

Inspection of Brinsworth Manor Junior School

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

Inspection dates: 27 and 28 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

New leaders have focused on making the right, deliberate choices for the pupils and staff at this friendly and aspirational school. All aspects of the school have improved. Pupils now receive a good standard of education. These changes are welcomed by parents, carers, staff and pupils. There is much to celebrate.

Leaders have worked hard to work with parents, pupils and staff to develop a strong sense of community. Leaders and staff share the same high expectations for all pupils. Pupils behave well. The majority of pupils have high levels of attendance. Pupils feel safe and happy. They know they are well supported by caring adults who look after them. Bullying is rare. Pupils are confident to report any concerns. They are secure in the knowledge that staff will sort out any problems that they have.

Pupils enjoy the opportunities they have to take part in trips and wider activities. Older pupils are excitedly looking forward to their overnight residential. In addition to the school council, the house system provides additional leadership positions for pupils. Pupils enjoy the friendly competition of winning points for their house through demonstrating good behaviour and attendance. Pupils welcome the recent improvements to their school and speak proudly about their new school library.

What does the school do well and what does it need to do better?

Leaders have thought carefully about the curriculum that pupils receive and checked that it is ambitious for everyone. Topics are ordered so that pupils' knowledge builds over time. In the majority of subjects, leaders have precisely identified the knowledge that pupils will need for future learning. This helps teachers know what to teach and consider how best to teach it. However, in a few subjects, curriculum planning does not help teachers to break down complex knowledge into simple steps. This means that some pupils are moved on to new learning before they are ready.

Teachers are knowledgeable and enthusiastic. They bring learning to life for pupils. Teachers check carefully that pupils have learned important information. However, there is not a consistent approach to ensuring that pupils recall knowledge over longer periods of time. In a few subjects, including personal, social and health education and religious education, pupils struggle to recall what they have learned before.

Pupils with additional needs are well supported at this caring school. This includes those with special educational needs and/or disabilities (SEND). Teachers and teaching assistants are provided with clear information about how to meet the needs of pupils with SEND. These staff work together seamlessly, while carefully developing pupils' independence. As a result, pupils with SEND successfully access the same curriculum as their peers.

Leaders promote literacy and a love of reading across the school. There are reading corners in classrooms and pupils talk excitedly about which books they have most enjoyed. Leaders have made deliberate choices about the subject-specific vocabulary that they want pupils to learn and use. Teachers highlight these words in lessons and model their use. Pupils increasingly use these words in their responses. Pupils who need help with learning to read are swiftly identified. They benefit from a clear phonics-based approach delivered by trained staff. As a result, pupils quickly learn to read.

There are strongly positive relationships between staff and pupils. Pupils and staff understand the high expectations that leaders set for behaviour. Those pupils who struggle to maintain these standards are well supported by staff, including a wider pastoral team. As a result, their behaviour improves. At times, a few lessons are disrupted by some off-task behaviour. However, this is the exception rather than the rule. Leaders have worked hard to develop pupils' character and confidence. Class librarians are very proud of how they support their peers with the new library. Parents and pupils welcome the wider opportunities, clubs and activities that are on offer.

Staff are united with leaders' vision in improving the school. Morale is high. There is a sense of excitement from middle and senior leaders as they plan further improvement. Governance, provided by the trustees and local governing body working together, is effective. Staff value the additional support and training the trust provides.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that suggest a pupil may be at risk of harm and how to report their concerns. There are strong systems in place to follow up concerns swiftly. Safeguarding records contain detailed information. There are strong links with wider safeguarding partners to help to keep pupils safe.

Pupils learn about the risks that they may face, both in the local community and beyond. They know how to keep themselves safe, whether crossing the road or when online. They learn about important concepts, such as the meaning of consent, in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum planning does not clearly identify the component knowledge that pupils need to learn, or how this builds on prior learning. As a result, teachers are not consistently clear about planning sequences of learning to enable pupils to meet curriculum end points. Leaders should ensure that

curriculum planning provides teachers with clarity about the necessary small steps of knowledge in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143320
Local authority	Rotherham
Inspection number	10241358
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Board of trustees
Chair of trust	Phil Marshall
Headteacher	Billy Fallon
Website	www.bmaj.rotherham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the school opened, there have been a number of new appointments to senior leader positions. The current headteacher took up post in June 2022. The current deputy headteacher took up post in September 2022.
- The school is part of the White Woods Primary Academy Trust (WWPAT).
- The school does not make any use of any alternative provision.
- Brinsworth Manor Junior School converted to become an academy in September 2016. When its predecessor school, Brinsworth Manor Junior School, was last inspected by Ofsted, it was judged to be 'requires improvement' overall.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors met with the headteacher and other senior leaders. They also met with the vice-chair of the trust board and the chief executive officer of WWPAT. A meeting was held with the chair of the local governing body.
- Inspectors carried out deep dives in mathematics, art, history and early reading. They discussed the curriculum with subject leaders, visited a sample of lessons, talked to teachers and met with pupils to discuss their learning. Inspectors reviewed samples of pupils' work. Inspectors also listened to pupils read.
- Inspectors reviewed a range of documentation. This included bullying and behaviour records, leaders' monitoring and evaluation documents and important safeguarding records. Inspectors reviewed the single central record and checked the recruitment procedures for new members of staff.
- Inspectors gathered the views of staff through formal and informal discussions and through Ofsted's online survey for staff.
- Inspectors met with groups of pupils and spoke to others at social times.
- Inspectors considered the views of parents through the 29 responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors also met with some parents at the start of the school day.

Inspection team

Eleanor Belfield, lead inspector

His Majesty's Inspector

Tim Jenner

His Majesty's Inspector

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