

Bramley Sunnyside Infant School

Inspection report

Unique Reference Number	106895
Local Authority	Rotherham
Inspection number	363712
Inspection dates	23 – 24 May 2011
Reporting inspector	Fiona Gowers

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 - 7
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	Andrew Slinn
Headteacher	Mary Smith
Date of previous school inspection	15 April 2008
School address	Flanderwell Lane Bramley Rotherham S66 3QW
Telephone number	01709 543061
Fax number	01709 701990
Email address	bramley-sunnyside.infant@rotherham.gov.uk

Age group	3 – 7
Inspection date(s)	23 – 24 May 2011
Inspection number	363712

Introduction

This pilot inspection was carried out by three additional inspectors. Inspectors observed different aspects of the school's work, including 15 hours of teaching. In addition, they held discussions with groups of pupils, members of the governing body, staff, school leaders and scrutinised a range of documentation including that related to safeguarding practices, the school's self-evaluation and development planning. They also evaluated questionnaire responses from 134 parents and carers, pupils and staff.

Information about the school

Bramley Sunnyside is larger than the average-sized infant school. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. Most pupils are of White British heritage. Almost half the pupils who currently attend the school come from outside the immediate catchment area. There are significantly more boys than girls in school, particularly in the upper school. The school has met the government's floor targets for academic performance in each of the last three years.

Since the last inspection, a number of the staff have acquired new leadership roles within the school. The headteacher took up post in September 2009.

The school has received a number of awards, Good Practice for Interventions, the Basic Skills Quality Mark and 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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

Bramley Sunnyside Infant school is a good school that has made many improvements since the last inspection. The well-being and interests of each pupil is considered the responsibility of every adult in school, amply demonstrating the school's motto: 'We want our children to shine!' The nurturing, warm environment helps pupils feel safe and secure, and underpins their good behaviour, and social and moral development. Parents and carers, who responded to the questionnaire, are overwhelmingly supportive of the school. They typically commented that their children always look forward to going to school and are 'coming on in leaps and bounds.'

Most pupils, including those in the Early Years Foundation Stage, achieve well relative to their starting points and develop positive attitudes to learning. Levels of attainment are broadly average overall, although generally higher in mathematics and reading than in writing. Inspectors observed some lessons where pupils were so enthused about their learning that they were keen to do work at home of their own initiative, proudly sharing their accomplishments with the class and making suggestions for further learning activities.

The quality of teaching is good. School leaders have successfully established a consistent approach throughout school, which actively engages pupils in considering how they can improve their work further. Learning activities in most lessons are adapted well to meet the full range of pupils' needs and learning proceeds at a good pace. However, the school recognises that pupils are sometimes prevented from making the best possible progress because transition times between learning activities are not always brisk enough and teaching in phonics sessions (where pupils learn how letters and sounds make up words) is not always as effective.

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

The quality of leadership and management of the school is good. Rigorous monitoring of teaching and learning has led to improved teaching throughout school. The curriculum has been adapted and incorporates more topics, which interest and engage boys, more effectively. Pupils now enjoy learning activities involving pirates, aliens and working in the school allotment. This is motivating boys, in particular, to learn and make faster progress.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing so as to raise attainment further by ensuring:
 - learning activities are adapted to meet the range of pupils' needs in phonics sessions
 - a faster pace of learning in phonics sessions
 - pupils systematically build up their phonics skills as they move through the school.

- Ensure the transition in between learning activities is always brisk enough to sustain the best progress.

Main report

Most pupils make good progress in their lessons, work hard and are keen to do well. A group of pupils agreed: 'We really like the teachers and the work we do. The work is tricky and it makes us think and we know we are learning a lot more!' Since the last inspection, pupils have generally attained more highly in mathematics and reading activities, than in writing. Through effective self-evaluation school leaders accurately identified pupils who were not achieving as well as expected, such as boys and younger pupils in each year group. They successfully adapted the content and delivery of the curriculum to help ensure all groups in school achieve well. Inspection findings confirm that these groups are now performing as well as others in the school. As a result, the gap in the relative attainment of boys and girls is closing. Pupils with special educational needs and those with disabilities also make good progress because of well organised learning programmes and the high quality pastoral support they receive.

Pupils get off to a swift start to their learning in the Early Years Foundation Stage and develop a real thirst for learning. This is because of the very stimulating environment both indoors and outdoors. Pupils' starting points vary significantly. The proportion of boys in Year 2 over the past two years has been well above the national average and a significant proportion of the pupils were born in the summer months. Many of these pupils started school with skills below those typically expected for their age, particularly in their language skills, and personal and social development. Levels of attainment by the time pupils leave school are broadly average in reading, writing and mathematics. This represents good achievement

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

relative to their starting points.

School performance data and inspection findings confirm that attainment is rising. The school is successfully raising attainment in writing, as the curriculum captures pupils' interests and enthusiasm and provides many varied opportunities to write. However, the school recognises that learning activities in phonics sessions are not always adapted well enough and delivered at an appropriate pace to ensure pupils accelerate their progress in writing even further.

Pupils show positive attitudes to learning and their behaviour is good in and around school. This makes a strong contribution to the progress they make in lessons. Pupils say they are not aware of any instances of bullying, adding that they thought 'silly' behaviour is dealt with swiftly. They say they enjoy coming to school and the very large majority say they feel safe and secure in school. The very large majority of parents and carers who responded to the questionnaire confirmed this view. This is also reflected in the rising trend of above average attendance. Pupils like and trust their teachers and say teachers always listen to their concerns. Pupils know how to keep themselves safe and speak knowledgeably about issues such as road safety and 'stranger danger'. They also respond very positively to the wide range of artistic and cultural opportunities provided to support their spiritual and cultural development.

Teachers have good subject knowledge and endeavour to make learning fun. For example, the children in the Nursery class had great fun following instructions to find the pirate's treasure, whilst pupils in Year 2 were fully absorbed in making and describing aliens, in preparation for an 'alien wedding' later in the week! As a result, pupils show high levels of interest and excitement, and are keen to answer questions and share their thinking with each other, in most lessons. The use of year group teams for planning is a strong feature. This contributes to good rates of progress, consistency in approach and supports teachers' professional development. Teaching assistants work well in partnership with teachers and are effective in enabling pupils with special educational needs and disabled pupils to take full part in lessons. Staff have high expectations and pupils are encouraged to identify how they can improve their work for themselves and also suggest activities they could do at school to help them learn. Although most lessons proceed at a good pace, time is not always used as effectively as it could be in transition times between different learning activities. This prevents pupils, on occasion, from making the best possible progress as the momentum of learning is lost.

Under the dedicated leadership of the headteacher, senior leaders have successfully harnessed the support of an enthusiastic and committed staff team. There is a strong team ethos and common sense of purpose. The promotion of equality of opportunity is at the heart of the school's work. School leaders are determined to provide the best for all pupils. Through rigorous monitoring of the performance of individuals and different groups, the school is addressing any unevenness between groups. The schools' good capacity to improve is demonstrated by significant improvements since the last inspection, such as rising levels of attendance and the improved achievement

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

of boys. In addition, the leadership skills of a significant number of staff have been fostered and developed. This is ensuring the leadership of key areas continues to improve, such as the leadership of the Early Years Foundation Stage and the provision for pupils with special educational needs. The governing body contributes strongly to the life of the school, as it benefits from their professional expertise in key areas, such as safeguarding and health and safety, as well as strong community links. At the time of the inspection the school's arrangements for safeguarding pupils were secure. Parents, carers and the wider community are becoming increasingly involved in the work of the school, shown by the rising attendance at parents' and carers' workshops and the flourishing school allotment.

The school successfully promotes community cohesion and the spiritual, moral, social and cultural development of its pupils. Pupils play well together and the majority show consistently high levels of co-operation and collaboration, and enthusiastically participate in all the school has to offer.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley Sunnyside Infant 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 134 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	97	73	33	25	3	2	0	0
Q2 My child feels safe at school	95	71	34	26	1	1	2	2
Q3 The school helps my child to achieve as well as they can	85	63	45	34	2	2	1	1
Q4 The school meets my child’s particular needs	81	60	50	37	2	2	0	0
Q5 The school ensures my child is well looked after	93	69	40	30	0	0	0	0
Q6 Teaching at this school is good	84	63	47	35	1	1	1	1
Q7 There is a good standard of behaviour at this school	65	49	66	49	2	2	0	0
Q8 Lessons are not disrupted by bad behaviour	57	43	63	47	7	5	1	1
Q9 The school deals with any cases of bullying well	60	47	55	43	1	1	0	0
Q10 The school helps me to support my child’s learning	85	63	46	34	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	76	57	52	39	5	4	1	1
Q12 The school is well led and managed	85	63	46	34	2	2	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



25 May 2011

Dear Pupils,

Inspection of Bramley Sunnyside Infant school, Rotherham, S66 3QW

Thank you for being so friendly and welcoming when we inspected your school recently. We very much enjoyed talking to you about your school, speaking to staff and joining you in lessons, at lunch time and in assembly. We can understand why you find learning fun at school. We enjoyed seeing all the plants growing in your school allotment, joining you on your treasure hunt and seeing all your work on aliens! We also liked seeing all the models and work that you bring into school from home.

Your school provides you with a good education. You work hard, make good progress in your lessons and reach standards that are typical for your age when you leave at the end of Year 2. Adults in school look after you very well and want you all 'to shine'. You told us that you feel safe and confident about asking them for help or talking to them about any worries. Your headteacher leads your school well and makes sure you are happy and that you learn well. Your headteacher and all the staff in school are always looking for ways to make your school even better. We have asked them to:

- make sure you always work hard and at a fast pace in phonics lessons, to help you make even more progress with your writing
- help you to always remember be ready to learn straight away, when you go and sit on the carpet or start a new activity.

Thank you for helping us so much with the inspection. Keep working hard and enjoying your school!

Yours sincerely

Fiona Gowers
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**