

Brinsworth Howarth Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 106918 |
| Local Authority | Rotherham |
| Inspection number | 356047 |
| Inspection dates | 9–10 February 2011 |
| Reporting inspector | Joan McKenna |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 182 |
| Appropriate authority | The governing body |
| Chair | Mr Ernest Hollyoak |
| Headteacher | Mrs M Crawford |
| Date of previous school inspection | 10 June 2008 |
| School address | Whitehill Lane Brinsworth, Rotherham South Yorkshire S60 5JR |
| Telephone number | 01709 828613 |
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| Email address | howarth.pr@rotherham.gov.uk |

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Introduction

This inspection was carried out by three additional inspectors. Ten parts of lessons were observed taught by nine staff and observations of other activities took place. Meetings were held with the headteacher, other leaders and staff and a member of the governing body. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data and records of monitoring. Responses to questionnaires returned by staff and the 36 returned by parents and carers were analysed.

- Whether the learning and progress of all groups of pupils are good and whether standards are high enough, especially in writing.
- Whether pupils are attending school regularly enough.
- How well the school has improved since its last inspection.

Information about the school

This is a smaller-than-average-size primary school. The large majority of pupils are of White British heritage, and a slightly above average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is in line with that typically found in primary schools, although the proportion with a statement of special educational needs is higher. The proportion of pupils joining or leaving the school during the course of their schooling is above average. A new headteacher and over half of the teaching staff have taken up post since the previous inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has improved well since its previous inspection. Ensuring that pupils are well cared for, receive stimulating and enjoyable educational experiences and are enabled to develop well personally and academically, lie at the heart of its philosophy. The headteacher leads the school well, with enthusiasm and determination. She has successfully communicated her high expectations to other staff and to pupils, and, despite several teachers being new to the school she has developed a strong sense of teamwork. Monitoring and evaluation by senior leaders are comprehensive and rigorous so the school's strengths and areas requiring development are well known. Action taken to develop provision has had a positive impact in many areas, and there is good capacity to improve further.

The knowledge and skills that children have when they join the school vary for different individuals and from year to year, but overall are below expectations for their age. The standards reached by the time pupils leave have risen over the past two years, from being below average to now being broadly in line with national figures. Overall, pupils are making good progress across the school, including in mathematics, which has been a particular focus for development. Progress in writing still lags behind other areas. The new 'creative curriculum', through which pupils learn from first-hand experiences and interesting activities, has considerably increased their enjoyment of learning. Teaching is good overall, resulting in pupils learning well, but there is some variability in effectiveness across year groups. Thorough and helpful systems for assessing pupils' progress are in place, but not all information recorded is fully accurate yet. Pupils have targets to help them understand how to improve their work, but they are not used or referred to enough in lessons.

Pupils are very well known and valued as individuals and the care and support provided for them, including those with additional needs, are good. As a result, pupils feel safe in school and have very good relationships with each other and with adults. They behave well, like coming to school, and are proud of it. Concerted efforts are made to involve parents and carers in their children's learning.

The senior team supports the headteacher well and makes an effective contribution to improving the school. The impact of subject leadership is more variable. Some is effective, but as several subject leaders are new to their role they are yet to implement all aspects, such as monitoring provision and pupils' attainment. A minority of the members of the governing body are actively involved in the school and well enough informed to ask questions of it, but this is not yet the case for all.

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What does the school need to do to improve further?

- Raise standards and improve pupils' achievement, especially in writing, by:
 - improving the quality and consistency of teaching so pupils learn equally effectively across the school
 - ensuring that assessments made about pupils' attainment are accurate and used to meet pupils' different needs in lessons
 - ensuring that pupils know their targets, and that the targets are referred to regularly in lessons to help pupils understand how to improve their work.
- Improve leadership and management by:
 - ensuring that subject leaders develop all aspects of their role, including monitoring and evaluating the quality of provision and pupils' outcomes
 - increasing the extent to which the governing body as a whole is fully involved in evaluating the effectiveness of the school.

Outcomes for individuals and groups of pupils

2

Pupils of all ages are keen to learn and get involved in activities. The impact of the 'creative curriculum' has been to develop positive attitudes towards learning and pupils work with interest and high levels of engagement. They apply themselves well and try their best, both when undertaking practical tasks and on the occasions they are required to work more formally. As a result, pupils learn well, sometimes making rapid gains in their knowledge and understanding. However, there are occasions in a minority of classes when lessons lacks pace or work lacks challenge and when this is the case, pupils learn less well.

The clear trend of rising standards and better achievement at both Key Stages 1 and 2 shows the positive impact of the actions taken to bring about improvement. Developments in mathematics have been successful. Improving writing is now being prioritised, as standards in the subject are lagging behind those in reading. Different groups of pupils, including those with special educational needs and/or disabilities, are making broadly similar good rates of progress across the school. Well-targeted action is being taken to reduce identified variation across year groups.

Pupils are very happy in school and say learning is fun. They feel that their views are valued and can cite changes that have been made based on their suggestions and feedback, such as improvements to the playground and the approach to teaching writing. They all make a good contribution to the community in school through, for example, their daily conduct and good behaviour, as well as more specifically such as via the school council. They also contribute to the community beyond school, such as raising funds for charities. Pupils are polite, courteous and friendly towards each other and help to make the school the harmonious place it is. They contribute very much to the warm, welcoming environment. Their spiritual, moral, social and cultural development is good; they display concern for others and those from all ethnic heritages get on well. They understand the importance of keeping healthy through diet and exercise. They can explain clearly why they feel safe, from the measures the school has taken, to the messages they have

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received from a wide range of external organisations, such as the police and the fire service.

Attendance has improved and is now broadly average. The number of pupils who are persistently absent has considerably reduced, but some pupils miss schooling due to term-time holidays.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Very positive relationships between adults and pupils are common in all classes and pupils are given much support and encouragement to succeed. Lessons are carefully planned with interesting tasks and many opportunities for pupils to be actively involved, working in pairs and in groups as well as individually. A majority of lessons are well-organised and fast paced, with clear introductions. Teachers have high expectations of pupils' behaviour and their approach to their work, to which pupils respond very well. Attention is paid to meeting the needs of pupils of different abilities and ensuring appropriate levels of challenge, especially in English and mathematics. In a minority of lessons, there is sometimes less urgency or challenge, and pupils' learning is not always consolidated fully at the end of lessons. Much support from teaching assistants is helpful, but their contribution is not always maximised in lessons. Good use is being made of the greater amount of information collected about pupils' attainment and progress in order to plan support and teaching, although it is not used fully by teachers to plan for individual pupil's

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needs. The feedback given to pupils through the marking of their work is detailed and gives clear guidance on what they need to do to improve. They have helpful targets but their usefulness is not always maximised because they are not referred to enough in lessons.

The new curriculum is having a positive impact because it is ensuring that pupils' learning is rooted in meaningful, exciting experiences. Interesting resources, imaginative ideas, visits and visitors are used to bring activities to life, and to promote pupils' desire to learn. The approach to promoting literacy and numeracy, through a combination of core lessons, supplemented by work done through other subjects, is effective and has contributed to improved achievement in mathematics. It has not yet had the same impact on writing. Imaginative and attractive displays make a stimulating environment for learning, such as the corridor linking different parts of the building having been made into a 'French street'. The spacious grounds are used to enhance the environment and widen pupils' experiences.

There is a family feel to the school. Adults know individual pupils very well and so are able to give them personalised support and care. Effective extra support is given to those who have additional needs or vulnerabilities, with external support used to good effect when necessary. The parents' support adviser works closely with parents and carers and contributes effectively to a wide range of activities designed to promote their involvement in their children's learning. The school puts much effort into improving attendance, with demonstrable success. However, some parents and carers continue to take their children out of school for holidays in term-time. The breakfast club extends care for pupils beyond the school day, providing a calm, healthy and welcoming start to the day for those who attend.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

There is a strong sense of drive and energy, emanating from the headteacher and is shared by others, to providing the best for pupils. Although several teachers need support because they are new to the profession as well as to the school, there is nevertheless a collective enthusiasm for promoting quality and embracing innovation. Well-organised management systems and processes mean that the school is run efficiently, and this is particularly helpful to the new teachers. A good range of activities to monitor the school's effectiveness take place, and a very positive feature is that outcomes are cross-referenced with each other to ensure security of judgements. Those new to subject leadership are inevitably at early stages of implementing their responsibilities. Some key members of the

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governing body, such as those linked to literacy and numeracy, visit the school regularly and play a part in gathering first-hand evidence to check out its effectiveness, but this is not yet widespread. Good attention is paid to keeping pupils safe and ensuring that safeguarding requirements are met. The school promotes equal opportunities well, tackling discrimination and removing barriers to pupils' learning. Good partnerships have been forged with external organisations and individuals to help meet pupils' needs and broaden their experiences. Many valuable steps have been taken to involve parents and carers in the life of the school and in supporting their children's learning, with some success, but some remain harder to reach and engage. The school is taking effective steps to ensure cohesion within the school and its immediate locality. There are links with a school in Africa, but overall community cohesion on a broader front is less well developed.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children are happy and settled in the Early Years Foundation Stage, helped by the good arrangements to support them when they join and the very positive relationships with adults. Children are well cared for and so they feel safe, secure and increasingly confident and independent. They develop positive social skills and learn to cooperate with others and take turns. A varied range of exciting and enjoyable activities and attractive resources are provided which make children want to play and learn. This includes a good balance of activities that children choose for themselves and ones led by adults. Role play is used to develop children's spoken and imaginative language. The range of activities outdoors, while positive, is not wide enough to fully develop children's physical and creative skills. Teaching and support for children are good. Questioning is used well to develop children's recall, thinking and extend their language skills, such as when they were encouraged to find good describing words for characters in a story. Planning is detailed and ensures that all the required areas of the curriculum are covered. Children's progress is assessed and

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the information is checked and used in a variety of ways such as to plan general next steps of learning. It is not used fully, however, to plan for the more specific needs of individuals. Parents and carers are given detailed information about their children's progress, although it is not presented in the most accessible way for them. The provision is led and managed successfully, with a clear sense of teamwork. New systems have been introduced to strengthen practice and increase effectiveness. Children make good progress from their starting points and by the time they leave the Early Years Foundation Stage their attainment is close to national expectations, although it is lower in relation to language and number than in other areas, especially for boys.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The number of parents and carers returning questionnaires outlining their views of the school was relatively low. The very large majority of those returned, however, were positive, with almost all happy with their child's experience at school as well as the quality of leadership and management, teaching and the extent to which the school keeps pupils safe and healthy. Inspection evidence supports these views. A very small number expressed the view that the school could provide them with more information about their child's progress or how to support them in their learning. Inspection evidence found that these are areas that the school gives considerably attention to, and that it is working hard to improve them further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brinsworth Howarth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 25 | 69 | 10 | 28 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 20 | 56 | 16 | 44 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 14 | 39 | 20 | 56 | 2 | 6 | 0 | 0 |
| My child is making enough progress at this school | 16 | 44 | 18 | 50 | 2 | 6 | 0 | 0 |
| The teaching is good at this school | 18 | 50 | 17 | 47 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 16 | 44 | 15 | 42 | 4 | 11 | 1 | 3 |
| The school helps my child to have a healthy lifestyle | 19 | 53 | 17 | 47 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 16 | 44 | 18 | 50 | 2 | 6 | 0 | 0 |
| The school meets my child's particular needs | 19 | 53 | 14 | 39 | 2 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 15 | 42 | 20 | 56 | 1 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 15 | 42 | 16 | 44 | 3 | 8 | 1 | 3 |
| The school is led and managed effectively | 19 | 53 | 16 | 44 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 18 | 50 | 15 | 42 | 1 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2011

Dear Pupils

Inspection of Brinsworth Howarth Primary School, Rotherham, S60 5JR

Thank you for being so very pleasant, welcoming and friendly when my colleagues and I inspected your school and for talking with us and showing us your work.

I am pleased to be able to let you know that you go to a good school. Adults care about every one of you and want you to be happy and successful in your learning, and they are doing the right things to make sure this is the case for you. They look after you well and so you feel safe in school and you all get on with each other. Your good behaviour means that you all play a part in making the school a happy and welcoming place. Staff are making sure that they provide a lot of interesting activities for you, as well as, for example, visits out of school to make things even more exciting. This helps you to learn better because you find it fun. You also work hard and are well taught. You are making good progress and by the time you leave school you are reaching similar standards to those reached in other schools across the country.

Your headteacher and other staff are working hard and successfully to improve the school for you. They want to make it even better, and there are some things we have asked them to do to make this happen. We have asked them to take action to help you reach even higher standards, especially in writing. We have also asked them to try to make sure that all lessons are as good as the best ones, and to make sure they use information about how well you are doing to help you do even better. We would like them to make sure you know your targets and use them more in lessons. We have also asked the staff responsible for different subjects and all your school governors to check how well how well the school is doing, so everyone knows the very best steps to take to improve the school further.

You can help by continuing to work hard and being so positive. I send you and your teachers very best wishes for the future.

Yours sincerely,

Ms Joan McKenna
Lead inspector

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