



Bramley Grange Primary School

Inspection Report

Unique Reference Number 106906
LEA Rotherham
Inspection number 277656
Inspection dates 24 April 2006 to 25 April 2006
Reporting inspector Mr Arthur Markham CfBT Lead Inspector

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

Type of school	Primary	School address	Howard Road
School category	Community		Bramley
Age range of pupils	5 to 11		Rotherham, South Yorkshire S66 2SY
Gender of pupils	Mixed	Telephone number	01709 543 664
Number on roll	295	Fax number	01709 543 664
Appropriate authority	The governing body	Chair of governors	Mr K Thomas
Date of previous inspection	6 November 2000	Headteacher	Mr A Wood

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school, situated in Bramley, Rotherham. The majority of children are from white British backgrounds, with a small number from minority ethnic groups. There are very few children at an early stage of learning English. The number entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. The school provides specialist support for hearing impaired children. On entry to the school the children's skills are broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with an outstanding curriculum, providing good value for money. The school judges itself this way and inspectors agree. The headteacher's determined leadership and clear educational vision have successfully developed a strong team approach. Staff work hard to provide a high quality education for all children and are well supported by the governors, who are very aware of the school's strengths and areas requiring development. Teaching is good and a wide range of stimulating learning opportunities is presented to children, although teachers' skills in the use of the recently introduced interactive whiteboards require further development.

Children make a very good start to their learning in the Foundation Stage and continue to make good progress throughout the school. By the end of Year 6 standards in mathematics and science are well above average, although standards in English are not as good. The school has rightly identified the need to raise standards in writing by increasing the challenge presented to the more able children. Assessment arrangements are good. Children with learning difficulties and/or disabilities, including those who have a hearing impairment, and those with particular gifts or talents are quickly identified and supported well. However, the setting of individual targets for all children to enable them to understand how they can improve is not consistently applied across the school. Children's personal development is good and impacts strongly on their achievement. They are well cared for and happy coming to school. Their behaviour is exemplary and they have very positive attitudes to learning. The school is highly regarded by parents and children. The issues from the last inspection have been successfully addressed and the school is well placed to improve further.

What the school should do to improve further

- Improve standards in writing throughout the school by raising the challenge presented to the more able children.
- Develop a more consistent approach to the setting of short term targets for individual pupils.
- Develop the use of the recently introduced interactive whiteboards to make lessons more stimulating for pupils.

Achievement and standards

Grade: 2

Achievement is good and standards are well above average overall by the end of Year 6. Children enter the school with broadly average skills. They make very good progress in the Foundation Stage and most reach expected standards by the time they enter Year 1. Children continue to make good progress in Key Stage 1 and attain standards in reading, writing and mathematics that are above average. The reasons for a slight dip in performance in mathematics in 2005 were quickly identified and suitable action has been taken.

The children's good progress is maintained in Key Stage 2. Results in national tests have been well above average overall during the last five years, although performance in English is lower than in mathematics and science. The school has rightly identified the need to improve the quality of the children's writing, particularly the achievement of the more able children. The determined action to improve standards is having a positive impact and standards are rising, but more remains to be done.

Close attention is given to meeting the needs of children with learning difficulties and/or disabilities and, as a result, they make good progress. Children who are gifted or talented achieve well because they are suitably challenged. Most children successfully achieve the challenging targets they are set in English and mathematics. However, in writing, the more able children could be challenged more effectively.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good. Children show respect for each other and relationships are very positive, one parent stating, 'Bramley Grange is a welcoming, warm and friendly school'. Children's behaviour is outstanding throughout the school and attitudes to learning are very good. The majority of children show a keen interest in their lessons and enjoy them. They willingly take on responsibility and appreciate the opportunities they have to express their views through the class councils and recently introduced school council. Their confidence and independence are developed well through a wide range of opportunities for social development, including residential visits.

Spiritual, moral, social and cultural development is good. Children have a good understanding about how to stay safe and healthy, and are enthusiastic about the work they have done on healthy food, which is evident in their choices of school dinners. They participate in a good range of out-of-school activities, giving freely of their time to achieve high standards of performance, as demonstrated by the school choir. Children's involvement in designing the school's grounds with the help of Creative Partnerships has given them insights into shaping their own lives and working communally. The children's enjoyment of school is reflected in their good attendance.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there is some outstanding teaching. The emphasis given to creativity makes learning interesting for children and they consequently make good progress. Lessons are well planned, and most activities meet the different learning needs of children well, though further challenge is required for the more able in English, particularly in narrative writing. Teachers' clear explanations ensure that children understand what they have to do. Teaching assistants work in close partnership with teachers and provide good support for children with learning

difficulties and/or disabilities, whose progress is good. Resources are chosen well to help children reduce their reliance on teachers, and by Year 6, pupils have a good degree of independence. Teaching is often lively and includes a range of approaches and resources that stimulate interest, although, at present, interactive whiteboards are not fully exploited as a vehicle for learning. Parents rate teaching highly, one saying, 'The teachers have an almost magical way with the children'.

Teachers accurately assess children's work and information is used well to inform planning. They mark children's work carefully and make good use of positive comments to help them to improve.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. As well as meeting statutory requirements, it is particularly well planned to match the needs of the children and makes an excellent contribution to their personal development. The curriculum in the Foundation Stage ensures that children have a very good grounding, fostering independence and enabling them to achieve well at Key Stage 1. Close attention is paid to basic skills, but the very strong emphasis also given to creativity results in a rich and stimulating curriculum. Personal, social and health education lessons make a strong contribution to the health and well-being of children by encouraging them to adopt good habits and healthy lifestyles.

The children are offered a wealth of opportunities to participate in a wide range of exciting and varied activities, which add greatly to their enjoyment of school. These include the many extra-curricular clubs on offer, such as a range of out of school sporting activities and orchestra visits; residential opportunities also help them to develop their social and personal skills, as well as greatly enriching and enhancing their learning.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The early identification of those children with learning difficulties and/or disabilities is effective and good levels of support are provided. Child protection systems and procedures, including statutory checks on new staff, are in place. Health and safety routines, including risk assessments prior to school trips and regular fire drills, are supported by appropriate reporting systems and documentation. Parents are kept well informed about any issues affecting their child's progress and the vast majority are very happy with the levels of support provided. Teaching and specialist support staff play a strong role in providing good academic, emotional and pastoral support to children. However, although children are aware of group targets for improvement, the use of specific and individual short term targets to enable children to understand what they need to do to improve, is not yet fully embedded across the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher gives a very clear educational direction to the school. He has successfully created a strong team approach amongst the staff, who readily take on the responsibilities delegated to them and work hard. Consequently, there is a determined commitment to providing a high quality education for children, with a clear focus on raising standards.

Management systems are well organised. Monitoring and evaluation procedures are very good and close attention is given to ensuring equality of opportunity. Children's performance is closely analysed in order to plan intervention for any who are underachieving. This has enabled the school to identify the need to increase the challenge presented to the more able children in order to improve standards in writing. Coordinators effectively monitor performance in their subjects, and the school consequently has a good awareness of its strengths and areas that need development. Performance management is used effectively to drive forward improvements and develop the expertise of teachers. Financial management is efficient and there is a well planned strategy to make effective use of the large surplus funds.

The governors fulfil their responsibilities very well and meet all legal requirements. A number of them are regular visitors to the school, which enables them to gather information and disseminate this to other governors. As a result, the governors have a good awareness of the school's strengths and areas that need development.

There has been good improvement since the last inspection and the school has a strong capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to us. It was really interesting to listen to what you had to say. The things that we particularly liked were:

- the way all of the staff care for you extremely well and make sure that you feel safe and happy
- your excellent behaviour in lessons and around the school, and the way you help each other
- the way you work hard for your teachers and they do their best to help you learn
- the wide range of school trips that are organised for you, and the interesting additional activities like the orchestra and sporting opportunities.

We have asked your headteacher and teachers to improve some things to make your school even better. They are:

- help you to get even better at writing by making sure the work you are set is challenging
- ensure that you all have short term individual targets to help you understand what you must do to improve
- make more use of the interactive whiteboards to make lessons even more exciting.

We are confident that your headteacher and teachers can do these very important things. You can help them by continuing to work hard and doing your best.