

# Inspection of a school judged good for overall effectiveness before September 2024: Bramley Church of England Primary School

Bramley Lane, Bramley, Tadley, Hampshire RG26 5AH

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Inspection dates:

3 and 4 June 2025

## **Outcome**

Bramley Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

This is a warm, welcoming and inclusive school. Pupils and staff treat each other with compassion, friendship and respect, bringing the school's values to life. Strong, supportive relationships between pupils and staff are at the heart of the school community. Pupils feel valued, safe and understood. They know they are listened to, noting that, 'Teachers think about our feelings.' The school is ambitious for pupils, living up to its mantra, 'Make every lesson count for every child.' As a result, pupils thrive.

Pupils behave well in lessons and around the school. They respond positively to the high expectations set by staff. Pupils engage in lessons well, keenly contributing their ideas. The school offers a wide range of enrichment opportunities. Pupils love learning new skills on residential trips, such as abseiling and street surfing. Pupils are proud of their leadership roles, such as play leaders, librarians and membership of the eco-council. The pupil road safety officers are focused on ensuring that pupils are safe arriving and leaving school. Pupils enjoy contributing to school life.

Parents and carers are highly complimentary about the school. Typically, they praise the way the school helps their children to 'flourish here, both personally and educationally'.

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

The school has designed a well-sequenced curriculum that sets out the knowledge that pupils need to learn and remember over time. It has established an agreed approach to teaching, known as the 'Bramley way'. This supports pupils in rehearsing their thinking

and talking through their ideas successfully. Teachers explain new content clearly. They routinely check that pupils have remembered their learning and address gaps well.

Overall, pupils remember important knowledge. Teachers give pupils time to revisit and practise essential content. The school identifies any additional needs pupils may have quickly. There is a sharp focus on understanding those needs and reducing any barriers to learning. Teachers adapt tasks for pupils with special educational needs and/or disabilities (SEND) skilfully. This enables pupils with SEND to access the same ambitious curriculum as their classmates. Staff work closely with parents and external professionals to provide purposeful support. Pupils with SEND are fully included in school life.

Pupils learn well in this school. However, in a few subjects, some learning activities do not link closely enough to the ambition of the curriculum. This can hinder pupils' learning and prevent them from building knowledge coherently.

The school prioritises the teaching of reading. Children begin learning to read as soon as they enter the Reception Year. There is a consistent approach to teaching phonics. Staff identify any areas of difficulty quickly. They intervene with appropriate support. The school promotes a love of reading well. Pupils enjoy a rich variety of literature. The school has acted swiftly and effectively to ensure that outcomes in reading improve. The teaching of comprehensions skills has been strengthened. Pupils read with increasing fluency and stamina and are developing their vocabulary well.

Staff promote pupils' independence and resilience in learning well. Lessons are free from disruption. From early years onwards, children benefit from well-established routines and clear expectations. Children in the early years relished working together as a team to create a collage frieze of Antarctica. They expressed their ideas with confidence and respect for others.

Pupils develop their interests and talents through a broad range of clubs. They are proud to represent the school in competitive sport. Pupils become thoughtful, responsible citizens. They have a strong commitment to helping others beyond Bramley. For example, pupils raised money for an international charity recently. This helped them to understand the challenges many communities face in accessing clean water and sanitation. Pupils have a growing understanding of the wider world and their role in protecting it.

Attendance is improving, particularly for the school's most vulnerable pupils. This is due to leaders' robust yet supportive approach. The school is determined to maintain this momentum. They know that improving attendance, especially among its most vulnerable pupils, remains an important priority.

Staff are overwhelmingly proud to work at this school. They are positive about the support and professional development they receive. This helps them to carry out their roles successfully. Governance is strong. Governors provide an appropriate balance of support and challenge to the school. Both staff and governors are fully committed to the school's vision to ensure that no child is left behind.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Occasionally, the curriculum in some subjects is not implemented as well as leaders intend. Some learning activities do not match the aims of the curriculum well enough. This means that pupils do not learn as well as they could. The school should ensure that the curriculum is taught as intended so that pupils build their knowledge effectively and achieve the best possible outcomes.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in March 2016.

## 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

<b>Unique reference number</b>	116278
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10379776
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Smith
<b>Headteacher</b>	Glen Golding (Executive headteacher) Steve Moore (Head of school)
<b>Website</b>	<a href="http://www.bramley.hants.sch.uk">www.bramley.hants.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 February 2020, under section 8 of the Education Act 2005

## Information about this school

- This Church of England school is part of the Diocese of Winchester. The last section 48 inspection, for schools of a religious character, took place in January 2024. The next section 48 inspection will be within five years of the previous section 48 inspection.
- The school currently uses one unregistered alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation 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 visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading 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 four members of the local governing body, including the chair of the local governing body. The inspector also met with a representative from the local authority and held a telephone call with a representative from the alternative provision.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments. The inspector also took into consideration the responses to Ofsted's surveys for staff and pupils.

### **Inspection team**

Lea Hannam, lead inspector

Ofsted Inspector

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