

Bramley Grange Primary School

Inspection report

Unique Reference Number	106906
Local authority	Rotherham
Inspection number	377486
Inspection dates	15–16 November 2011
Reporting inspector	Christine Millett

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Rachel Connor
Headteacher	Rachel Colquhoun
Date of previous school inspection	8 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons or parts of lessons given by 10 members of staff, held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress and records on safeguarding, health and safety and attendance. Inspectors considered the 112 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- Current levels of attainment and progress being made in Key Stage 2.
- The extent to which the curriculum is successful in engaging and motivating boys.
- The impact of changes to the senior leadership team upon leadership and management of the school.

Information about the school

Bramley Grange is larger than the average-sized primary school. Most pupils are of White British heritage. A very small minority is from other ethnic groups. The number of pupils who speak English as an additional language is well below average. The proportion of pupils known to be eligible for free school meals is below the national average as is the number of pupils with special educational needs and/or disabilities. The school provides specialist resourced provision for a small number of pupils with a hearing impairment. As a result, the number of pupils with a statement of educational needs is above average. The school has achieved a number of awards including Healthy School status and Activemark. There have been a number of staff changes since the previous inspection, including the appointment of a new headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Bramley Grange is a good school. It has many strengths. Pupils are happy and enjoy their time in school. One pupil was most emphatic when summing up the feelings of many saying 'I love school!' This sentiment was supported by positive comments in the parents' and carers' questionnaires. Pupils participate well in the life of the school and local community as they are willing to take on responsibilities such as playground buddies.

The school provides a safe and welcoming environment where pupils feel valued. They are proud of their school and keen to talk to visitors about their work. They have confidence in adults to help them sort out their problems. Staff are mindful of pupils' safety and good safeguarding arrangements are in place. The school enjoys a positive relationship with parents and carers. A wide range of partnership activities makes a strong contribution to pupils' good achievement and well-being. Pupils' spiritual, moral, social and cultural development is good. Pupils' experiences of different cultures and beliefs are enhanced through the curriculum although their knowledge of life in other parts of the United Kingdom is not as robust.

Pupils achieve well as they move through school. Attainment at the end of Year 6 is average and improving strongly. However, the quality of pupils' writing is being limited by weaknesses in spelling. All pupils, irrespective of their starting points, make good progress due to consistently good teaching. Carefully targeted support ensures that pupils in the school's resourced provision and those with other special educational needs and/or disabilities make similar levels of progress to that of their peers. Regular assessments are rigorously moderated to ensure their reliability. These inform the effective tracking system which closely monitors pupils' progress. The marking of pupils' work is informative and provides guidance on how to improve. However, inaccuracies in spelling are too often overlooked. A carefully considered thematic approach to the curriculum has been successful in motivating all pupils, including boys. The impact of this can be seen in high levels of engagement in lessons.

The headteacher is supported effectively by senior leaders and staff. The governing body is equally committed and oversees safeguarding well. All share a clear vision for future improvement, recognising what the school does well. Good use is made of accurate self-evaluation to highlight areas for improvement confirming the school's good capacity to sustain improvement.

What does the school need to do to improve further?

- Improve the accuracy of spelling by:
 - focusing on the sounds in speech that make up words across Key Stage 1 and Key Stage 2
 - promoting the importance of good spelling when marking work.
- Develop the promotion of community cohesion by establishing links with diverse communities beyond the school’s immediate locality.

Outcomes for individuals and groups of pupils

2

Children enter the Nursery class with skills and knowledge below those typical for their age in communication, language and literacy and number skills. They get off to a good start in the Early Years Foundation Stage and this prepares them well for learning in Year 1, although the literacy skills of some are still below the national average. However, the school’s rigorous tracking system shows clearly that by the end of Year 6 the majority of pupils achieves well and their attainment is average. The current Year 6 pupils are on track to exceed their targets.

Pupils are attentive and participate well in lessons. The overwhelming majority of pupils say they enjoy their learning. A high level of engagement was seen in a mathematics lesson where basic number skills were being applied to work on money. Pupils responded to the challenge of finding items whose prices totalled specific amounts with great excitement. This lesson had been extremely well resourced with a wide range of grocery items in order to create a real-life situation. Misconceptions were addressed and learning was secure. It is clear pupils make good progress in lessons. This is supported by the school’s tracking system as well as work in their books.

Pupils feel very safe in school and know adults will look after them. Attendance is above average. Pupils make an effective contribution to school life by taking on a range of responsibilities for example, as play leaders and by helping to man the school office at lunchtime. Pupils have a secure understanding of many aspects of staying healthy and keeping fit. Spiritual, moral, social and cultural development is strong. Pupils have a well-defined sense of right and wrong and benefit from a range of cultural experiences. Good achievement in basic skills alongside well-developed personal qualities means they are well-prepared for the next stage of their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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

The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and work hard to make lessons interesting and varied. As a result pupils concentrate well and are keen to learn. Lesson planning takes into account all levels of ability so work is matched well to pupils' needs. Other adults give valuable support either in the classroom or with small groups. Pupils are involved in their own learning through regular opportunities for peer- and self-assessment. The marking of pupils' work consistently highlights strengths and areas for improvement, but does not always focus sufficiently on correcting spelling mistakes.

The creative, thematic curriculum has been adapted to meet the needs of all pupils and is having a positive impact upon both their academic outcomes and personal development. High levels of motivation, particularly that of boys, have been achieved through involving pupils regularly in shaping its content. Cross-curricular provision is supported by the use of information and communication technology (ICT). There is a wide range of enrichment opportunities through visits, visitors to the school and partnerships with local schools.

Great care is taken to ensure that pupils are given good-quality guidance on how to stay safe. Potentially vulnerable pupils and pupils with special educational needs and/or disabilities, including those in the resourced provision, are provided for well. Inclusion is a strong feature of the school's work. Transition arrangements for pupils moving between classes and key stages and when moving on to high schools are good, ensuring a smooth and seamless move.

These are the grades for the quality of provision

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

How effective are leadership and management?

Under the clear direction of the headteacher, staff are united in their determination to improve outcomes for pupils and to enhance provision. Regular analysis of pupils' performance provides a sharp focus on the achievements of different groups of pupils. Effective self-evaluation means there is a clear understanding of specific areas for development and expectations are rising. The governing body is knowledgeable,

offers a range of skills, and is supportive and committed to bringing about improvement. It plays an important and effective role in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well-developed. Child protection procedures are firmly in place and regularly reviewed.

The school works hard to involve parents and carers in school life. Community cohesion is satisfactory. The school has developed joint ventures with other schools in their local learning community. However, links with communities beyond the local area which would reinforce pupils’ knowledge of other beliefs and cultures are not yet fully established. Equality of opportunity within school is good. Pupils from different backgrounds get on well together. The resourced provision, in particular, provides evidence that the school is highly inclusive and that the talents of all individuals are valued and developed. Good provision ensures that there is no unevenness in performance for different groups of pupils.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children in the Early Years Foundation Stage thrive in an attractive, lively environment. Children in the Nursery and Reception Years play happily alongside each other. The youngest children benefit from the positive role models set by those in the Reception class. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. They are encouraged to be independent, make choices and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are below those typical for their age, particularly in communication, language and literacy and number skills. Good teaching and a well-organised curriculum ensure that the gap is closing by the end of the Reception Year. Continuous assessment ensures that individual children's progress is tracked regularly and well-targeted support given.

Achievements are recorded as 'learning journeys' which provide parents and carers with an ongoing record of their child’s development. The attractive indoor environment enables children to have fun as they learn. One group was observed planning a camping trip and spoke animatedly about what they would need and

proceeded to make a list. Children have access to the outdoor area. However, some are reluctant to make full use of it. The school is continually developing this area.

Good leadership is focused strongly on continuous improvement. Staff are vigilant and children’s welfare has a high priority. Strong links are developed with parents and carers, who are encouraged to support their children through a range of learning workshops. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition for children from Reception into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of parents and carers responded to the questionnaire. Of those who did the very large majority agreed their child enjoyed school and, overall, they were happy with the education the school provides. A similar proportion felt that teaching was good, they were informed about progress and their child’s needs were met. The large majority agreed their child was making good progress and they were well-supported. A small minority expressed concerns about behaviour while a minority felt the school didn’t take their views into account. These issues were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley Grange Primary 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	58	42	38	3	3	1	1
The school keeps my child safe	58	52	46	41	5	4	1	1
The school informs me about my child's progress	36	32	59	53	9	8	4	4
My child is making enough progress at this school	46	41	45	40	15	13	5	4
The teaching is good at this school	45	40	50	45	11	10	1	1
The school helps me to support my child's learning	37	33	53	47	16	14	5	4
The school helps my child to have a healthy lifestyle	40	36	69	62	2	2	0	0
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)	37	33	56	50	8	7	4	4
The school meets my child's particular needs	38	34	61	54	9	8	1	1
The school deals effectively with unacceptable behaviour	33	29	51	46	13	12	6	5
The school takes account of my suggestions and concerns	23	21	49	44	22	20	10	9
The school is led and managed effectively	32	29	42	38	19	17	11	10
Overall, I am happy with my child's experience at this school	43	38	55	49	8	7	2	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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.



17 November 2011

Dear Pupils

Inspection of Bramley Grange Primary School, Rotherham, S66 2SY

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We were sorry we didn't get to meet all of Years 5 and 6 but hope you enjoyed your residential. We thoroughly enjoyed our time in your school and finding out about the work you do. You told us that you come to a good school and we agree. We found that:

- you are very polite, friendly and helpful to visitors and to each other
- your behaviour is good both in the classroom and around school
- you settle well into the Early Years Foundation Stage and you all make good progress during your time in school
- standards at the end of Year 6 are average, but they are rising
- adults look after you well and make sure you are safe
- teaching is good and teachers make lessons interesting
- you contribute well to the life of the school and the local community
- your school is successful in helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to:

- help you to improve your spelling
- help you learn more about children who live in other parts of the United Kingdom.

We believe that this will help you to make more progress and we are sure you will work hard to make this happen.

Best wishes for the future.

Yours sincerely

Christine Millett
Lead inspector

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