

# Bramley Sunnyside Junior School

## Inspection report

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<b>Unique Reference Number</b>	106861
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	309248
<b>Inspection dates</b>	15–16 April 2008
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Emma Wink-Simmonds
<b>Headteacher</b>	Mr R Rutherford
<b>Date of previous school inspection</b>	2 February 2004
<b>School address</b>	Flanderwell Lane Bramley Rotherham South Yorkshire S66 3QW
<b>Telephone number</b>	01709 542231
<b>Fax number</b>	01709 701570

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Bramley Sunnyside is a larger than average sized school, to the south of Rotherham, in the centre of the village community that it serves. The vast majority of pupils are of White British heritage. The proportion eligible for free school meals is well below the national average. The proportion of pupils requiring support for learning difficulties and/or disabilities is above the national average. The school has Investors in People Status, Activemark, Basic Skills Quality Mark and Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Significant changes in staffing, in particular, to the senior leadership team, have hindered progress since the last inspection. Although effective steps have been taken overall, in particular, to raise achievement in English and mathematics, and to improve the use of assessment information, the school recognises that there is still much to do and at a faster rate than previously. The headteacher has introduced a number of strategies to address the uneven progress that some pupils make in reading, writing and mathematics across the school. These are beginning to take effect. Self-evaluation is largely accurate and a refocused development plan now identifies the right priorities to move the school forward. Current procedures, however, do not always enable senior leaders and governors to check thoroughly the impact of their actions on the school's work. Leaders realise that achievement across the school need to improve further and that there is too much variability in the quality of teaching and learning. The school also knows that there is more to be done to assess the impact of teachers' work on pupils' learning and to involve governors more in understanding how well the school is doing. Staff are increasingly involved in tracking individual pupils to support those who are falling behind. Parents are highly supportive of the school's endeavours. They say that 'the school makes determined efforts to meet the needs of all the children in the community.'

In Year 6, standards in English and mathematics have improved and are now broadly average. This represents satisfactory achievement overall. Teaching is satisfactory. Teachers generally plan interesting activities, enjoy good relationships with pupils and use information and communication technology (ICT) to good effect. However, in some lessons the work set is not sufficiently challenging and pupils do not have enough opportunities to learn independently.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. The vast majority attend and behave well, having a good understanding about how to keep safe and healthy. Pupils enjoy coming to school and their satisfactory literacy and numeracy skills prepare them adequately for later life.

The curriculum is satisfactory overall and provision for ICT and extra-curricular opportunities are good. The quality of care and guidance is satisfactory. Appropriate emphasis is placed on pupils' pastoral care and well-being. The refocused leadership by the headteacher and developing strengths of the senior leadership team and governing body are moving the school forward. These factors ensure that the school has satisfactory capacity for further improvement, and that it provides satisfactory value for money.

### What the school should do to improve further

- Increase pupils' rate of progress in reading, writing and mathematics.
- Improve the quality of teaching and learning so that it matches the best practice in the school, particularly with reference to teachers' expectations of pupils and the opportunities for them to learn more independently.
- Sharpen the focus of checks on performance so that senior leaders and governors can measure more effectively how well the school is doing.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' start school with broadly average standards. The school's most recent information shows that most pupils achieve satisfactorily across Years 3 to 6, reaching broadly average standards in English, mathematics and science by the time they leave Year 6. In recent years, standards have fallen in mathematics and they were below average in 2007. They were average in English and science, although more able pupils underperformed in all three subjects. This year, pupils' progress in mathematics has picked up and, in addition, an increased proportion of pupils are attaining at the level nationally expected of them. The progress made by more able pupils is also improving in English and mathematics. Strategies to improve pupils' writing and mathematical skills and more targeted intervention work with pupils at risk of underachieving are accelerating rates of progress, particularly in Year 6. Progress across Years 3 to 5 is less consistent because the quality of teaching varies and is not enabling all pupils to do as well as they might. Achievement in ICT is particularly high because pupils have very good access to computers and communication and information-handling skills are taught well. Pupils with learning difficulties and/or disabilities achieve satisfactorily overall.

## Personal development and well-being

### Grade: 3

Within a happy and supportive school environment, most pupils develop the attributes necessary to work and play together. They demonstrate consideration for and positive attitudes to each other. Relationships are good and as a result, pupils feel safe and confident that someone will listen to them if they are troubled. Pupils' overall spiritual, moral, social and cultural development is satisfactory. However, there are few opportunities for pupils to develop a deep understanding of a range of cultures, other than British and to reflect upon personal feelings and those of others.

Pupils enjoy coming to school. This is reflected in their good attendance. They understand the benefits of regular exercise and eating a balanced meal. They join in the wide range of extra-curricular physical opportunities on offer, which impacts positively upon their appreciation of a healthy lifestyle. The vast majority of pupils are well behaved and develop into sensible young people. The school council is proud of the voice it has in representing pupils' views. It has been particularly instrumental in developing 'Listening Boxes' and a new approach to playground activities. The potential for pupils to become independent learners is, however, limited as they have little ownership of targets to improve their progress.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall, ranging from inadequate to good. Although practice is improving, there are still shortcomings that hold back some pupils' learning. Most teachers enjoy positive relationships with pupils and there is a strong expectation of good behaviour. Almost all pupils work hard and want to succeed. For example, their interest and attainment in writing is improving as teachers make increasing links between subjects and give their pupils regular opportunities to write at length. Many teachers make good use of whiteboards and projectors to stimulate learners and to bring learning to life. Although many

lessons move along at a lively pace, some pupils are not entirely confident about how well they are doing, or what they need to do to improve their work. In some lessons, work is not sufficiently matched to challenge the different needs of learners. This means that some more able pupils and those with learning difficulties and/or disabilities do not always make the progress of which they are capable. Many teaching assistants work effectively alongside teachers to support pupils with specific learning needs/disabilities. However, some have rather low expectations of the quality of pupils' work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum makes a satisfactory contribution to pupils' achievement. They acquire good skills in ICT and have good opportunities to practise them. In a Year 5 class, for example, pupils confidently produced 'PowerPoint' presentations on animals using pictures, text and sound. Lessons in science and personal, social and health education contribute to pupils' good understanding of healthy living and how to keep themselves safe. A range of visits, visitors, theme days and weeks, such as the Egyptian and Victorian days and the science week, helps to develop pupils' enjoyment and learning. Many take advantage of the wide range of sporting, artistic and other activities available after school. The school is at an early stage of developing pupils' key skills through a range of themes that link subjects together. Current arrangements do not always fully meet the needs of the more able and of pupils with learning difficulties and/or disabilities.

## **Care, guidance and support**

### **Grade: 3**

Parents are pleased with the level of care that their children receive. They say that 'staff are always available and quickly resolve problems as they arise'. Adults in the school know the pupils well and have their best interests at heart. Safeguarding and child protection procedures are in place. Anti-bullying and anti-racist measures are in place, but their impact is not evaluated in sufficient detail. Arrangements for transition to and from the school are effective. In particular, the school considers carefully the needs of vulnerable pupils and ensures that they play a full part in school life. Academic guidance is satisfactory. All pupils have targets for English and mathematics. Whilst regularly reporting to parents on their children's progress, the school's day-to-day arrangements to share rates of progress with individual pupils are not fully established. As a result, not all pupils have a really good understanding of what is expected of them, how well they are doing and what they need to do next. The quality of support for pupils with learning difficulties and/or disabilities, while satisfactory overall, is not always as rigorous as it might be. For example, not all individual educational plans are reviewed regularly, to enable targets to be adjusted in the light of pupils' achievements.

## **Leadership and management**

### **Grade: 3**

Following a number of changes in staffing, particularly in the senior leadership team, since the last inspection, the headteacher has refocused the school on raising the achievement of all pupils, and improving the overall quality of teaching and learning. The recently revised Developing Excellence Plan now identifies the correct priorities for improving the quality of the school's work. Self-evaluation is largely accurate and increasingly effective strategies are

in place to boost pupils' performance in reading, writing and mathematics. Newly introduced tracking procedures provide a clearer picture of pupils' progress across the school, and highlight those who are not achieving as well as they can. Whilst there are regular procedures to monitor the quality of teaching, the analysis of the impact of teachers' work on pupils' learning is not as strong as it might be. Governors are supportive of the school and fulfil their statutory responsibilities. However, systems have not been in place long enough to enable them to feel confident in understanding how well the school is performing, and in holding staff to account.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the inspectors to your school recently. We enjoyed spending time in lessons, looking at your work and listening to what you had to say. It was good to see that most of you are friendly and polite to each other and to the teachers and other adults who work with you. We liked the caring atmosphere in which you feel safe and happy. Your school gives you a satisfactory standard of education.

Most of you enjoy coming to school and we were pleased to see how well you attend. We were impressed by how well you understand the importance of living healthily; certainly, you enjoy the many sporting activities that the school provides, and take regular exercise, during and after school. Many of you appreciate the work of the school council, which tries to get things done on your behalf. We know that many of your lessons are interesting and that visits and visitors to school help to make your learning more enjoyable.

There have been lots of changes recently to help you make better progress in your work but there is still a lot more to do. We have asked the headteacher, the teachers and governors to help you make better progress in reading, writing and mathematics, by making sure the work they give you always helps you to learn as well as you can. We have also asked them to think more carefully about how they teach you and how this affects the progress that you make.

Finally, we have asked them to check more carefully how well you get on so that you will enjoy your lessons more and do even better. You can help by trying your hardest in every lesson and telling your teachers if you find the work they give you too hard or too easy.

Thank you again for being so helpful and friendly. I really do hope that you continue to enjoy your time at Bramley Sunnyside.