all pupils.

What it's like to be a pupil at this school

This is a school where pupils are nurtured and supported to become confident young people and ready for their next stage in education. From the early years, pupils' opinions are valued and inform a great deal of what they do at school. For example, pupils found poppies growing on the field. They linked this to celebrating Remembrance Day and started their own wildflower garden. They have many leadership opportunities, such as being play leaders. At lunchtimes, most pupils choose to take part in games and activities organised by these leaders.

Pupils are known well by staff and their peers. These positive relationships help pupils to feel safe and behave well. Although pupils feel confident to sort out any minor disagreements themselves, they know that the adults will help them when needed. Staff deal with the rare incidents of bullying promptly and effectively.

Pupils achieve well. This is particularly the case for pupils with special educational needs and/or disabilities. The excellent support they receive enables them to access the same learning as their peers and achieve success. Staff act well to reduce any barriers to learning for disadvantaged pupils. Pupils enjoy their learning and talk enthusiastically about topics they study. They take pleasure in reading and are rising to the school's current challenge to increase their reading fluency and speed.

Pupils benefit from the school's rich personal development programme and effective support for their wellbeing. They relish the many different experiences that help them understand and prepare for life beyond rural Suffolk. They are proud of their sporting achievements. Their artwork, which is of high quality, is regularly displayed in external exhibitions. Many pupils join this highly inclusive school at different times of the year and in different year groups. Pupils are clear that everyone is welcome. They work and play harmoniously alongside each other and attend well.

Next steps

- Leaders should ensure that teachers enable pupils to have more opportunities to explain their ideas in writing across the curriculum.
 - Leaders should ensure that teachers provide enough opportunities for pupils to achieve highly in the curriculum beyond English and mathematics.
 - Leaders should ensure that work to improve pupils' understanding and recall of multiplication facts is embedded so that pupils build their knowledge securely.
-

About this inspection

This school is part of St Edmundsbury and Ipswich Diocesan Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tracey Caffull, and overseen by a board of trustees, chaired by Andrew Bilt.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, multi-academy leaders, trustees, governors, parents and carers and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian (Church of England) religious character. The last section 48 inspection was in November 2021.

The school uses a small number of alternative providers.

Executive headteacher: Steven Jeal

Lead inspector:

Tessa Holledge, His Majesty's Inspector

Team inspector:

Jules Stops, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

89

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.09%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.12%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.61%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (revised)	67%	74%	Below
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	56%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	68%	-8 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	38%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	44%	78%	-34 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	56%	79%	-24 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	7.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.4%	13.3%	Above
2023/24 (3 term)	18.6%	14.6%	Above
2022/23 (3 term)	27.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright