

Bramley Sunnyside Junior School

Flanderwell Lane, Bramley, Rotherham, South Yorkshire, S66 3QW

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not good because the progress pupils make has only recently improved. Some pupils have not fully caught up on past underachievement in mathematics in Year 4 and in writing in Year 5. Weaker readers in Year 3 do not make fast enough progress.
- Teaching is not always precise enough about what pupils are learning. Tasks are sometimes not well enough explained. Questioning is not always sharp enough to quickly identify misconceptions. Science teaching does not focus enough on subject skills and practical work.
- Leadership and management, including governance, require improvement because achievement and teaching are not good.
- Performance management arrangements are not tight enough and the school does not always record and review actions to improve teaching and to accelerate progress formally enough.
- The role and impact of senior and middle leaders is underdeveloped.
- Lesson observations and pupil progress meetings do not specify follow-up actions with sufficient rigour and formality.

The school has the following strengths

- The current Year 6 is on track to make at least the expected progress in reading, writing and mathematics. A higher percentage than previously is likely to gain Level 5 or above in these subjects.
- Behaviour and safety are good. Pupils feel safe and conduct themselves well in lessons and around school.
- The headteacher's drive, determination and high expectations have brought about improvements in the quality of teaching and learning.
- Leaders have created a positive learning environment, including a wide range of out-of-school activities, which promotes pupils' spiritual, moral, social and cultural development well.

Information about this inspection

- Inspectors observed 17 part-lessons, including several joint observations with the headteacher and deputy headteacher.
- Inspectors met with senior leaders, middle leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors met with pupils from all year groups and talked informally with others in lessons and around the school. Inspectors also listened to pupils read.
- The amount of teaching seen in Year 6 was limited because of a Year 6 performance and trip.
- Inspectors examined samples of pupils' work across the school.
- Inspectors met with a group of Year 6 parents.
- A wide range of documents were scrutinised, including the school improvement plan, evidence about the work of the governing body, data relating to pupils' attainment and progress, records of behaviour and attendance and monitoring and records about the quality of teaching.
- There were too few responses to Ofsted's on-line questionnaire, (Parent View), to be analysed.

Inspection team

Bernard Campbell, Lead inspector

Her Majesty's Inspector

Rajinder Harrison

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This junior school is a larger-than-average primary school.
- The proportion of pupils supported by the pupil premium is below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils supported through school action is below average.
- The proportion supported by school action plus, or with a statement of special educational needs is well above average.
- The proportion of pupils from minority ethnic groups is well below average.
- In 2013, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The deputy headteacher recently returned to the school after a long period of absence.
- When the school was previously inspected in January 2013, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently monitored the school on three occasions to check on its progress.

What does the school need to do to improve further?

- Secure consistently good progress in all year groups and subjects by ensuring that:
 - teachers consistently provide a precise focus on the skills being learnt and how pupils of different abilities will succeed
 - teachers consistently provide clear explanations of the steps in learning and question pupils more sharply to check understanding
 - pupils are suitably challenged by having more opportunities to verbalise their thinking in mathematics
 - pupils learn specific subject skills in science and other subjects and do more practical investigations to challenge their thinking
 - younger lower ability readers have more opportunity to read to adults and accelerate their skills in reading.
- Further develop the role of senior and middle leaders in leading subjects and improving the quality of teaching.
- Further tighten performance management by more formally recording and reviewing the actions to improve aspects of teaching and pupil progress.

Inspection judgements

The achievement of pupils

requires improvement

- In 2013, Year 6 pupils made inadequate progress in English and mathematics. Attainment improved from below average to average, mainly because it was a year group of above average ability. However, attainment in grammar, spelling and punctuation was significantly below average.
- Attainment by low, middle and high ability pupils was below average when compared with similar ability groups nationally. The proportion of the most able pupils gaining Level 5 or above in reading, writing and mathematics was low. Progress was poor in reading, writing and mathematics.
- In 2014, as a result of much better teaching, the current Year 6 has made much better progress and is on track for higher attainment in mathematics, reading, writing, grammar, spelling and punctuation.
- Although their starting points at the beginning of Key Stage 2 were lower than those of the previous Year 6 cohort, a higher proportion of the current Year 6 is on track to gain Level 5 or above in all these subjects. The evidence of stronger performance is supported by 2014 Key Stage 2 teacher assessments in writing, which have been formally confirmed by an external marker.
- The now strong systems of assessment provide reliable measures of progress and attainment. The accuracy of marking in all year groups is checked by a teacher from another school who independently marks work without knowing the level awarded by the class teacher. In addition, formal tests are regularly used to check teacher assessment. These are administered by a teacher who does not teach the class and marked objectively by senior leaders.
- School data shows that current Year 6 pupils have made progress that meets or exceeds national expectations. Attainment in reading, writing and mathematics is on track to exceed last year's national averages for Level 4 or above, and to meet the average for Level 5 or above, in reading writing and mathematics.
- The progress made by pupils has improved across all year groups, although there is some unevenness between them. This was confirmed by inspectors' observations of the quality of learning in lessons. Some pupils have not fully caught up on past underachievement in mathematics in Year 4 and in writing in Year 5. Weaker readers in Year 3 do not make fast enough progress.
- The performance of the most able pupils has improved. The most able Year 6 pupils are meeting nationally expected rates of progress in English and mathematics and more are on track to gain Level 5 or above.
- In 2013, Year 6 pupils eligible for the pupil premium underachieved to the same degree as other pupils. As a result of more carefully targeted help for pupils eligible for the pupil premium, gaps have narrowed in all year groups. School data shows that pupils known to be eligible for free school meals are making expected levels of progress in reading, writing and mathematics, although a little less progress than others. For those eligible for free school meals the gap has narrowed, but in some cases their progress lags behind others.
- Pupils with special educational needs, without a statement, have made more than expected progress in some year groups and less than expected in others. Recent data shows that their progress this year has improved in all year groups. Pupils' specific needs are identified early and those needing more specialist help are well-supported by links with other agencies.
- Parents of Year 6 pupils who met with an inspector were pleased with the progress and personal development of their children, including those with special educational needs and the most able.

The quality of teaching requires improvement

- On occasions, tasks are not well enough explained. Teachers are not always precise enough about what pupils of different abilities are learning. Sometimes, the task lacks focus, with too many different activities. As a result, some pupils are not always sure what to do, or how to succeed, and the pace of learning slows.
- Teachers do not always check pupils' understanding sharply enough to identify misconceptions quickly.
- Opportunities are sometimes missed for pupils to verbalise their thinking about mathematical methods, through paired talk, for example. This limits pupils' interest and the challenge to individuals.
- Teaching of science does not focus enough on subject skills and knowledge or provide enough practical investigation. As a result, activities lack challenge and pupils are not sufficiently stretched.
- Leaders have identified a weakness in the productivity of independent group work in reading lessons and have begun to trial an alternative approach.
- Opportunities are provided for weaker readers to read with an adult. However, younger, weaker readers do not have enough opportunities to improve their skills in reading.
- Teachers typically have good relationships with their classes and behaviour is managed well.
- In English and mathematics, the work is generally well matched to the range of pupil needs.
- Some teaching makes particularly good use of assessment and daily marking to inform planning and to build on previous work.
- Methodical teaching with clear explanations, effective modelling and precise questioning enables pupils to understand and apply new skills in writing and mathematics. Good planning and well-prepared resources provide a strong structure and clear guidance for pupils.
- Well-deployed teaching assistants provide well-planned support for individuals and small groups who need extra help.
- Marking is generally good. Pupils receive clear and detailed guidance on how to improve. They value the daily 'fix it' sessions which enable them to make improvements promptly.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- The school has a positive ethos. Pupils enjoy school and are proud of the improvements to the learning environment that have been made over the last two years. As a result, pupils' attitudes to learning have improved and are consistently good.
- They are eager to learn and they contribute well when answering questions. They cooperate well with teachers and other pupils in lessons and most concentrate well.
- Pupils are well motivated by the rewards system, which is applied consistently.
- Pupils are actively involved in a range of lunchtime activities that are well run and supervised by staff. Pupils behave calmly and responsibly when mixing with the infant children in the playground and dining hall shared with the adjoining school.
- The wide range of sports and other clubs run by school staff are popular with pupils and very well attended. These make a strong contribution to pupils' healthy lifestyles and to their spiritual, moral, social and cultural development. On the day of the inspection, Year 6 took evident pride and enjoyment in performing a musical which was well attended by parents.
- Pupils take on responsibilities well for running the school council, the tuck shop and for raising money for charity.
- Attendance is above average and any absence is followed up vigilantly.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe. They have a good understanding of bullying, including cyber-bullying, and they know what to do if issues arise. Pupils feel well-cared-for and valued.

The leadership and management requires improvement

- The headteacher's drive, determination and high expectations motivate staff and have brought about improvements in the quality of teaching and learning, despite difficulties in staffing. The implementation of common approaches to classroom organisation, displays, lesson planning and assessment has raised standards and improved the learning environment. This has been well supported by professional development and learning visits to other schools.
- New appointments have strengthened the quality of teaching and leadership capacity over the last year.
- Frequent lesson observation accurately identifies strengths and weaknesses in teaching and coaching has been provided for individual teachers. This has successfully brought about improvements in classroom practice, but a few weaknesses remain.
- The assessment and progress of pupils are checked carefully by senior leaders and class teachers take responsibility to analyse progress and identify actions for improvement.
- Records of lesson observations and pupil progress meetings do not document follow-up actions and timescales with sufficient rigour and formality.
- Performance management has been used effectively to tackle weaker performance. Teachers receive financial reward only if their pupils meet their progress targets.
- The long term absence of the deputy headteacher reduced the capacity for coaching individual teachers and affected the leadership of mathematics. With her return, leaders are in a stronger position to further improve teaching and learning in mathematics.
- An assistant headteacher and literacy leader have enhanced the teaching of writing. They have correctly identified the teaching of reading as an area for improvement.
- The recently-appointed leader in science has an accurate analysis of the lack of focus on scientific skills and limited opportunities for practical and investigative work. Action plans are at an early stage of implementation.
- The support for pupils with special educational needs is led and managed well.
- A recently-appointed teacher has joined the leadership team. All teachers have taken on a team responsibility to prepare for changes in subjects across the National Curriculum over the next year.
- The curriculum changes brought about by the headteacher have led to good levels of interest and engagement by pupils. The topics and visits provide stimulating experiences for pupils. Pupils produce good quality art work. The subject knowledge and skills taught through topics are not always made explicit enough to pupils.
- Transition from the infant to junior school is well-managed. Staff contribute to accuracy checks of end of Key Stage 1 assessments. Transition to the secondary school is planned and managed well. Year 6 pupils felt well-prepared for making the early transfer to secondary school at the end of the inspection week.
- Primary school sports funding has increased opportunities to develop pupils' skills in rugby and indoor athletics. Increased sporting activities in school and the locality have a high take-up. School teams are successful locally and nationally, especially in table tennis. Talented divers and ice skaters are given strong support to enable them to excel.
- Year 6 parents who met with an inspector were pleased with the support and interest shown by the school in pupils' out-of-school activities. They value the information provided on the school website. They are positive about the improvements brought about by the headteacher. They correctly see her as both authoritative and approachable.
- The local authority has appropriately reduced its support for lesson observation, continues to visit regularly, and rightly has confidence in the headteacher to bring about further improvement.
- Safeguarding and child protection policies and practice meet requirements.
- **The governance of the school:**
 - Governors are well informed about the strengths and weaknesses of teaching and pupil progress through frequent visits and detailed discussion. They have a thorough understanding

of the spending and impact of pupil premium and primary school sport funding. They have provided effective support and challenge for the headteacher in dealing with staffing issues.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106861
Local authority	Rotherham
Inspection number	443235

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Lynda Blakesley
Headteacher	Helen Headleand
Date of previous school inspection	23 January 2013
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