

Welcome to Brampton Village Primary School



Learning, Enjoying, Achieving!

*Summary of the presentation
shown on 20th June 2018.*





Brampton Village Primary School – the vision for our school.

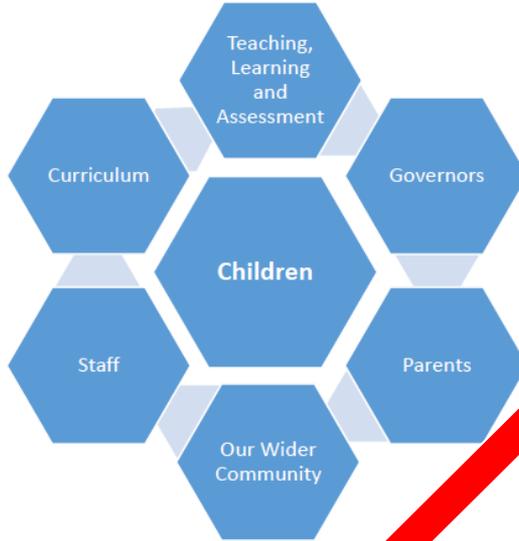


Improve our quality of teaching using the best research and having an evidence based approach to the choices we make about future initiatives and training.

Better link our cycles of monitoring, review and planning to maximise efficiency and increase the pace and effectiveness of improvement.

Empower our staff and leaders so that we get the best from them and provide the best opportunities for them, working with other schools, expanding experience and managing talent.

Retain and recruit outstanding teachers and staff who are excellent role models.



Ensure our school curriculum and ethos promotes the skills, knowledge and understanding which every pupil will need to be successful, contribute to our community and be prepared for the next stage of their education.

Create and maintain an inspiring environment.

Ensure equal opportunities for all across the school.

Develop and share widely the aspirations we have for what a 'Brampton pupil' will be like and will have experienced at our school.

Keep the child at the centre of all of our decision making.

Set high expectations from the start and keep them high of what our pupils can achieve in every year group and every phase.

Increase the involvement of parents to raise their aspirations and help them to support their children at school and in their learning.

Celebrate and publicise what we do well.

Make a positive contribution to our village.

Take steps to know and understand each child's needs with individualised feedback.

Learning

Enjoying

Achieving

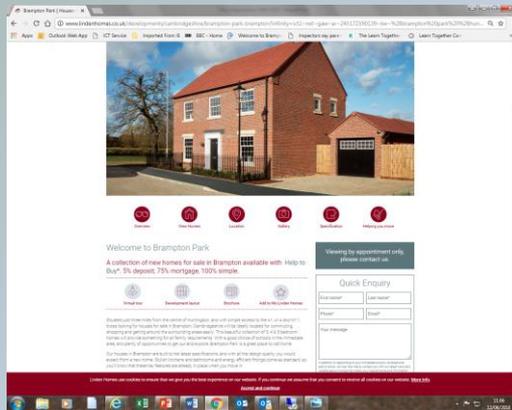
Set high expectations from the start and keep them high of what our pupils can achieve in every year group and every phase.

This will remain the same however we are organised.

Personalised Learning

Quality First Teaching

high expectations of every child and delivering high-quality teaching based on a sound knowledge and understanding of each child's needs



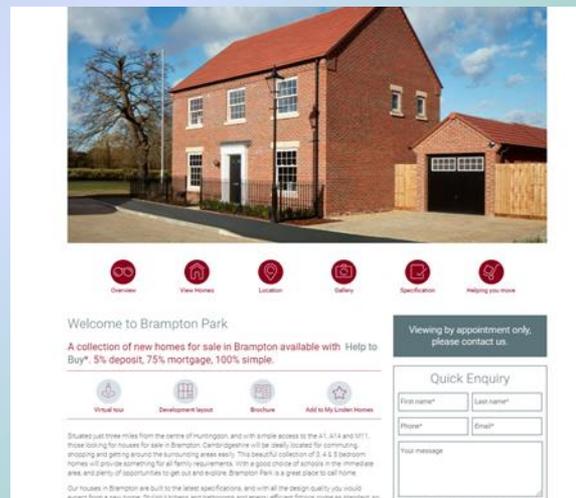
Changing Times in Brampton

Any change brings uncertainty but by being informed we can be positive and make sure that we continue to be successful.

The number of houses being built on Brampton Park is now 600, a significant increase from when the school was extended to ultimately accommodate three forms of entry in each year group.

The site has been split between four housebuilders, and is consequently building out at a faster rate than anticipated. Information suggest that much of the site will be built out by December 2019.

There will be a significant number of homes becoming available this summer.



Overview View Homes Location Gallery Specification Helping you there

Welcome to Brampton Park

A collection of new homes for sale in Brampton available with Help to Buy*, 5% deposit, 75% mortgage, 100% simple.

Virtual tour Development report Brochure Add to My Listed Homes

Viewing by appointment only, please contact us.

Quick Enquiry

First name* Last name*

Phone* Email*

Your message

Situated just three miles from the centre of Muncaster, and with simple access to the A1, A14 and M11, these exciting new houses for sale in Brampton, Cambridgeshire will be ideally located for commuting, shopping and getting around the surrounding areas easily. This beautiful collection of 2, 4 & 5 bedroom homes will provide something for all family requirements, with a good choice of finishes in the immediate area and plenty of opportunities to get out and explore. Brampton Park is a great place to call home.

Our houses in Brampton are built to the latest specifications and with all the design quality you would expect from a new home. Stylish kitchens and bathrooms and energy efficient fittings come as standard.

Brampton Village Primary School was extended almost three years ago to accommodate approximately 400 houses being built on the Brampton Park site.



A Growing School

September 2015	September 2016	September 2017
14 classes	15 classes	17 classes
2 classes per year group	3 Reception classes	3 Reception classes 3 Y1 classes 3 Y6 classes

In September 2016 we had 3 Reception classes.

In September 2017 we had 3 Reception classes, 3 Y1 classes and 3 Y6 classes. We received funding for the extra class in Y6 (for 1 year) as numbers were high.

The school funded the 3rd Reception class from its own budget, anticipating an increase in numbers. We now have 60 in YR. We also funded the 3rd Y1 class.

Pupil numbers

	September 2017	June 2018
Reception	58	60
Year 1	71	72
Year 2	60	60
Year 3	64	64
Year 4	60	63
Year 5	60	59
Year 6	70	71
	443	449

24 children have joined since September 2017.
From September 2018 most year groups are likely to be over-subscribed. If we remain as we are the most likely scenario is that we will be unable to offer a place to the elder siblings of KS1 children who are offered a place at Brampton.

Why are year groups being mixed?

The government funds schools according to pupil numbers each October.

We have received funding through the normal delegated school budget which enables us to run 15 classes. This is based on pupil numbers October 2017.

In order to create additional capacity throughout the next year, the Local Authority requested in May that we increase capacity. As a result we were granted growth funding for 3 classes, one in Reception and two in Key Stage 2. The funding is for one year only and is conditional, meaning that we will have to change the way our classes are organised, possibly for just one year.



September 2018	September 2019	?
18 classes	?	21 classes
3 Reception classes		
5 Y1/Y2 classes		
5 Y3/Y4 classes		
5 Y5/Y6 classes		

As we move forward it is very difficult to plan ahead as we do not know when additional children will be joining us.

How the classes will be organised

Class Organisation 2018-2019

Reception		3 classes Reception Beech, Willow and Maple	60 children 3 classes of 20
Key Stage 1	Year 1 Year 2	5 classes of mixed Year 1 and Year 2 Lower Beech, Willow, Maple, Elm and Cedar	134 children 5 classes of 26-28 children
Key Stage 2	Year 3 Year 4 Year 5 Year 6	5 classes of mixed Year 3 and Year 4 Middle Beech, Willow, Maple, Elm and Cedar 5 classes of mixed Year 5 and Year 6 Upper Beech, Willow, Maple, Elm and Cedar	123 children 5 classes of 24-26 children 122 children 5 classes of 24-26 children

Questions

How will we create the new classes?

We will consider a number of factors when creating classes for next year. In order to ensure equity of provision for all children, we will be creating 5 mixed classes across each Phase.

School Class Organisation Policy

The priority is to ensure that effective learning communities are created and classes are balanced.

When grouping children:

Pupils' attainment / current levels of performance

Gender

Friendships

Pupil behaviour

Maturity

How will two year groups be taught alongside each other in one classroom?

All children develop at different rates. Learning will be differentiated as children will be taught to their individual academic needs and not simply to their age.

All classes in the school have a large range of abilities. The teachers are skilled at teaching classes which include children working on curriculum content from a number of different years.

Teachers will choose work appropriate to the level a child is working at, ensuring that all needs are catered for.

Lessons will vary, depending upon the content and objective of the lesson. The children may start the session together on the carpet with the teacher targeting questions at individuals or groups of children at an appropriate level. The lesson may start with the teacher working with a guided group whilst other groups work independently.

Children will be provided with appropriate activities to consolidate or practise what they have been taught, with the teacher and/or Teaching Assistant working with children who require additional assistance or who need to be pushed on and explore concepts in greater depth or learn something new. On occasion, groups of children may be removed from whole class teaching in order to facilitate this.

Personalised Learning

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How will teachers plan, ensuring coverage of the appropriate curriculum, preventing repetition of content?

With the exception of Maths, English and Science, the curriculum content for all year groups highlights expectations for the end of each Key Stage. Therefore objectives will be differentiated as appropriate. There is already planning for mixed-age classes in place and advice is being provided by Local Authority Advisers.

Progress for each child is tracked each half term in school. The class teacher assesses each child constantly in many different ways. This helps them to plan learning opportunities to ensure your child will make progress.

**The national
curriculum in
England**
Framework document



How will we ensure the highest academic expectations for all children?

Children will still be expected to reach age-related expectations by the end of the year.

Children who find aspects of the curriculum more challenging will be supported in the same way they have been in single year classes. Children working above the expected standard will be provided with work which both deepens their understanding and moves them on to explore new concepts.

With the maths mastery curriculum learning is focussed on explaining reasoning and problem solving both of which extend children's understanding without them having to access a separate curriculum. Literacy texts will be carefully chosen ensuring that they are easy to learn but contain the relevant sentence structures and vocabulary to stretch children at the appropriate level.

Children work towards achieving end of year expectations as appropriate.

Age Related Expectations



How will we ensure that children cope socially and emotionally with changes in their current class structures?

Experience of mixed-age classes shows that most children learn to form wider friendships and relate to broader groups of children, creating a classroom atmosphere where children are encouraged to help others rather than simply relying on adult support. We already have good pastoral support systems in place.

We have put a number of strategies in place to support children in their move to new classes. The children will spend time in their new classes, ensuring not only that they begin to form friendships with a wide range of children, but that they get to know all of the teachers within the relevant team.

How will we ensure that children in Reception can cope with the transition into a different classroom environment?

The EYFS and Year 1/2 teachers are working closely together to ensure that EYFS children are well prepared for the expectations of a KS1 classroom.

Opportunities will be provided for the children to work outside and activities will be kept as practical as possible. Experience from elsewhere has shown that Y1 children settle much quicker with Y2 role models in the same class.

How will we manage statutory testing across both Year Groups?

Children in Years 1, 2 and 6 are subject to statutory testing, with Year 1 children undertaking the Phonics Screening Check and Year 2 and Year 6 undertaking SATS tests.

We are committed to achieving the best possible standards for our children without teaching to the test.

Teachers will have to aim for two sets of end-of-year expectations, how will this not mean that some children will miss out when teachers are focusing on expectations not relevant to them?

Children will not miss out. They will be working on appropriate work to ensure that they are meeting expectations.

Would it not be better for the children to have smaller class sizes from the beginning of 2018 and put the 21 classes into force from September 2018?

This is not affordable from the current school budget.

Will you be streaming?

No but there may be occasions when individual year groups are taught together if appropriate.

How will you support children?

We will support the children in the same way as we always do, ensuring that they are able to be in a safe environment where they can achieve their best. Communication with parents/carers is an important part of this.

My child is one of the youngest in their year already. How will they be expected to 'keep up' with children some 2 years older than them?

They are not expected to keep up. Each child will be expected to be working at an appropriate level for them.

Why has the school for the last 4 years continued to allow children from other villages who pass 2 schools on the way to Brampton to join our school?

The Admissions Code and parental choice means that if we have space, then any parent who applies can send their child here, even if they are not in catchment.

Will there be an increased number of Teaching Assistants to mitigate the increased ratio of children to teacher?

No, the number of hours remains the same. We will ensure that support is targeted where it needs to be.



The children are at the centre of what we do. Bringing the best out of every child – this does not change and will not change, regardless of how we are organised.

Further questions can be sent to

governorquestions@brampton.cambs.sch.uk

Further information and answers will be posted on the school website under the 'Governors' tab.



The screenshot shows the website for Brampton Village Primary School. At the top, there is a logo of a tree with two children, the school name "Brampton Village Primary School", and navigation options like "Select Language", "Search...", and "Login". A dark blue navigation bar contains links for "Home", "School Information", "Term Dates", "School Documents", "School Policies", "News", "Calendar", "Class Pages", "PTA", and "Governors". A red arrow points to the "Governors" link. Below the navigation bar, the main content area has a "Welcome to Brampton Village Primary School" heading, a quote "This school continues to be good. Ofsted Report February 2017", and a video player showing four boys in school uniforms sitting around a table, looking at a book together.

