

SUMMARY OF THE INSPECTION REPORT

BRAMLEY SUNNYSIDE JUNIOR SCHOOL

A large junior school south of Rotherham inspected between 2nd and 4th February 2004 by a team led by Roger Gill

OVERALL EVALUATION

This is a **reasonably effective** school. Standards are broadly in line with national expectations at the end of Year 6. Disruption caused by a sizeable turnover in staff and a major building project has been overcome. Teaching has improved in recent years and pupils' learning is back on track after the disruptions. Pupils have good attitudes in lessons. Good leadership by the headteacher has provided stability and direction during a period of change. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in information and communication technology, religious education and history have improved well since 1998
- Pupils could achieve higher levels still in English, mathematics and science
- Teaching has been strengthened by some innovative curricular provision
- The quality of teaching is not consistent enough throughout the school
- Information about pupils' progress is not used well enough to help them improve
- The new leadership team does not yet possess a strong enough plan for improvement
- Pupils' personal development, including their spiritual development, has improved dramatically since the school's last inspection
- Improvements in the accommodation have had a positive effect on pupils' learning

The school has improved well since the time of the last inspection in 1998 when it was judged as being unsatisfactory in many key aspects. The amount of unsatisfactory teaching has been reduced greatly, curricular planning is now satisfactory and pupils are far more involved in lessons. The school has tackled most of the key issues from its previous report well but there are some unfinished aspects. For example, there is now an adequate system of assessing and recording pupils' progress but insufficient use is made of the information gained to ensure that pupils make quick enough progress over time. This was also an unsatisfactory aspect of teaching in 1998.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	C	C
mathematics	C	C	B	B
science	C	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory. Results in English have fluctuated over the years owing to the quality of teaching and the amount of pupils who had special educational needs. Scores in mathematics were above average in 2003 but are now average. Current standards are average in all three core subjects. All groups of pupils, including those with special educational needs and those capable of higher attainment, achieve satisfactorily. Standards in history are above average by the end of Year 6 because pupils get many good opportunities to find things out for themselves and write about the subject in interesting ways.

Pupils' personal qualities are good helped by their **good spiritual, moral, social, and cultural development**. Pupils enjoy school and attend well. Their attitudes and behaviour in lessons are good and sometimes very good.

QUALITY OF EDUCATION

The **quality of education provided by the school is satisfactory**. Teaching is **satisfactory** overall but more often good and sometimes very good in Year 5 and Year 6. Pupils learn well in lessons in which a lot is expected of them and teachers talk well about how pupils are doing and how improvements in learning could be made. Many lessons in Year 3 and Year 4, with some notable exceptions, do not contain this optimism and degree of insight into pupils' achievements.

Pupils' academic achievement and personal development are enhanced well by the interesting curriculum and the caring approach taken by the school. However, it is too soon to see any improvement in tests as a result of the recent curricular innovations. The school is very keen to discover and act upon pupils' views about the school and have implemented some good formal means to achieve this. Partnership with parents and the community is good and has a positive effect on pupils' opportunities for extra-curricular activities, for example.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The school has a clear sense of purpose that is promoted positively by the headteacher. A new team of senior managers supports the headteacher satisfactorily by undertaking key tasks, but the group does not yet work together enough on the central issues for school development. Governors are involved and informed. They are meeting their statutory requirements in full. There are, however, some shortcomings in the involvement of governors in the process of planning for school development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a generally good opinion of the school. They particularly like the way in which they are kept informed about the curriculum that their children study. Many parents believe their children are well taught and make good progress. This is true much of the time but teaching and progress are satisfactory overall.

Pupils are generally pleased with school. They appreciate the interesting lessons and the fact that bullying is dealt with promptly. Pupils also like the way in which they are able to play a full role in making improvements in the school

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve pupils' achievements in English, mathematics and science
- Strengthen the quality of teaching to make it more consistently good throughout the school
- Use the information about pupils' progress more effectively to ensure that they make swifter progress
- Ensure that the new leadership team works together on school development issues

A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: www.ofsted.gov.uk.

© CROWN COPYRIGHT 2004. This document may be freely reproduced in whole or in part, for non-commercial purposes, provided the source and the date are acknowledged.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).