

Bramley Sunnyside Junior School

Inspection report

Unique Reference Number	106861
Local Authority	Rotherham
Inspection number	356039
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	John Foster

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	Mr Jim Moore
Headteacher	Mrs Sylvia Hudson
Date of previous school inspection	15 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 12 teachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work and looked at the school's development planning, documents relating to safeguarding, minutes of the governing body's meetings, records of pupils' progress and school policies. Inspectors scrutinised the 96 parental questionnaires returned along with those from the staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the new leadership team on raising attainment.
- Whether the quality of teaching has improved enough to enable pupils to make progress at a fast enough rate.
- How well the changes in the curriculum meet the pupils' needs and help them to learn.

Information about the school

The school is larger than the average-sized primary school. Almost all pupils are of White British heritage, with a few from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The school has experienced significant staffing issues since the previous inspection and it is only since September 2010, that there has been some stability in the school's staffing. The school has gained Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some particular strengths in the care given to its pupils. The school has improved since the monitoring inspection by one of Her Majesty's Inspectors (HMI) in March 2010, when it was said to have made inadequate progress in the period since the previous inspection. The school has emerged from a period of significant instability in staffing, during which progress slowed and attainment levels fell, and staffing and leadership are now settled. As a result, teaching is now satisfactory overall and an increasing proportion is good. This has resulted in pupils making much better progress and is bringing about a rapid rise in attainment. However, the improvements are recent and while attainment is rising it remains low for those pupils in Year 6. The quality of teachers' marking is inconsistent across the school. In some classes it is good, and enabling pupils to know what they need to do to improve their work, but too often work is merely ticked or marked infrequently.

Pupils behave well in class and around school. They told inspectors that they feel safe in school. The relationships between pupils and adults are good and this helps pupils to feel secure, cared for and respected. The school's arrangements for safeguarding are good. Pupils' spiritual, moral, social and cultural development is good.

While the school's links with parents and carers are satisfactory overall, a large percentage of parents who returned the questionnaires expressed concern over many aspects of the school's work. They say that communication between the school and themselves is poor and that some of the recent changes have had a detrimental effect on their children's learning and attitudes. Other parents and carers praise the school and the recent changes made.

The executive headteacher and the head of school have undertaken a review of the school's performance and devised an effective plan to bring about the improvements needed. Governance is satisfactory. The monitoring of teaching and learning is satisfactory. The middle leaders are new to their posts, having taken up their role in September 2010. The improvements in the school's leadership structure, the settled staffing, the accuracy of the self-evaluation and evidence of rising attainment and improved pupil progress demonstrate that the school has a satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Further improve the quality of teaching so as to raise attainment in English and mathematics by:

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- ensuring that all lessons challenge pupils and motivate them to learn
- ensuring that teachers' marking is consistent and clearly identifies what pupils are doing well and what they need to do to improve
- ensuring that the monitoring of teaching and learning identifies where marking and assessment are not as rigorous as they could be
- identifying more precisely what it is that pupils are to learn in lessons.
- Strengthen leadership and management within the school by:
 - involving staff and governors more effectively in monitoring the school's performance
 - ensuring that staff and governors are fully involved in planning for the school's future
 - embedding the newly established systems for monitoring the quality of teaching and learning.
- Improve relationships with parents by:
 - involving them more fully in their children's education and keeping them informed about how they are progressing
 - ensuring that communication between the school and parents is accurate and regular
 - ensuring that parents know what the school is doing to raise attainment and keeping them informed fully about developments
 - developing a welcoming atmosphere for parents, so that they know their views will be listened to and taken into consideration by the school.

Outcomes for individuals and groups of pupils**3**

In lessons seen during the inspection, pupils' achievement was satisfactory overall. Most pupils say that they enjoy school. When they start at the school, pupils' attainment is broadly average. In the past, attainment levels have been low and data show that, for the past three years, pupils' attainment by the end of Year 6 has been significantly below that expected. Pupils' progress is accelerating and is now at least satisfactory, including for those pupils with special educational needs and/or disabilities. At times, pupils are too passive and do not become involved in their lessons well enough, but when the work is particularly stimulating they take a more active part in lessons. This was noticeable in a Year 5 lesson following the pupils' visit to York, when they were asked to produce a leaflet encouraging people to visit the museum they had visited. They worked enthusiastically to complete the task set for them.

Pupils say that they are cared for well and feel safe while at school. When talking to an inspector, a group of Year 6 girls said that they were happy at school and that they had not experienced any bullying. They said that there was always an adult they could go to if they had a problem, knowing that it would be dealt with. Pupils behave well. During lessons their good behaviour helps them to learn. Pupils know about how to lead healthy lifestyles and they use the school tuck-shop, which provides fruit for their morning break. They participate keenly in the range of physical activities offered for them beyond the

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normal school day. Pupils' attendance is above average. They attend school regularly and few are late for school.

Pupils have a clear sense of right and wrong and this is shown through the ways they treat each other. Their social development is strong. The older pupils act as 'Buddies' to the younger ones. While aware of different cultures locally, they are less aware of the wide mix of cultures found in the United Kingdom. They participate well in musical activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is satisfactory overall and improving. At the time of HMI's visit it was noted that there was 'too much inadequate and satisfactory teaching'. Since then, the inadequate teaching has been largely eradicated and almost half of the teaching observed was good. Where teaching is at its best, teachers plan well for pupils' individual needs and involve them well in their learning. Too often, however, pupils are not given enough opportunities to express themselves in lessons and because some lessons lack excitement, pupils 'switch-off' from learning. During the sessions when they have to work on their own, they work hard to complete the tasks set for them. Relationships between adults and pupils are good and teachers' expectations for good behaviour are respected by pupils. The quality of marking is widely variable across the

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school. The marking does not identify clearly enough for pupils what they are doing well and how they can improve their work.

The recent introduction of strategies for improving pupils' abilities in mental mathematics and the guided reading sessions are positive additions to the curriculum and have had a positive effect on raising attainment. The school has identified the difficulties pupils experience in writing and has focused their work on developing these skills. However, there are still areas for development. There remain inconsistencies in ways in which the curriculum is delivered across the school to engage pupils in learning. In some classes, pupils are not motivated well enough to want to learn. As a result, the learning slows and their progress is less than it could be. The school provides a satisfactory range of activities to extend pupils' learning beyond the school day and pupils join in the activities enthusiastically.

The care provided for pupils is good. Staff know their pupils well and this helps them to provide good quality care, guidance and support at the right time. The good relationships help to promote pupils' confidence and self-esteem. The learning mentor supports pupils well. Transition arrangements for pupils coming into the school from the infant school and for moving between year groups are good. The transition arrangements for transfer to secondary education are in the process of fundamental change. There are well established links with external agencies and the local authority which are used well to ensure good support for pupils in achieving as well as possible.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has been through a turbulent time in ensuring that leadership and management are effective in raising attainment and ensuring that pupils make the best possible progress. The executive headteacher and head of school work well as a unit to provide the stability the school requires and to drive improvement. They share a positive view of how the school should develop. In this, they are well supported by the staff and governing body. Middle managers are newly appointed to their role. However, their role is developing at a fast rate and they have increasing influence on the progress made in their subjects. Governance is satisfactory. The governing body is developing at a fast pace with increasing influence in monitoring the school's performance and in strategic planning.

The school has good arrangements for safeguarding. Records are kept meticulously to ensure that all requirements are fully met and updated regularly. The staff have received appropriate training and fulfil their roles effectively. The school has effective procedures for tackling any form of discrimination. It is an inclusive establishment, where all pupils

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are given the opportunity to participate in all activities. The school has undertaken an audit of its work in developing community cohesion. While at the early stages of development, the school has an effective plan for future improvement. Pupils have a satisfactory knowledge of cultures to be found locally, but their awareness of cultures nationally and globally are less well developed. Links with parents and carers are satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A significant proportion of the responses from about 30% of parents and carers indicate that they are unhappy with the school's work and the leadership and management in moving the school forward. While some parents' and carers' concerns relate to historical events, many are based on the current situation. The major areas of concern relate to the effectiveness of leadership, the school's communication with parents and how well pupils are prepared for moving onto the next stage of their education. Inspection evidence supports parents' views about the effectiveness of communication, but finds that leadership and management are sound in improving the school. A great deal has been undertaken in a short time, with many changes implemented to ensure that pupils are given opportunities to make greater strides in their learning and thus raise attainment. However, the school does not include parents and carers well enough in the decision-making process about how this is to be achieved. The school recognises that more needs to be done to inform parents and carers about its plans and to incorporate their views into the decisions made. The school is in consultation with the receiving secondary school about the imminent changes in transition arrangements and parents will be informed of the changes when they are finalised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley Sunnyside Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 323 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	28	40	42	18	19	10	10
The school keeps my child safe	34	35	54	56	6	6	0	0
My school informs me about my child's progress	17	18	41	43	27	28	9	9
My child is making enough progress at this school	18	19	43	45	16	17	15	16
The teaching is good at this school	19	20	40	42	17	18	14	15
The school helps me to support my child's learning	12	13	45	47	26	27	8	8
The school helps my child to have a healthy lifestyle	13	14	63	66	18	19	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	17	40	42	18	19	18	19
The school meets my child's particular needs	14	15	48	50	21	22	9	9
The school deals effectively with unacceptable behaviour	13	14	50	52	13	14	13	14
The school takes account of my suggestions and concerns	8	8	40	42	25	26	15	16
The school is led and managed effectively	10	10	36	38	18	19	26	27
Overall, I am happy with my child's experience at this school	17	18	34	35	20	21	23	24

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 February 2011

Dear Pupils

Inspection of Bramley Sunnyside Junior School, Rotherham, S66 3QW

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and tell you what we found out about your school.

You receive a satisfactory education and the teaching you receive is effective in enabling you to make satisfactory progress, following a period when standards of attainment had been well below average. With the support of your new headteacher and head of school, teaching has improved so that most of you are now making at least satisfactory progress and beginning to reach the standards expected for your age. You are cared for well. The staff know you well and make sure that you are safe in school. The headteacher and head of school have drawn up plans to improve your time at Bramley Sunnyside School and in this they are supported by the governors and the local authority. Your behaviour is good and this helps to improve your learning. You also care for each other well and you told us that you feel safe in school. You attend school regularly, and your attendance levels are better than in many schools.

In order to make the school even better, we have asked the headteacher, staff and governors to:

- make sure that you are taught well at all times, so that you make the best possible progress in English and mathematics
- ensure that leaders and managers of your school are fully involved in making decisions to improve the school
- make sure that your parents are kept informed about what is happening in school and are consulted about future developments.

Yours sincerely

John Foster

Lead inspector

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