

Inspection of Bramley Sunnyside Infant School

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

Inspection dates:	11 and 12 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and friendly. They enjoy coming to school. The school wants what is best for all pupils. The nurturing atmosphere around the school is built on genuine care for one another. Pupils feel safe at school.

Pupils are enthusiastic about learning. They love reading and enjoy the range of subjects that they learn. Pupils achieve well. They understand what it means to be ready to learn.

Pupils behave well in lessons and around the school. Classrooms are calm and purposeful. Staff know pupils very well. They create and grow strong relationships with pupils and families alike. Pupils care for and support each other. On the playground, pupils play and interact extremely well.

Pupils enjoy their responsibilities, which include helping other children stay happy and safe. Pupils value these roles and are proud that they help others in their school. The school provides various sporting and creative activities for pupils to take part in after school. These change throughout the year and include football, cooking, library and choir. These are well attended by all pupils, including pupils with special educational needs and/or disabilities (SEND).

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

The school has a curriculum that is ambitious and carefully designed. It is sequenced and progressive to ensure that essential knowledge is revisited over time. The key knowledge and skills that pupils should learn are set out in a logical order, so that teachers know what to deliver and when. It enables pupils to build on what they already know. Teachers demonstrate strong subject knowledge. In some subjects the curriculum is not routinely delivered as well as the school intends. This means that some pupils' experiences are varied across the curriculum, leaving some pupils not achieving as well as they could.

The school prioritises early reading. In the Reception classes, the school's phonics programme starts swiftly and is taught daily. Children learn the sounds and letters that they need to know to start to read. The school quickly identifies and supports those pupils who need additional help to keep up. The school has invested in high quality reading training for all staff. As a result, most pupils read with confidence and fluency. However, the school recognises that some reading sessions are not delivered as well as the school intends. This slows a few pupils' progression through the reading curriculum.

The school effectively identifies pupils with SEND. They ensure that staff understand pupils' learning needs and how they can help them. However, in some lessons, pupils with SEND receive too much support to complete tasks. This means that they access the curriculum with less independence.

Children in the Nursery and Reception Years learn in a nurturing environment. Staff establish clear routines. Children understand and follow these. There is an emphasis on developing children's independence. Children listen and join in with confidence and

passion to well-known rhymes and songs. There is a clear focus on children learning vocabulary. Pupils are well prepared for Year 1.

The school provides high-quality pastoral support. Pupils are taught to manage their own emotions and how to cope when they face challenges. Pupils, including the very youngest, concentrate well. They work hard and are resilient. Calming areas are a part of every classroom. Pupils describe strategies they use to support their own well-being and happiness. Pupils who struggle to manage their behaviour get the support they need.

Pupils experience a range of visits and visitors that are linked to the curriculum. This includes visits to castles, beaches and farms. Pupils learn how to stay safe and healthy. They learn how to maintain positive mental health, including specific techniques to help them to feel good. The school regularly supports charities.

Almost all pupils attend well and make the most of what the school offers. When needed, the school works closely with pupils and families to improve attendance.

Teachers know that the school cares about their workload and well-being. As a result, staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the implementation of the school's curriculum is variable across classes and subjects. This means that pupils do not always learn and remember the intended curriculum as well as they could. The school should ensure that pupils are supported to make consistently strong progress through the curriculum.
- The support for pupils with SEND is variable. This means that these pupils do not learn the curriculum as well as they should. The school should ensure that pupils with SEND are given the right help and support to enable them to secure essential knowledge and skills.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106895
Local authority	Rotherham
Inspection number	10346154
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The local authority
Chair of governing body	Alix Cake
Headteacher	Susan Searson
Website	www.bramleysunnysideinfant.co.uk
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up the role in September 2024
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of the school's education provision.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's pupil survey, and staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Jane Clayton, lead inspector	Ofsted Inspector
Deb James	Ofsted Inspector
Nick Coates	Ofsted Inspector

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