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Mr S Pringle
Headteacher
Brinsworth Manor Junior School
Brinsworth Lane
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South Yorkshire
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Dear Mr Pringle

Requires improvement: monitoring inspection visit to Brinsworth Manor Junior School, Rotherham

Following my visit to your school on 11 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- embed improvements in teaching and learning so more of it is good or better
- ensure that all stakeholders: the school; governors; and the local authority work together to make governance a strength of the school.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, members of the governing body, the Local Leader of Education working with the school and a representative of the local authority to discuss the action taken since the last inspection. The school development plan and other documents provided by the school were evaluated. The headteacher took HMI on a learning walk.

Context

There is a new Acting Chair of the Governing Body.

Main findings

Following the section 8 visit in September 2013 school leaders have taken appropriate action to improve the development plan. The plan now includes all the areas for improvement and has milestones, some of which are numerical and will help governors to measure the impact of actions. There is now a clear monitoring and evaluation schedule in place which ensures that senior leaders hold staff to account and check that improvements are being made. Senior leaders say that staff know what is expected of them and are working hard to meet those expectations. Evidence from the school's monitoring shows that teaching and learning still need to improve to become good overall.

Well planned training is supporting improvements in teaching and learning. Those teachers whose practice is not yet good are receiving personalised programmes of support. During the learning walk pupils were seen absorbed in their problem solving in mathematics. Pupils said they enjoyed these lessons and the opportunity to think and work independently. All pupils asked could describe the marking and feedback policy and in some lessons this is used very effectively to increase progress. This good practice now needs to be shared so that marking and feedback are consistently good. Pupils are given time to respond to feedback during a timetabled slot on 'feedback Friday'.

Excellent presentation is a feature of pupils' work in books and on the wall displays. Pupils show pride in their work. Pupils who present work poorly attend a 'presentation club' in order to improve it. There is a strong focus on good handwriting including a well-attended workshop for parents.

The school has taken action to address the poor achievement in reading seen in the Key Stage 2 results in 2013. There has been training for staff and the use of guided reading and comprehension has been changed.

Behaviour is improving. Incidents of poor behaviour are monitored carefully and those who misbehave are required to meet a senior leader at lunchtime. The number of these meetings has reduced and in the last two weeks no meetings have been needed. Parental views are also improving with a greater percentage saying they would recommend the school on Parent View.

A review of governance has been completed and the National Leader of Governance leading the review has made appropriate proposals for development of the governing body. The governors now have a monthly committee to hold senior leaders to account for the impact of actions for improvement. The work of this group has been supported by the Local Leader for Education who has modelled questions for governors to ask. Stronger challenge from the governors is starting to be seen in the minutes of meetings. Governors have plans to improve their monitoring in the school. The capacity of this group has been strengthened by the support of a local authority 'evaluator' (who is a National Leader of Education). However governance still needs to improve because there is not yet a full complement of governors or a permanent Chair of the Governing Body.

External support

The local authority holds termly meetings with the headteacher and the Chair of the Governing Body to review the impact of actions taken to improve the school. The evaluator will provide additional support and challenge for the school through involvement in lesson observations, learning walks, progress meetings and work scrutiny alongside the headteacher. The outcomes of this monitoring will be shared at the monthly committee meetings. The local authority has agreed to increase the capacity of the governing body through the addition of two experienced governors. The local authority is supporting professional development to improve the work of individuals, review inclusion and develop mathematics teaching. The Local Leader of Education is providing effective support for the headteacher in planning and in modelling appropriate challenge for the governors. The National Leader of Governance will work with the governing body to develop their practice. This is a high priority for the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Rotherham.

Yours sincerely

Helen Lane

Her Majesty's Inspector