

Brinsworth Manor Infant School

Inspection report

Unique Reference Number	106864
Local Authority	Rotherham
Inspection number	356041
Inspection dates	17–18 March 2011
Reporting inspector	Michael Hewlett

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Mrs Carolyn Potts
Headteacher	Mrs Lynne Deakin
Date of previous school inspection	6 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed 11 teachers. Inspectors held meetings with members of the governing body, staff and parents and carers and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 135 questionnaires from parents and carers, as well as those from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well embedded are the improvements to pupils' attainment, particularly in reading and mathematics?
- Does the teaching consistently addresses the needs of all groups of pupils?
- The impact of some of the stronger aspects of the school's work, such as links with parents and carers and support for pupils.
- Do the leaders have an accurate view of the school's performance?

Information about the school

This school is larger than average. Most pupils are White British. A small number are from minority ethnic groups and a very small minority speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. An above average number of pupils have special educational needs and/or disabilities. The school achieved Healthy Schools status in 2009.

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

Brinsworth Manor Infants is a good school. It is successful because leaders and staff have focused on the right priorities. They have set about raising attainment by improving the quality of teaching and learning and making sure the needs of all the pupils are met.

Children begin school with skills that are broadly average. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing children's speaking and listening skills, as well as their personal and social development. By the end of Key Stage 1, their results are above average in reading, writing and mathematics. Although still above average, mathematics is the weaker of the above subjects and results fluctuate from year-to-year. This is because pupils have too few opportunities to use and apply their mathematical knowledge in other subjects. Pupils' current work and the school's detailed tracking systems show that pupils' progress is good overall across the school, including for those pupils with special educational needs and/or disabilities and the more vulnerable.

The school's work has some strong features. These include an excellent partnership with parents and carers, pupils' positive attitudes to learning and their good behaviour. They are keen to share their good understanding of the importance of leading a healthy lifestyle and they say they feel extremely safe. Pupils have a genuine voice in the school and they are constantly encouraged to share their opinions. As one member of the school council commented, 'We are having a new playground and it's our job to plan it.' Good teaching and an engaging curriculum allow all pupils to develop their individual strengths. While most of the teaching is good, there is some that is no better than satisfactory. This is usually seen in mathematics lessons, where too much teacher input slows the pace of learning. School leaders have worked successfully to improve learning for all pupils. The attendance of a small minority of pupils is erratic but improving. Key to the improvement in pupils' achievement is the school's self-evaluation, which is accurate and honest in its judgements. This demonstrates the school's good capacity for sustained improvement. The supportive governing body is routinely involved in school life and helps set the strategic direction. However, it does not monitor the school's performance with enough rigour.

What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - ensuring that pupils are able to use and apply their mathematical knowledge in other areas of the curriculum
 - improving the quality of teaching in mathematics so that lessons move at a brisk pace and pupils do not spend too much time listening to teachers.

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- Improve the effectiveness of the governing body by:
 - embedding procedures that will hold the school to account and bring more rigour to its monitoring of policies and practice
 - providing its members with high-quality training which will equip them to carry out their roles and responsibilities successfully.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic about school and clearly enjoy their learning. Their achievement is good. 'Our lessons are not too easy, they are just hard enough and teachers make them fun.' was a comment that summed up pupils' views. In all lessons observed by inspectors, behaviour was good. Pupils apply themselves to a task and consequently make good progress in their learning, particularly in reading, which has been a school priority.

Support for the different groups of pupils represented in the school, including those who speak English as an additional language, is effective and well organised, resulting in pupils achieving well. Pupils with special educational needs and/or disabilities achieve well, making good progress from their starting points. They benefit from purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. The school's focus on targeted intervention for pupils is paying dividends, as attainment continues to rise.

Pupils have a good understanding of how to live healthily and they feel safe. They participate enthusiastically in the many sporting activities that are available, often working with staff and pupils from the local sports college. Spiritual, moral, social and cultural development is good and pupils think about the needs of others, as well as themselves. This was confirmed by pupils on the school council who said, 'This is a friendly school, we all like to get on.'

Pupils are keen to take on responsibilities and make a good contribution to the school and wider community. For example, a group of older children has been helping to plan improvements to their outdoor play areas and raise funds within the local community. The ability of pupils to apply the key skills of oracy, literacy, numeracy and information and communication technology across the curriculum in a range of different ways is less well developed. While attendance is average, the school has made good progress in this area with levels of persistent absence falling.

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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	2
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?

Overall, teaching is good. In the best lessons, teachers' plans show how pupils are to achieve the activities set and teachers assess pupils' progress towards these as the lesson unfolds. They also move pupils' learning on at a rapid pace, while ensuring that the different groups represented in the class receive appropriate levels of challenge throughout. However, some inconsistencies in approach and expectation remain, resulting in too much teacher input and slower progress for pupils. In the less successful lessons, often in the teaching of mathematics, there is insufficient focus on how their new knowledge might be applied in other curriculum areas. Nevertheless, most lessons successfully meet the needs of all groups of pupils.

Pupils make the most of, and thoroughly enjoy, the many opportunities they are given to join in sporting, social and artistic activities. The move towards a practically based, thematic curriculum has impacted positively on pupils' work. For example, a visit to the school by a mobile planetarium brought the space topic alive. There are good opportunities for enrichment both in and out of school with stay and play, physical education clubs and parental workshops all well-supported. They provide an added breadth to the curriculum.

Staff supervise pupils well to ensure their safety. They know them as individuals and offer them support that is well tailored to their needs, whether this is time for a quiet conversation or practical help for parents and carers in managing their children's needs.

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Good home-school links successfully encourage parents and carers to send their children to school regularly and to access the school's resources to enhance their own learning. This has resulted in improved attendance levels for pupils, and parents and carers who are confident to work with the school.

Good partnerships with outside agencies and strong transition arrangements enable pupils to develop the necessary skills to improve their learning and move confidently into Key Stage 2.

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?

Good leadership by the headteacher and senior leaders has been instrumental in providing clear direction and improvement. This has resulted in a positive picture of pupils' progress as well as improvements in the quality of teaching and the curriculum. School leaders have established rigorous monitoring of teaching and learning with the results shared with all staff. The school knows itself well and has a very clear picture of how it can improve still further. The ethos established in the school is one that successfully promotes equality for all and tackles any discrimination. This is evident in the many aspects of support for different groups of pupils, such as the additional interventions for those pupils at risk of falling behind. The school leadership ensures that the personal and educational needs of those with additional needs are very well met.

Most members of the governing body are new to their role and few have received training. They actively support the work of the school, make sure that all statutory requirements are met and have a good understanding of how the school is performing. However, the governing body does not routinely offer enough robust challenge to school leaders or evaluate the impact of any changes that have been made.

The school's procedures for safeguarding are good. They ensure that staff are suitably recruited and vetted and that checks are in place. In addition, keeping yourself safe. is an integral part of the curriculum and pupils are clear about the important role they are expected to play. Partnerships with others are strong, particularly in promoting pupils' well-being and their social and emotional development. The school's engagement with parents and carers is excellent. The vast majority of parents and carers say how delighted they are with the school. They are made to feel welcome and are confident that any concerns raised will be dealt with promptly and fairly. The school makes a good contribution to promoting community cohesion. As a result pupils' involvement within the local and wider community is strong. This has been extended to provide them with first

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hand experiences of meeting pupils and adults from different religious and cultural communities in Rotherham through the Inspire Rotherham project.

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	1
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 get off to a good start in the Early Years Foundation Stage and children make good progress by the end of Reception. This is particularly so in relation to their personal, social and emotional skills. In 2010, a large proportion of children achieved a good level of development. As a result outcomes were above the national average in all areas with children's performance in both English and mathematics showing an upward trend.

Children make good progress as a result of good teaching and staff who provide them with challenging and exciting activities. They make good strides in improving their language skills. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's personal development and behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that challenge and keep them actively involved. For example, they take great pride in reliving their trip to a local farm, describing the characteristics of their favourite animals and acting out scenes in their role play.

Leadership of the Early Years Foundation Stage is good. It has introduced a varied curriculum that takes full advantage of the attractive environment and provides a good balance between adult- and child-directed activities. Parents and carers praise the care their children receive and also appreciate the well-planned induction process. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.

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

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

Almost half of parents and carers returned the inspection questionnaire, above the national average response. The vast majority of those who responded are highly satisfied with the school. This feedback reflects the information gathered by the school from its own surveys. Typically, they comment very positively about the quality of care, the quality of leadership and management, the impact of teaching and the overall provision in the school. Many positive comments were received by inspectors, about how caring the school is and how much their children enjoyed school. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses, a few parents signalled concerns over how the school helps children to have a healthy lifestyle. During the inspection, inspectors scrutinised the school procedures with regard to promoting healthy lifestyles. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brinsworth Manor Infant 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 134 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	70	39	29	0	0	0	0
The school keeps my child safe	89	66	42	31	0	0	0	0
My school informs me about my child's progress	97	72	35	26	1	1	1	1
My child is making enough progress at this school	85	63	48	36	1	1	0	0
The teaching is good at this school	100	75	32	24	0	0	0	0
The school helps me to support my child's learning	96	72	36	27	1	1	0	0
The school helps my child to have a healthy lifestyle	83	62	47	35	3	2	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)	69	51	55	41	1	1	0	0
The school meets my child's particular needs	85	63	47	35	0	0	0	0
The school deals effectively with unacceptable behaviour	60	45	67	50	2	1	0	0
The school takes account of my suggestions and concerns	62	46	65	49	0	0	0	0
The school is led and managed effectively	87	65	43	32	0	0	0	0
Overall, I am happy with my child's experience at this school	100	75	34	25	0	0	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.



18 March 2011

Dear Pupils

Inspection of Brinsworth Manor Infant School, Rotherham, S60 5BX

Thank you for the welcome you gave to me and the other inspectors when we visited your school recently. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education. You told us you feel safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour and how much you knew about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. All the adults take good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We have asked the school to improve two things. First, we want to see you have more opportunities to practice your mathematical skills in other subjects. This will help you to learn even faster. Second, we want the governors to make more checks on how well your school is doing.

I hope you will play your part in bringing about these improvements by listening carefully in class and trying even harder with your mathematics.

Best wishes in the future.

Yours sincerely

Mr Michael Hewlett

Lead inspector

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