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Mrs M Smith
Headteacher
Bramley Sunnyside Infant School
Flanderwell Lane
Bramley
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Dear Mrs Smith

Short inspection of Bramley Sunnyside Infant School

Following my visit to the school on 13 April 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2011.

This school continues to be good.

You, and your governors, effectively demonstrate ambition to provide the best education possible. You continually review the performance of the school, using data and other sources of information to inform your course of action. Following on from careful analysis, you have successfully improved the quality of teaching through well-chosen training and support for staff. The impact of this work is clear to see, resulting in improvements to the teaching of phonics (the sounds that letters make) and writing, both areas identified for improvement during the last inspection. You have successfully risen to the challenge of developing new leaders, motivating new staff members and maintaining a focus on school improvement. You have kept up the momentum during a challenging period in which senior leaders moved on to promotions in other schools and staff, parents and children tried to cope with the sadness of the death of one staff member.

The attainment of pupils is good. In 2015, on average, Year 2 pupils attained results significantly above pupils nationally in reading, writing and mathematics. The majority of the most-able pupils achieved highly in reading and writing. However, a small number of boys and some disadvantaged pupils did not achieve the higher levels of which they were capable. Pupils achieved particularly well in mathematics: boys, girls and disadvantaged pupils all made good progress.

You are passionate about the 'learning diet' that pupils receive. Your determination ensures that pupils have good opportunities to grow in artistic, sporting and social skills as well as in literacy and numeracy. Regular visitors to school help pupils to

learn important life skills. For example, the local Member of Parliament came to speak to pupils about his work and parliamentary democracy. Staff follow pupils' interests to ensure that they exploit learning opportunities well and make learning highly relevant. The consistent reference to the school values, in lessons and assemblies, is supporting pupils' social, moral and spiritual development effectively. The curriculum has been designed to appeal to boys as well as girls, with careful selection of topics and texts. Extra-curricular clubs help pupils to develop their interests in, and enjoyment of, art, dance, football and athletics. Pupils also value the experience of growing vegetables and flowers on the school allotment.

Safeguarding is effective.

You ensure a strong regard for the safety of pupils in all aspects of the school's work. School grounds and classrooms are secure and all staff are well trained to ensure that pupils are kept safe. Safeguarding records are detailed and show that extensive efforts are taken to meet the needs of families and children.

Inspection findings

- In many classes, teachers' subject knowledge is a strength, helping pupils to develop well in all subjects. Relationships with adults are strong and teachers treat pupils with kindness and respect. Lessons are planned to appeal to the interests of pupils, and teachers question pupils well to develop their thinking and to promote understanding. Regular training for teachers has enabled them to accurately assess the progress pupils are making. Homework is set regularly, capitalising on pupils' interests and reinforcing the learning taking place in school that week.
- Leaders track the progress of all individuals and examine trends that emerge for groups of pupils. Leaders know that disadvantaged pupils have not been doing quite as well as other pupils in reading and writing and gaps between the attainment of boys and girls remain. Consequently, much focused teaching, in particular group work with teaching assistants, is taking place to try and address the needs of these pupils. Gaps are closing as a result.
- Teachers in the early years are knowledgeable about how the youngest children learn and apply this knowledge when planning activities. Ongoing assessment is carefully used to plan the next steps in learning for Reception children. The setting is lively, bright and appealing; teachers and staff work hard to make sure it effectively reflects the interests of children. The outdoor area is well used to ensure that children have daily opportunities to explore, to be creative and to develop physical and social skills. Early years leaders are very aware of the gap between boys and girls. Focused teaching is taking place to accelerate pupils' progress and this work is successfully closing the learning gaps.
- Precise teaching is helping pupils of all abilities to make rapid progress in the acquisition of early reading and writing skills. Teaching assistants ably support phonics and reading lessons.
- Governors are committed and capable supporters of the school. They are growing in their roles and demonstrating improved capacity to hold school leaders to account.

- This is a really caring school. Staff know pupils well as individuals and work hard to provide a curriculum that will motivate and inspire all. You and your staff work hard to ensure that inclusion is at the heart of the school's work, for example, catering well for pupils with complex special educational needs.
- Pupils behave well and the majority of pupils are kind towards each other. Occasionally, in lessons, when the pace of learning slows, some pupils lose concentration and their learning is interrupted as they drift off task.
- Governors and school leaders have taken a 'zero tolerance' approach to absence and have introduced a number of incentives to promote good attendance. Despite this, persistent absence remains above national averages and attendance is just below national average.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the teaching of reading and writing continues to improve so that all pupils, including disadvantaged pupils and boys, achieve the highest levels of which they are capable
- teachers make the best use of time in lessons to ensure that all pupils apply themselves and make strong progress
- leaders continue to work with parents and pupils to improve attendance.

I am copying this letter to the chair of the governing body, and the director of children's services for Rotherham. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Butcher
Her Majesty's Inspector

Information about the inspection

During this one day inspection I was able to discuss the work of the school with you and your staff. We visited classrooms together to observe teaching and learning. I was able to look at pupils' work in books and to speak with pupils throughout the day. Discussions with a representative of the local authority and six members of the governing body helped to provide additional information. School documentation, assessment information, policies and information posted on the school website were also taken into account. I looked at the Ofsted online questionnaire (Parent View) to gather 37 parents' views about the school and took into account the views of 12 staff through online questionnaires.