

Brinsworth Manor Infant School

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

Inspection dates: 28 and 29 February 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires Improvement

Leadership and management

Inadequate

Early years provision

Requires Improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils do not receive an acceptable standard of education at this school. They do not acquire the vital knowledge and skills that they need in important areas such as reading and mathematics. Pupils' learning in the wider curriculum is limited. The school has not done enough to identify and address these weaknesses over time.

The school does not do enough to address poor behaviour. In many lessons, pupils do not listen carefully to their teacher or the ideas shared by their peers. They talk over their teacher, chat with friends and ignore instructions. Many pupils do not attend school regularly enough. This includes some pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. The school's actions to improve attendance are not having sufficient effect.

The school's arrangements for safeguarding are ineffective. There are occasions where the school has not taken the necessary action to follow up or record concerns over pupils' safety. This has placed some pupils at risk of potential harm.

The school provides opportunities for some pupils to develop their talents and interests. However, the school does not do enough to enable all pupils to benefit from such experiences. Pupils contribute to the community through activities such as tree-planting events. They take on leadership roles by becoming e-safety cadets and school council members.

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

The school does not provide pupils with an acceptable quality of education. The curriculum does not enable pupils to build the knowledge that they need over time. The school does not check how well pupils are learning in many subjects. This means that they are not aware of some of the significant gaps in pupils' learning. The school's effectiveness has declined significantly since the last inspection.

In many subjects, the school has not mapped out the crucial knowledge and skills that pupils need to learn and in what order they need to learn them. For example, pupils lack an understanding of basic mathematical skills and therefore find it difficult to understand more complex mathematical knowledge. Teachers do not have a secure understanding of what pupils should know at each stage of their learning. This means that gaps in pupils' knowledge go unnoticed and unchallenged.

The school has not ensured that adults have the subject knowledge they need to teach important knowledge accurately. This means that pupils do not gain the subject knowledge that they need to prepare them for future learning. In some subjects, the knowledge taught can be superficial and does not challenge misconceptions. In other subjects, such as science, work is not sufficiently pitched to meet the needs and abilities of pupils.

Leaders have reviewed the curriculum in the early years. This sets out what children should learn and when they should learn this important knowledge. There are a range of activities to help children learn. However, the resources staff provide can limit children's ability to make choices and extend their learning.

The school has established a well-sequenced phonics programme. Staff receive training to teach phonics. However, there has not been sufficient time for the school to ensure that the programme is delivered effectively. The books that pupils read do not match the sounds that they are learning. A significant number of pupils are not keeping up with the school's reading programme.

The school does not have high enough expectations of behaviour. Pupils describe playtime behaviour as 'rough'. Pupils do not listen carefully to the teacher's instructions in classrooms. Often, such behaviour goes unchallenged by adults. Pupils miss precious learning time as a result.

The school has developed accurate systems to identify pupils who have additional needs. Staff work closely with external agencies to help pupils get the specialist support they need to do well. However, the deficiencies in curriculum and assessment limit the progress these pupils make. As with other pupils, the school does not prepare them well for the next stage in their learning.

Pupils contribute well to the local community. A range of experiences such as whole school art days and outdoor learning activities contribute to pupils' personal development. However, pupils do not know enough about cultures that are different to their own. Sometimes, lessons reinforce stereotypes. This means that pupils have an inaccurate view of the world around them.

Staff feel well supported by the school. They appreciate the efforts made to consider their workload. Staff are committed to improving the school.

Safeguarding

The arrangements for safeguarding are not effective.

There are significant weaknesses in the school's systems for recording and sharing safeguarding concerns. The school does not take necessary and timely action in response to concerns raised. This means that staff, and external agencies, do not receive the information they need to keep pupils safe.

The school does not ensure that checks are completed when they recruit new staff. Important information is missing. Staff who are new to the school do not receive the necessary training and insight to help safeguard pupils.

Most governors are new to the governing board. They are aware of the school's safeguarding weaknesses. However, they have been too slow to respond. The local authority has begun to provide support for the school. They have reviewed the

school's safeguarding procedures. Appropriate actions have been taken to ensure that pupils are safe as the school moves forward.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's systems for recording and sharing safeguarding concerns are ineffective. Leaders, including governors, do not ensure that all checks are made on the suitability of staff working in the school. Opportunities to take action to safeguard pupils are missed or not taken quickly enough. The school should make sure that safeguarding information is recorded precisely, that relevant actions are taken in a timely manner and that leaders work closely with relevant agencies to safeguard pupils.
- Pupils do not learn the basics in reading, writing and mathematics because of the poorly implemented curriculum. The school has not considered what pupils must know, and the order in which this should be taught, carefully enough. Pupils do not build on what they know and can do each year. The school should identify the important knowledge that pupils need to learn and the sequence of learning in all subjects.
- The school has not implemented a cohesive system for assessment across all subjects. Teachers do not have a clear understanding of what pupils should know and understand at each stage of their learning. As a result, gaps in knowledge go unnoticed. The school should introduce more coherent and effective assessment strategies alongside the curriculum developments so that gaps in pupils' understanding can be identified and addressed quickly.
- The school does not take sufficient action to equip staff with the knowledge and resources they need to teach subjects in sufficient depth. This means that pupils' learning often takes place at a superficial level. The school should provide staff with the training and support that they need to teach all subjects well so that pupils learn and remember important subject knowledge over time.
- The school's expectations of behaviour are not high enough. Too many pupils do not pay attention to what adults are teaching them. Some ignore the instructions that adults give them. The school should ensure that all staff implement the school's behaviour policy consistently and that low-level disruptive behaviour is addressed swiftly.
- The school's actions to improve attendance are not rigorous enough. The attendance of some groups of pupils is low and not improving. A large proportion of pupils are persistently absent. The school should improve strategies to ensure that all groups of pupils attend school regularly.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106864
Local authority	Rotherham
Inspection number	10297193
Type of school	Infants
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	David Parkin
Headteacher	Marie Tomlinson
Website	www.brinsworthmanorinfants.co.uk
Date of previous inspection	13 November 2018, under section 8 of the Education Act 2005

Information about this school

- The governing body provides a breakfast club for pupils.
- The school uses one registered alternative provider.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The substantive headteacher was not present for the duration of the inspection. Members of the local authority were present in her absence.
- The inspectors met with the senior leaders, groups of staff, groups of pupils and representatives of Rotherham local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspectors listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

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