

# Brimington Manor Infant School

## Inspection report

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<b>Unique Reference Number</b>	112518
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378505
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Marion Thompson

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Yates
<b>Headteacher</b>	Kathryn Fretwell
<b>Date of previous school inspection</b>	30 January 2007
<b>School address</b>	Manor Road Brimington Common Chesterfield S43 1NT
<b>Telephone number</b>	01246 234078
<b>Fax number</b>	01246 234078
<b>Email address</b>	headteacher@brimingtonmanor.derbyshire.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors saw twelve lessons and parts of lessons, observing the work of four teachers. Informal discussions were held with a sample of parents and carers who brought their children to school. Discussions were held with the Chair of the Governing Body and other governors, several members of staff and groups of pupils. The inspection team observed the school's work, and looked at documentation which included assessment and attendance information, safeguarding documentation, planning and samples of pupils' work. Inspectors analysed the responses to 36 questionnaires completed by parents and carers and took account of the views expressed in questionnaires completed by staff.

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

- The impact of teaching and the curriculum on pupils' progress in writing.
- The impact of teaching and the curriculum on the progress of the most able pupils.

## Information about the school

This is a small school where the vast majority of pupils are of White British origin. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The percentage of pupils with special educational needs and/or disabilities is below average. The school has gained the Basic Skills, Eco Schools Green Flag, Activemark and National Healthy School Status awards and has gained the Anti-Bullying Commitment.

**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 small, friendly school provides pupils with a good education. Attainment is well above average and all pupils, including those with special educational needs and/or disabilities, make good progress. They achieve well. Parents and carers are at pains to say how much their children enjoy lessons and are engaged by the popular range of extra-curricular activities the school provides. Teaching and the curriculum are good and pupils benefit from brisk, lively lessons and interesting activities, mostly well-matched to their needs. A regular check is kept on pupils' progress, so that they are helped quickly when they find learning difficult. Pupils are well-known to staff who provide them with sensitive care, support and guidance.

Pupils develop quickly into responsible members of the school and wider community. They have an excellent understanding of the importance of healthy eating and exercise, which they demonstrate through their keen uptake of extra-curricular sports and dance and healthy eating choices. Members of the Healthy Friends Committee promote better eating habits by producing posters and guidelines on healthy lunchboxes for pupils and parents. Understanding of global issues, such as global warming and pollution, is excellent. Members of the Eco Committee involve pupils in litter-picking and write to the local council about their concerns. Pupils recycle paper and take responsibility for saving energy, for example by checking that lights are switched off when not needed.

The school is well-led by an approachable headteacher, who is ambitious for the pupils of the school to do well. She is supported well by a hard-working and cohesive staff team and a committed governing body. The school has won the overwhelming support of parents and carers, who value all aspects of the school's work highly. This partnership has led to improvements in attendance, which is now above average, because fewer families go on holiday during term-time. Planning is good and is based on accurate self-evaluation. This has enabled the school to maintain good levels of pupils' progress over recent years. Good management capacity, a strong partnership with parents and carers and a good track record demonstrate that the school has good capacity for further sustained improvement.

Writing, while improving, is a relatively weaker area throughout the school, especially for the most able pupils. When teaching the sounds made by letters, the articulation of sounds is not always sufficiently clear, leading to mistakes in spelling for pupils of all abilities. Opportunities are occasionally missed to reinforce learning by using all the senses when sounds are practised, for example by writing letters in the air. Staff

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do not consistently model grammatically accurate speech, so these mistakes are reproduced in writing. In the very small number of satisfactory lessons, especially in writing, teachers occasionally fail to notice when pupils need more help or further challenge during lessons, for example to use more sophisticated structures in their writing or to adapt the writing for different readers. On rare occasions the work planned does not match the needs of all pupils within the class.

**What does the school need to do to improve further?**

- By January 2013, accelerate pupils' progress in writing, by ensuring that all teaching staff consistently:
  - articulate sounds clearly and reinforce learning through using all the senses during phonics lessons
  - model grammatically accurate language during lessons
  - provide more opportunities for the more able pupils to use sophisticated structures in their writing and to adapt the writing for different readers.
  
- By January 2013, make sure that teaching and the curriculum are consistently good or outstanding by ensuring that:
  - tasks are planned that are well matched to the needs of pupils of all abilities
  - staff provide extra support and challenge to pupils who need it during lessons, especially the most and least able.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy lessons where they are actively involved and which present them with a good level of challenge. For example, in a Year 2 lesson pupils investigated odd and even numbers working with concentration and enjoyment. They enjoyed working independently when given the opportunity and were pro-active in solving problems. Pupils of all abilities are proud of the work they produce and present it well.

Children enter the school with skills that are around the levels expected for their age, although a few pupils have more limited skills in communication, language and literacy. Boys and girls of all abilities, including the very small proportion from minority ethnic groups and those who are known to be eligible for free school meals make good progress. Pupils who have special educational needs and/or disabilities make good progress because their needs are carefully identified and are usually met well. In common with other pupils, very occasionally work for pupils with learning difficulties is either too difficult or is lacking in challenge, which limits the progress they make. Pupils with social and emotional difficulties are managed well, enabling them to make good progress in their learning.

Reading develops well. Pupils read simple texts accurately and with understanding, and this supports their learning across the curriculum. Speaking and listening skills

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develop well and provide a good basis for writing. Progress in writing, while still good, is slower, especially for the most able pupils. Handwriting develops well, but spelling is not always secure for pupils of all abilities. More able pupils write extensively but are still at the very early stages of developing a sense of audience and applying sophisticated features of writing consistently.

Pupils have a good awareness of how to keep themselves safe. They say there is bullying on rare occasions and that it is dealt with swiftly when it occurs. They behave well and show consideration for others. For example, behaviour during lunchtime ‘family sittings’ of school dinners is courteous and well-mannered, developing social skills well. Pupils are prepared well for the future by their above-average attendance, good application of skills in literacy, numeracy and information and communication technology (ICT), and their well-developed social skills. They also have a good understanding and interest in current affairs, prompted by their regular ‘Good News/Bad News’ assemblies. Pupils’ spiritual, moral, social and cultural development is good. In this largely monocultural school pupils have a growing understanding of the diverse range of cultures in the United Kingdom. They have a good awareness of right and wrong. Spiritual development is a little more limited.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

In the large majority of good lessons, active and demanding tasks that are well matched to their needs motivate pupils to learn and make rapid progress. Teachers maintain a close check on pupils’ progress to move their learning on. In a challenging

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

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writing lesson, based on the Nativity story, pupils of all abilities produced writing of good quality because of skilful intervention that took good account of individual needs. The very small minority of satisfactory lessons also have some good features, but sometimes lack challenge for the most able. Occasionally the least able pupils are provided with answers instead of being encouraged to work things out for themselves. Marking is good. Pupils follow the clear advice given which leads to improvement in their work.

Parents, carers and pupils appreciate the good range of enrichment and extra-curricular opportunities provided by the school, such as the recent visit to a farm. These activities have increased pupils’ motivation to write. Close monitoring of progress enables the school to modify the curriculum in areas pupils find difficult, which has accelerated their progress. In a very small minority of lessons the curriculum provided is not well matched to the needs of all ability groups and in a few lessons more able writers do not have the opportunity to develop higher level skills.

Parents and carers value the warm and caring learning environment provided by the school, despite the limitations imposed by the small site. Staff know pupils well and are sensitive to their needs. Transition arrangements are good and ensure that pupils settle quickly and happily. Provision for pupils with special educational needs and/or disabilities enables them to make good progress, despite a few occasions when they receive too much or too little support. Secure procedures are in place to support any pupils who might be identified as potentially vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides a clear sense of educational direction for the school. Challenging but achievable targets have raised expectations and embedded ambition for the school community. Actions identified through self-evaluation and planning have sustained good academic progress and personal development over recent years. Well-targeted coaching has maintained and improved the quality of teaching.

The governing body provides good support and is not afraid to challenge. Governors have a clear understanding of how well the school is performing. The governing body maintains careful oversight of safeguarding arrangements, ensuring that policies and

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procedures operate effectively. Safeguarding is good, especially in relation to its promotion through the curriculum. From the earliest years pupils are taught how to keep themselves safe in a range of situations both inside and out of school, for example how to be seen when they go out at night. This work is supported well by local services such as the police force and the fire service.

The promotion of equal opportunities is good. The school works hard to ensure that all pupils, including those with special educational needs and/or disabilities are included. The very small number of pupils from minority ethnic backgrounds is encouraged to share their views and experiences with others. All groups of pupils make good progress.

The school promotes community cohesion well. Pupils make an outstanding contribution to the local community through care for the environment, singing for local groups of older people and raising substantial funds for local charities. The outstanding partnership with parents and carers promotes shared values very well and the parents’ and carers’ group raises substantial funding for the school. National links with a school with a more diverse population are beginning to enrich pupils’ experiences and increase their understanding of different cultures and religions within Britain. International links are not yet as strong.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children, including those with special educational needs and/or disabilities, achieve well in the Early Years Foundation Stage, entering Year 1 with above-average attainment. They settle quickly into routines because of the good care provided by staff and a transition process which is sensitive to their needs. They learn to share,



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take turns, put their hands up and listen attentively because these skills are carefully taught through visual targets and are constantly reinforced. For example, in a very effective session teaching the sounds made by letters in the nursery children listened extremely carefully, imitating the sounds they heard. The teacher gently but insistently modelled the correct sounds until individuals got them right. Children followed classroom conventions very well and made excellent progress in their spelling in the piece of work which followed. Teaching and assessment are somewhat varied within and between classes, but are good overall. Activities are based on a careful assessment of children’s needs. The curriculum is based on a good balance of teacher-directed and child-initiated activities and the outdoor area is used well even in the most inclement weather. Listening and speaking skills are supported well, by well-designed role play areas. For example, Santa’s workshop attracted a number of children, especially boys, who engaged in imaginative play for a lengthy period. Initiating activities during structured play and choosing when to eat their healthy snacks enables children to develop their independence well. Teachers use a good range of strategies to compensate for the very cramped nature of the Nursery provision. Staff work as a cohesive team and have a clear understanding of areas in need of further development. Leadership and management are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

A broadly average proportion of parents and carers responded to the survey. They were almost unanimous in their overwhelming support for all aspects of the school’s work, especially in relation to positive views on teaching, leadership and management and their children’s enjoyment of school. Inspectors looked into the concerns one parent had about the management of unacceptable behaviour and found that the management of difficult behaviour was good.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brimington 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	86	5	14	0	0	0	0
The school keeps my child safe	30	83	6	17	0	0	0	0
The school informs me about my child’s progress	30	83	6	17	0	0	0	0
My child is making enough progress at this school	31	86	5	14	0	0	0	0
The teaching is good at this school	33	92	3	8	0	0	0	0
The school helps me to support my child’s learning	31	86	5	14	0	0	0	0
The school helps my child to have a healthy lifestyle	32	89	4	11	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)	28	78	7	19	0	0	0	0
The school meets my child’s particular needs	31	86	5	14	0	0	0	0
The school deals effectively with unacceptable behaviour	31	86	4	11	1	3	0	0
The school takes account of my suggestions and concerns	30	83	6	17	0	0	0	0
The school is led and managed effectively	33	92	3	8	0	0	0	0
Overall, I am happy with my child’s experience at this school	33	92	3	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 December 2011

Dear Children

### **Inspection of Brimington Manor Infant School, Chesterfield, S43 1NT**

Thank you for the friendly welcome you gave us when we visited your school. Your views and those of your parents and carers helped us to come to our conclusions. Your school provides you with a good education and you make good progress. You get off to a good start in the Early Years Foundation Stage because of lively teaching and interesting activities. Staff take good care of you, helping you to settle well.

Across Years 1 and 2 we are impressed with your good progress, especially in reading and mathematics and your excellent understanding of how to be healthy. This is helped by the work of the Healthy Friends Committee. We also think that you make an excellent contribution to the school community and the area in which you live, through the work of the Eco committee in litter picking and saving electricity. Keep it up! You behave well, attend regularly and know how to keep safe. Your good skills in literacy, numeracy and ICT, together with your good skills in working with others, prepare you well for the future. You know right from wrong and are beginning to learn about the different ways of life of communities in Britain. You do so well because teaching is good, you are interested in the activities you are given to do, staff take good care of you and your parents and carers work really well with the school to help you to improve.

The headteacher and staff are working hard to make sure things continue to improve. We have asked them to make sure that you always make fast progress in your writing by ensuring that you hear the sounds in your phonics lessons really clearly. We want staff to use a lot of ways to help you remember the sounds and letters that go together, so that you can spell well. We have also asked them to say things correctly to you when you make mistakes in your speech. You can help by listening really carefully and repeating correctly, so that when you come to write, you write well. We want staff to plan work that is always well-matched to your needs, and to keep a close eye on your progress in lessons, especially those of you who find learning too easy or difficult, especially in writing.

Yours sincerely

Marion Thompson  
Lead inspector

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