

Brinsworth Manor Junior School

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

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

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

- Achievement is not good because rates of pupils' progress in reading, writing and mathematics are uneven across the school. Progress in reading is slower than in writing and mathematics. Few pupils make more than the progress expected of them by the time they leave.
- The gaps that exist between the attainment of disadvantaged pupils and other pupils nationally are not closing quickly enough.
- Teaching is not consistently good. Expectations of what pupils can achieve, including the quantity of work produced within a given period of time, are not high enough.
- Teachers do not always provide pupils with sufficient challenge.
- The teaching of reading is not always planned well enough and, therefore, fails to engage all pupils, particularly boys.
- The quality of marking is variable. Teachers do not always give pupils helpful guidance when marking books about how they can improve their work. Neither do they check consistently that corrections have been completed accurately.
- Some middle leaders lack the skills they need to check on the quality of teaching in their areas to bring about improvements.
- Opportunities to share and learn from best practice in teaching, both within the school and further afield, are still developing.

The school has the following strengths

- The governing body has been reconstituted and is in a strong position to support and challenge the school.
- The leadership team has been strengthened through the recent appointment of an executive headteacher.
- Morale is high among a team of keen and dedicated staff.
- Teaching assistants provide effective support.
- The school has accurately identified its strengths and areas for improvement.
- Achievement in mathematics has improved.
- Pupils work extremely well together, creating a pleasant and harmonious atmosphere around the school.
- The school's work in keeping pupils safe and secure is good. Attendance has risen to above average.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, two of which were observed jointly with the headteacher and executive headteacher. Pupils were also seen working in small groups and individually with teachers and teaching assistants.
- Inspectors looked at a range of pupils’ work and talked to them about their learning and progress. They also listened to a number of pupils from Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the vice-chair and other members of the governing body and held a telephone conversation with the Chair. They also held a meeting with a representative from the local authority.
- Inspectors looked at a range of documentation, including the school’s data on pupils’ progress and records relating to pupils’ behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks. Displays around the school and in classrooms were scrutinised.
- Inspectors took into account 24 responses to the online questionnaire (Parent View) as well as the results of a parent questionnaire carried out by the school.
- The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Brinsworth Manor Junior is larger than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils, those known to be eligible for support through the pupil premium funding, is similar to that found nationally. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2013, there have been some changes in staffing. In April 2015, the school entered into a collaborative partnership with Swinton Fitzwilliam Primary School following the appointment of an executive headteacher.
- The school holds a twice-weekly breakfast club for pupils in Years 5 and 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise achievement further, particularly in reading, by:
 - raising teachers' expectations of what pupils can achieve in lessons and ensuring an appropriate level of challenge
 - addressing quickly any misunderstanding by pupils
 - ensuring that reading activities are consistently well planned in order to develop pupils' skills in inference and deduction
 - providing sufficient good quality resources for group reading in order to motivate all pupils to become accurate and confident readers.
- Ensure consistency in the quality of marking in all subjects so that pupils are very clear about how to improve their work by:
 - checking that pupils respond to the advice given
 - ensuring all teachers follow the school's marking policy.
- Strengthen the effectiveness of leadership and management by ensuring all middle managers and subject leaders are given the opportunities to develop their roles and responsibilities, and receive the training they need to carry these out effectively.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because teaching and achievement over time have not been consistently good. Senior leaders, well supported by governors and the local authority, have led a number of changes which are starting to bring about improvement. Even so, there is still more to be done to ensure all pupils make consistently good progress between Year 3 and Year 6, particularly in reading.
- Senior leaders carry out lesson observations and provide teachers with feedback on their performance. The school's monitoring of teaching over time shows that there are examples of good teaching. However, leaders' actions are not rigorous enough in ensuring the marking of pupils' work enables them to improve and learn from their mistakes.
- Middle managers and subject leaders are in the early stages of developing their roles. They have had varying degrees of involvement in the monitoring of the quality of teaching in their areas. Action plans are in place to extend this aspect.
- The school has an accurate understanding of how well it is doing and where further improvements can be made.
- Teachers are set targets and held to account for their performance, which is linked to their pay. Training needs are identified to help them improve further. Leaders know that in the past there have been too few opportunities for teachers to observe and share good practice in the school and beyond. More opportunities to do so are now being provided within school and most recently through the partnership with a local school.
- The range of subjects taught engages pupils' interests because they are often linked by a common theme. Overall, pupils are motivated by the choice of activities and the opportunities they have to share their learning in class or in assemblies. A range of interesting topic-related visits add to pupils' enjoyment. Attractive displays of pupils' work can be seen in classrooms and throughout the school. These greatly enhance the learning environment.
- Pupils' spiritual, moral, social and cultural development is good. Pupils take part in assemblies which provide opportunities for reflection. School concerts, music tuition, computing and French add to pupils' skills. The subjects taught promote the study of other cultures, faiths and customs, preparing pupils well for life in modern Britain.
- Leaders ensure that pupils have a good understanding of British values. For example, pupils see democracy in action through the election of the school council. Pupils understand the need for rules and show mutual respect in the way they listen to and learn from each other.
- The school is committed to promoting good relations and to equality of opportunity for all pupils. Discrimination is not tolerated; pupils from all backgrounds and of all abilities are welcomed into school. Pupils receive additional help and support as appropriate to their social, emotional and academic needs. All pupils have access to the extra activities and visits that take place. However, over time, pupils have not achieved equally well across the key stages.
- Leaders oversee the use of the pupil premium funding and its impact upon the achievement of eligible pupils. By the end of Year 6, gaps between disadvantaged pupils in school and other pupils are starting to close, particularly in writing and mathematics. Additional funding is used well to develop sports and physical education, and improve pupils' fitness. The employment of specialist teachers is increasing pupils' access to physical education and providing additional training for teachers. Playtime activities have become increasingly active because of the purchase of additional equipment and the installation of a traversing wall.
- The school continues to receive good support from the local authority in the drive to raise standards and build its capacity to improve further. Good advice and focused training are leading to improvements. The school's recent collaboration with a local school, under the leadership of an executive headteacher, has increased the school's capacity to improve further.
- The school provides opportunities for parents to find out how well their children are doing. The school actively encourages parental involvement through parents' information sessions as well as attendance at class assemblies and coffee afternoons. Meetings to discuss pupils' progress are held regularly. The school seeks the views of parents through questionnaires and feedback on the school's website.
- The school has good working relationships with the infant and secondary schools which ensure smooth transitions from one school to another.
- Safeguarding and safer recruitment are taken seriously. Procedures meet statutory requirements and are effectively implemented. Staff have received training in matters of safety and ensure that all pupils are safe and cared for well. Safeguarding policies are in place and procedures are followed carefully to ensure

pupils are kept safe at all times.

■ The governance of the school:

- The governing body is playing an increasingly focused role in the leadership of the school. They bring a range of relevant skills and expertise that help them to hold leaders to account. They have benefited from training, provided by the local authority, which enables them to understand what the school's data are saying about pupils' performance. They are confident to ask related pertinent questions about pupils' achievement. As a result of regular visits, governors know the school, staff and pupils well.
- Governors have a clear understanding of the quality of teaching and ensure that pay and promotion are matched to teachers' performance. Members of the governing body review the school's finances to ensure the budget is managed effectively. They know how the pupil premium and new sports funding are being deployed for the school. Governors are committed to the continued safety and well-being of pupils and staff, and they ensure all statutory safeguarding requirements are effectively met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous. Relationships within the school are highly positive because pupils are keen to do their best for teachers and teaching assistants.
- Pupils have a high opinion of their school which they describe as being 'safe', 'kind', 'helpful', 'encouraging' and providing a 'good environment'.
- Pupils' behaviour in all parts of the school is good. For example, lunchtimes are extremely pleasant, social occasions where pupils catch up with their friends. Movement along corridors is calm and orderly.
- Pupils enjoy active playtimes in a safe, spacious playground. They organise their own games or make imaginative use of the good range of equipment provided.
- Pupils are polite, friendly and very welcoming to visitors. They are keen to talk about their school and discuss their learning.
- Overall, pupils respond quickly to instructions from staff which ensures there is little or no disruption to learning in lessons. Pupils learn to express their ideas well and to be patient as they listen to the contributions of others. This is because teachers manage discussions well.
- The very few pupils who find managing their own behaviour difficult are well supported by caring staff.
- The school's strategies for promoting good attendance have had a positive impact. Attendance has improved and is now above average.
- Pupils willingly take on responsibilities, such as being a member of the school council, team captains or play leaders. Pupils also have opportunities to represent their school at sporting or musical events.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school. The very large majority of parents express confidence in the care the school provides for their children.
- Pupils are aware of the difference between bullying and falling out. They understand there are different forms of bullying and do not consider it to be an issue in their school. Pupils are in no doubt that staff will help resolve any problems quickly and fairly.
- Pupils understand how to keep themselves safe in various situations, including when using the internet and other social media sites. They acknowledge the contribution to this aspect of their well-being from external visitors, such as the emergency services. Residential visits enable them to be adventurous and take managed risks in carefully controlled situations.

The quality of teaching requires improvement

- Teaching requires improvement because over time it has not enabled pupils to make good progress and achieve well, especially in developing their skills in reading, writing and mathematics. Individual pupils often produce good quality work in English and mathematics, but teaching across the school is not good enough to ensure progress is equally secure in all subjects.
- Some of the variation in the quality of teaching has stemmed from changes in teaching staff. As staff have

settled into new roles and classes, the quality of teaching has shown signs of improvement. The impact of this is now being seen in improvements to pupils' achievement by the end of Key Stage 2.

- Not all teachers have high enough expectations of what pupils can achieve both in terms of the rate at which pupils work or the degree of difficulty of the work pupils are given. The levels of challenge presented to pupils in some classes have varied. These have prevented pupils from progressing at a consistently good rate as they move through school.
- Occasionally, teachers do not make effective use of observations made in lessons in order to adapt work to speed up learning. Some pupils, especially the most able, are not always moved on quickly when they have shown they have understood what they are doing. Sometimes, misunderstandings are not addressed quickly enough.
- The quality of the marking of pupils' work is variable. Pupils' work is regularly and accurately marked and often teachers provide written comments to help pupils improve their work. However, the approach to marking is not consistent across the school or across subjects. Consequently, pupils do not always know what they must do in order to improve their work. For example, the marking of English tends to be more informative than that of mathematics.
- The teaching of reading requires improvement. While many pupils have positive attitudes to reading and are keen to read, there are those, particularly boys, who do not. The school has introduced some innovative ideas to increase levels of engagement. However, some reading sessions observed showed there is still a way to go to achieve this. Some pupils find it difficult to imagine what might happen next in a story. In group work, some pupils had insufficient work to do and filled in time reading books they chose at random and did not finish. In some lessons, there appeared to be insufficient resources for group reading. However, pupils use a range of methods to work out the pronunciation and meaning of unfamiliar words and have access to a wide range of reading materials in classrooms and the library.
- Overall, teachers' subject knowledge is good which enables them to give clear explanations and model learning points well.
- Teaching assistants play a valuable part in boosting pupils' learning. This was evident in a Year 6 mathematics lesson where the teaching assistant skilfully asked questions to check on and consolidate learning. This also illustrates the good relationships that exist, not only between pupils and teaching assistants but also between teaching assistants and teachers.
- Staff are motivating pupils' interest in learning and have focused well on improving the way pupils present their work in books. This is supporting better progress in mathematics and writing.
- Writing skills are improving. Pupils are encouraged to write well and their skills develop progressively as they move through the school. This was particularly evident in their topic work. Pupils write in a variety of styles, such as newspaper accounts, stories and play scripts.
- The teaching of mathematics is now good as a result of a whole-school focus on the subject following the previous inspection. Most pupils work hard in lessons and express their enjoyment of mathematics. They work extremely well together in pairs or groups and are always willing to help each other through explanations rather than telling the answer. Lessons are well resourced and pupils make good use of classroom displays. In one lesson, Year 5 pupils were engaged in meaningful discussions around word problems which helped clarify their thinking and use reasoning skills to arrive at solutions.

The achievement of pupils

requires improvement

- Pupils start Year 3 with broadly average skills in reading, writing and mathematics.
- Over time, the results of national tests for Year 6 pupils show attainment in reading, writing and mathematics to be similar to that found nationally.
- Results in 2014 showed some signs of improvement and were slightly above the national average in writing and mathematics. However, attainment in reading was slightly below that expected. The attainment of boys in reading was lower than that of girls.
- The proportion of pupils reaching the higher levels was above that found nationally in writing and similar to the national figures in mathematics. However, it was below the national average in reading.
- The 2014 test results show that from their starting points, by the end of Year 6, the proportion of pupils making the progress expected of them in writing and mathematics was similar to that found nationally. However, in reading it was below that expected. The proportion of pupils making more progress than expected was below the national average in reading, writing and mathematics.
- In the 2014 tests, the most able pupils in Year 6 achieved well in mathematics and writing but fewer than expected achieved the highest levels in reading. The recently introduced system for tracking pupils' progress across the school shows that most able are making at least the progress expected of them and

sometimes better. Occasionally the work set for them is not sufficiently challenging.

- Over time, as a result of the effective use of pupil premium funding, disadvantaged pupils make similar progress as other pupils in the school, and other pupils nationally in writing and mathematics. Results in national tests in 2014 showed a gap in attainment between disadvantaged pupils and other pupils in school of approximately three terms in reading, two terms in writing and one in mathematics. The comparison with other pupils nationally showed gaps of three terms in reading, two terms in writing and one term in mathematics. National data show that while these gaps have been closing over time, these improvements have not been rapid enough.
- Disabled pupils and those who have special educational needs receive extra help tailored to their needs which ensures they make at least similar levels of progress to their classmates.
- Work in books and assessments show that pupils in all classes are making at least the progress expected of them. Most recent assessments carried out in school show some signs of improvement in reading. Pupils in Year 6 are on track to achieve well in reading, writing and mathematics by the end of the year. Evidence of this was seen in lessons, pupils' books and school data.
- Although achievement in reading has not been as strong as that in writing and mathematics, those Year 6 pupils heard to read by inspectors did so confidently, expressively and fluently, showing an awareness of punctuation. They were also able to answer questions about the text accurately and thoughtfully, so demonstrating secure understanding of the author's intended impact on the reader's feelings.
- The Year 6 pupils spoken to expressed very positive views about the preparation they have received in readiness for their move to secondary school. They were confident, articulate and looking forward to the new challenges.

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

Unique reference number	106863
Local authority	Rotherham
Inspection number	462208

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Mark Moody
Headteacher	Simon Pringle
Date of previous school inspection	9 May 2013
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