

# Brinsworth Manor Junior School

Brinsworth Lane, Brinsworth, Rotherham, South Yorkshire, S60 5BX

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress from their average starting points in Year 3. As a result, standards of attainment by the end of Year 6 in English and mathematics remain average.
- Teaching does not consistently challenge all pupils to make good progress, particularly in mathematics. This means that too many pupils do not achieve well.
- The quality of marking is variable and teachers do not always give pupils clear guidance on how to improve their work.
- The school's improvement slowed after the last inspection. Despite changes in the leadership team and recent improvement in the ways in which the performance of staff is managed, leaders have not yet been effective in ensuring that the quality of teaching and pupils' achievement are consistently good.
- A very small number of pupils do not behave well. The school does not communicate effectively with parents about the way they manage this.
- Governors do not challenge senior leaders robustly enough about the school's performance.

### The school has the following strengths

- Pupils' progress and standards of attainment are improving throughout the school. In the last two terms, the proportion of pupils making the expected progress in English and mathematics has accelerated.
- Pupils' show positive attitudes to their learning when they are engaged in lessons.
- The headteacher, governing body and leadership team know what needs to be done to improve the school's performance.
- Leaders make good use of the local authority and other external support in order to improve teaching. The proportion of good teaching is increasing.

## Information about this inspection

- Inspectors observed 17 lessons, of which two were joint observations with the headteacher.
- They looked at pupils’ work and were also joined by the headteacher for some of this activity.
- Inspectors had discussions with pupils, staff and governors and a representative of the local authority. They listened to pupils read and observed the whole-school assembly. They also observed the learning champions at work and the school council.
- Inspectors held informal discussions with parents at the start and end of the school day and met separately with others. They also took account of the 31 responses to the online questionnaire (Parent View).
- Inspectors looked at many documents including the school’s own information on pupils’ current and recent progress, leaders’ monitoring of the quality of teaching and learning and records relating to behaviour, attendance and safeguarding of pupils.
- Inspectors took into account the confidential questionnaires returned by 23 members of staff.

## Inspection team

Henry Moreton, Lead inspector	Additional Inspector
Sally Hicks	Additional Inspector
Susan Davis	Additional Inspector

## Full report

### Information about this school

- Brinsworth Manor is a slightly above average-sized school of its type. Most pupils are White British and the proportion of pupils from other ethnic backgrounds or who speak English as an additional language is low.
- An average proportion of pupils are known to be eligible for the pupil premium which is the additional government funding for those pupils in the school who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher, deputy headteacher and the teachers responsible for leading learning in English and mathematics are all new to post since the last inspection.

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

- Make sure that teachers meet the needs of all pupils to enable them to make good progress by:
  - ensuring that all lessons provide sufficient challenge for all pupils, especially in mathematics
  - making sure that teachers' marking always helps pupils improve their work and that pupils are given the time to respond to teachers' comments
  - providing more opportunities for pupils to complete their work independently and find things out for themselves
  - making sure that all teachers have consistently high expectations of the quality of pupils' work.
- Improve achievement in mathematics by providing more opportunities for pupils to use their mathematical skills to investigate and solve practical problems and to apply their skills in subjects other than mathematics.
- Improve the behaviour of a very small number of pupils and ensure the school's actions are fully explained to all parents.
- Improve the impact of leadership and management on improving teaching and pupils' achievement by:
  - ensuring governors hold school leaders to account more robustly
  - setting strategic plans to take the school forward beyond this academic year.

An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make good progress, particularly in mathematics. There has been no upward trend in the standards of attainment reached by pupils over time. In 2012, pupils' attainment in English and mathematics was broadly average at the end of Key Stage 2. When pupils start Year 3, their attainment is also typically average. This shows that pupils do not make good progress from their previous starting points.
- Pupils' achievement varies between subjects. In 2012, for example, the proportion of pupils making the expected rate of progress in English was similar to pupils nationally, although the proportion making more than expected progress was lower than average, particularly in reading.
- In mathematics however, the proportion of pupils making the expected rate of progress was lower than seen nationally and few pupils made progress at a good rate. As a result, pupils' attainment in mathematics lagged behind that in English. The proportion of pupils reaching the nationally expected level 4 in mathematics for example, was below average, particularly among the girls. School data and inspection evidence show that this picture is now starting to improve. This reflects recent professional training for staff in mathematics, particularly in the teaching of calculation skills.
- The learning needs of pupils from minority ethnic backgrounds, those who speak English as an additional language, disabled pupils and those who have special educational needs are appropriately identified by the school and additional support is provided. They are making the same rate of progress as other pupils.
- Pupil premium funding is used to support additional small-group activities and individual support for eligible pupils in and out of lessons. The achievement of eligible pupils is improving, although it still requires improvement. In Year 6 in 2012, the attainment of pupils known to be eligible for free school meals in English and mathematics was about one year behind other pupils in the school and about a term and a half behind similar pupils nationally. Improvements in provision means that these pupils are now making faster progress and these previously wide gaps are starting to close, albeit slowly. The school's promotion of equality of opportunity still, therefore, requires improvement.
- Pupils are enthusiastic readers. However, the school's use of the time set aside for this activity is not always used effectively. This is because pupils are unclear of what learning is expected from these sessions.
- Pupils listen well to teachers and to each other. Most are confident and articulate.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there are inconsistencies in the quality of teaching that result in variations in the rate of pupils' progress over time and between subjects.
- Pupils do not routinely have opportunities to use their mathematical skills to investigate and solve practical problems or to apply their skills in subjects other than mathematics.
- Too often, there is limited time available for pupils to work independently and find things out for themselves. Teachers sometimes focus too much on what they and their pupils will do rather than what pupils will learn. Teachers' expectations of pupils to complete their work to a good standard, particularly to expect high quality writing and well-presented mathematical work, are not always rigorous enough. Sometimes, too much praise is given for mediocre work and presentation.
- In too many lessons, the activities provided are not challenging enough to ensure that pupils make good progress. In reading, for example, although pupils are encouraged to read every day, teachers do not provide reading activities that have a sharp enough focus. Too often, pupils are set work which is too easy for them.
- Some teachers' marking shows pupils how to improve their work, but this practice is

inconsistent. Generally, marking does not provide clear enough guidance so that pupils know how to improve. Pupils are not always given time to respond to teachers' comments in their books.

- In lessons where teaching is good, tasks are well matched to pupils' abilities and, as a result, pupils are effectively challenged. Expectations of what pupils can achieve are higher. Teachers' good subject knowledge ensures that lessons come to life and pupils respond very positively. Pupils are inspired by taking part in, for instance, dramatic activities which capture their interest and, as a result, pupils achieve well.
- Teachers use information and communication technology well to support learning. For instance, parents with access to the school's website can see the 'pupils of the week' at the same time as they receive their reward during assembly.

### **The behaviour and safety of pupils**

### **requires improvement**

- The majority of parents agree that their children enjoy school and most are confident that any unacceptable behaviour is dealt with effectively. However, about a third of the parents who used the Parent View website disagreed with this, as did some parents to whom the inspectors spoke. Others were confident that the school manages behaviour well.
- The behaviour of most pupils in lessons and around the school is usually good. They have a clear understanding of what is expected of them. However, pupils told the inspectors that a few children spoil things for them, both in lessons and around the school.
- Although inspectors saw mainly good behaviour while they were in school, a wider range of evidence suggests that behaviour over time for small number of pupils is not always good. Inspectors agree with parents that the school does not communicate well enough with them about this aspect of its work.
- Bullying is rare. Pupils are aware of the different types of bullying, including that based on prejudice and cyber-bullying. Pupils have a keen sense of right and wrong and say that behaviour is good, although they told inspectors that, 'A few spoil it for the rest of us.'
- Pupils are well cared for and the school is sensitive to the needs of those pupils whose circumstances make them vulnerable, including the few looked after children. Support for pupils who experience social or emotional difficulties enables them to make steady progress towards their targets.
- The sound personal, social and health education and provision for their spiritual, moral, social and cultural development helps pupils reflect on issues that affect their lives and the lives of others. This has created a happy school community and encourages responsibility. The weekly 'learning champions' activity is an excellent way of encouraging pupils to share their learning with others across the school and pupils respond very positively.
- Pupils work hard and take pride in achieving their targets. They give less thought to their written work because teachers' expectations for high-quality writing and well-presented mathematical work are too low. Pupils enjoy science because, 'it is fun' and they value the many and varied out-of-school activities.
- Attendance is in line with averages and the school works hard, in conjunction with its local authority, at improving the attendance of the few persistent absentees.

### **The leadership and management**

### **requires improvement**

- The school's leadership requires improvement because the school's performance has declined since the last inspection. The school's strategic planning is still weak because it does not extend beyond this academic year.
- The school works well with most parents but a minority of parents think that communication between home and school needs to improve, especially about pupils' behaviour. The governing body does not yet take enough of a lead in this aspect of the school's work.
- The headteacher, governing body and senior leaders are determined that standards should improve and that pupils' progress accelerates. They know what needs to be done and have

already started to improve the rate of progress across the school in both English and mathematics. The confidential questionnaires returned by staff demonstrate their confidence in the school's leaders.

- Good use is now being made of visits to other schools, coaching, staff training and support from the local authority to improve teaching, particularly in mathematics. Staff are now clearer than previously about how to improve their practice. As a result, the proportion of good or better teaching is improving and recent improvements in pupils' progress reflect this.
- Systems for checking on how well pupils are doing are more rigorous than previously and analysed more carefully and accurately. Leaders carefully manage staff performance. Decisions about pay progression are now linked closely to how well their pupils achieve and also to achieving their performance targets.
- The curriculum is monitored to secure a common approach to learning in English and mathematics but this is yet to bring enough consistency across the school. The curriculum does not offer enough activities that enable pupils to think hard, work independently or find out for themselves.
- The lunchtime and after-school clubs and visits give pupils opportunities to learn and play together in more relaxed ways and to lead activities themselves. These contribute well to their positive attitudes to learning.
- Sound use is made of the pupil premium funding to help targeted pupils who may be disadvantaged by their circumstances to catch up.
- Safeguarding procedures are all compliant with requirements.
- The local authority gives the school appropriate support, facilitating its access to partner schools and initiatives such as the Local Leaders in Education, which are making a positive difference.
- **The governance of the school:**
  - Governance requires improvement because governors have not asked challenging questions and held leaders fully to account for the quality of teaching and pupils' achievement. While they do check on how teaching is improving and now make sure that staff pay is justified by teachers' performance and the results they achieve, they have not been doing so rigorously enough. As a result, the school's performance has slipped since its last inspection. Governors know how the pupil premium funding is spent. They ensure that the school's policies and procedures are up to date.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106863
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	411889

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Foster
<b>Headteacher</b>	Simon Pringle
<b>Date of previous school inspection</b>	11 March 2009
<b>Telephone number</b>	01709 828505
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