

Inspection of Bramley Grange Primary School

Howard Road, Bramley, Rotherham, South Yorkshire S66 2SY

Inspection dates: 18 and 19 October 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Leaders and staff want pupils to learn well. Despite this, pupils who attend Bramley Grange Primary School are not receiving an education that prepares them well for their next stages. In early years, the curriculum offer for the youngest children is poorly designed. It does not support children to become curious and independent learners who are ready for Year 1.

During the inspection, pupils were polite and caring. They behaved well in lessons and around the school. However, a significant proportion of pupils believe that behaviour is not good at school. Pupils say that when an adult is not close by, some pupils behave disrespectfully and are unkind.

Leaders do not have a complete picture of bullying in school. They say that bullying does not happen in school. Pupils have been taught what bullying is. They know that bullying is when poor or hurtful behaviour happens repeatedly. More than two thirds of pupils who responded to Ofsted's survey said that they feel that bullying does occur. Pupils who spoke with inspectors confirmed that bullying does happen in school. They say that when an incident occurs, adults respond immediately to keep them safe. However, the poor behaviour is repeated one or two days later.

Around half of the pupils who responded to Ofsted's survey agreed that behaviour is good most or all of the time. The same proportion of pupils said that they would recommend the school. In contrast, around two thirds of parents and carers said that they would not recommend the school. A high proportion of parents expressed concern over a lack of communication between leaders and parents. They spoke of poor communication, and many commented that school leaders were unapproachable. A significant number of parents do not feel that the school is well led and managed.

What does the school do well and what does it need to do better?

Leaders and previous trustees have not addressed the issues identified at the previous inspection. Over time, governors and trustees have too readily accepted leaders' assurances that there is an improving picture in all aspects of school life. They have underestimated the frailty of staff well-being. A very high proportion of staff are unhappy in the workplace and feel that they are not treated with respect. A significant number of staff reported bullying in the workplace during this inspection. Leaders do not recognise or accept this strength of feeling.

Leaders have prioritised improving English and mathematics. In mathematics, they have developed a curriculum that is carefully sequenced to support the needs of all pupils. In reading, teachers apply phonics strategies consistently to support pupils to learn to read. However, across the wider curriculum, subjects are not planned and taught effectively. Most subject leaders are new to their role and have not had the opportunity to develop their curriculum thinking. Foundation subjects are not carefully planned to build pupils' knowledge so that they can reach ambitious end-

points. Pupils are not prepared well enough for the next stage in their learning journey.

Most pupils with special educational needs and/or disabilities (SEND) are supported to access the same curriculum offer as their peers. This is a recent change. Some pupils told inspectors that they enjoy being integrated and part of the class. Pupils with SEND have positive relationships with the adults they work alongside. However, sometimes pupils are over-reliant on the support of these adults. There are too few opportunities for pupils with SEND to develop their independence.

In Reception and key stage 1, children and pupils learn to read following a systematic phonics programme that supports them well. This programme is delivered with consistency. Pupils who need extra support are quickly identified through regular assessment. These pupils receive additional support that helps them to catch up. The books that pupils take home to read are not well matched consistently to the sounds they know. Adults in school support pupils to read these books using appropriate phonics strategies. However, a high proportion of the words being read are unfamiliar. Pupils do not learn to read with fluency at an early stage.

Inconsistencies in the planning and teaching of the curriculum are evident in the early years foundation stage (EYFS). Children do not get the positive start that they need. There has been significant change to staffing structures. This has had a negative impact on staff well-being and the education offer that children receive. The learning environment does not interest children or stimulate their curiosity well. The youngest children in the setting struggle to concentrate or persevere. Some children are frustrated with the resources available. When inspectors visited the phonics session for children in Reception, the poor behaviour of Nursery children was not addressed by other adults in the setting.

Leaders have improved the personal development offer for pupils. The personal, social and health education (PSHE) curriculum is comprehensive and meets requirements. However, leaders' systems for checking that pupils develop an age-appropriate understanding of the key messages need further work. Some pupils are not able to demonstrate the values that they are learning. They struggle to find appropriate vocabulary to discuss uniqueness and diversity. Pupils have access to a variety of opportunities to widen their interests, such as sports clubs run by the local football team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training so they can recognise the signs that could indicate that a pupil may be at risk of harm. Staff are vigilant and report any concerns in a timely manner. Leaders work well with external agencies to make sure that vulnerable pupils and their families receive the support that they need.

The PSHE curriculum supports safeguarding well. Leaders have had a recent focus on how pupils can keep safe when online. As a result, pupils are aware of the potential harm from inappropriate materials when they access the internet or use social media. Pupils can explain what to do if they are worried or concerned.

There are some minor weaknesses in the school's safeguarding approach. Aspects of the single central record of recruitment checks were not compliant with statutory guidance at the start of this inspection. Leaders completed the outstanding checks on staff and trustees during the final on-site day of this inspection. The child protection and safeguarding policy has been recently reviewed and is available on the school's website. There are other policies on the school's website that are either undated or out of date.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some books that pupils use to practise reading are not well matched to their phonics knowledge. This prevents pupils from learning to read with fluency. Leaders should ensure that pupils' reading books are accurately matched to the phonics sounds that each pupil knows.
- In the wider curriculum, planning lacks precision about what should be taught and when. This prevents pupils from successfully building on what they already know. Leaders should refine their curriculum thinking so that every subject clearly sets out the precise detail of what pupils need to know.
- Some children report that, although staff respond promptly to incidents of poor behaviour or bullying, this poor behaviour reoccurs. These pupils feel afraid and unsafe when an adult is not close by. Leaders should ensure that the school's behaviour policies and procedures are understood and implemented consistently by all members of staff.
- The curriculum in early years is poorly designed. Children in the EYFS do not receive the necessary foundation to prepare them well for key stage 1 and beyond. Leaders should review the early years curriculum as a matter of urgency to ensure that the Bramley Grange learning offer builds on what children know and can do.
- Trustees and governors have not done enough to tackle the weaknesses identified at the previous inspection. They have not checked that leaders have addressed the minor safeguarding weaknesses highlighted at that time. These weaknesses remain. The board of trustees should develop a clear system of quality assurance that includes checks of all statutory documents to ensure that these are regularly reviewed and remain compliant.
- Senior leaders do not have an accurate view of the school's effectiveness. They do not recognise the significant unrest and negative feeling presented in Ofsted's staff survey and when speaking with adults in school. This means that they do not provide appropriate support for, or communication with, staff to understand

and improve well-being in school. Leaders, including trustees, should ensure that all staff members are treated fairly and with respect.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141488
Local authority	Rotherham
Inspection number	10241569
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	Board of trustees
Chair of trust	Anne Wing and Keith Winter (Co-Chairs)
Headteacher	Rachel Colquhoun
Website	www.bramleygrangeprimaryschool.org.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- Bramley Grange Primary School is part of The Grange Trust. It is the only school currently in this multi-academy trust. The school joined this trust on 1 October 2014.
- The school appointed an assistant headteacher in April 2021 and a deputy headteacher in January 2022.
- The board of trustees has recently appointed two new co-chairs following the resignation of the previous chair in August 2022.
- The school appointed a new school business manager in September 2022.
- The school provides a local authority specialist resourced provision for a small number of pupils with hearing impairment.
- The school operates breakfast and after-school clubs.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the senior leadership team. Inspectors also held meetings with subject leaders, the special educational needs coordinator, the safeguarding team, the co-chairs of the trustee board and a representative from the local authority.
- Inspectors visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, history, and art and design. Inspectors also looked at curriculum plans for a range of subjects.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff. They also spoke to staff and pupils about their safeguarding knowledge.
- Inspectors considered the views of parents by reviewing responses to Ofsted's online survey, Parent View. They also spoke with parents as they brought their children to school and spoke to parents by telephone.
- Alongside considering the 24 responses to Ofsted's online survey for staff, inspectors met with almost all members of staff across the inspection.
- Inspectors also considered views of pupils, speaking with different groups of pupils from all age groups. Inspectors also considered 130 pupil responses to Ofsted's online survey.

Inspection team

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