

Inspection of a good school: Brinsworth Howarth Primary School

Whitehill Lane, Brinsworth, Rotherham, South Yorkshire S60 5JR

Inspection dates: 14 and 15 May 2024

Outcome

Brinsworth Howarth Primary School continues to be a good school.

The headteacher of this school is Maxine Crawford. This school is part of the James Montgomery Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Silvester, and overseen by a board of trustees, chaired by Martin Harrison.

What is it like to attend this school?

Pupils at Brinsworth Howarth Primary School are polite, kind and caring. They talk excitedly about trips to Magna, experiences with the Royal Opera, art exhibitions and the Year 6 residential. Pupils learn about British Values and follow the school rules. They welcome people into their school. They ensure that new pupils make friends quickly. Pupils are tolerant and accepting of people who are different to themselves.

Pupils take on a range of leadership roles in school. They can become school councillors and play leaders. Pupils take part in activities led by a charity that encourages ambition through extra-curricular opportunities. The school council has campaigned for a zebra crossing outside the school. They have taken part in a re-wilding project in the local community. Pupils feel safe in school. They respect adults and say that all staff help them. They learn how to stay safe online and outside of school. Pupils learn about financial management during 'Cultural Capital' week.

Staff have high aspirations for pupils. They value the arts and cultural experiences. These are woven throughout the curriculum, and these support pupils' learning. Pupils with special educational needs and/or disabilities (SEND) are well supported in lessons. They learn alongside their peers and achieve well.

The school tirelessly supports families to help pupils attend school regularly. Parents talk positively about the school. One, representing the views of many, said, 'Brinsworth Howarth is like a big family.'

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

The school has identified reading as a key priority. Pupils begin learning to read soon after starting school. The school is determined that pupils will love reading. Pupils talk about their favourite books and authors with enthusiasm. Pupils who struggle to read are supported well. They quickly become fluent readers. The school ensures that pupils have a wide range of texts to choose from.

In mathematics, teachers teach with confidence. There are clear methods in place for teachers to check any gaps in pupils' learning. Adults address these through additional teaching and morning maths meetings. Pupils have opportunities to revisit previous learning. This helps them to deepen their understanding. Pupils with SEND are supported with additional resources and adult support. They achieve well. The early years is a number-rich environment. Staff use every opportunity to develop mathematical vocabulary. Children learn how to write numbers correctly. During Cultural Capital week, pupils learn how to earn money and budget, how to balance needs and wants, and about careers linked to finance.

The school is passionate about using art throughout the curriculum. Teachers have training to ensure that they can deliver high-quality art lessons. Pupils build on the skills they have learned previously. They are knowledgeable about different artists. They can apply the skills used by one artist when creating pieces in the style of another. Art is woven throughout the curriculum. It is linked to learning in history and other subjects. Pupils with SEND and those who are less confident about art develop a range of skills. Pupils have opportunities to display their artwork in external exhibitions.

The school has developed a bespoke curriculum. Leaders are determined that the curriculum is unique to their community. Outcomes for pupils at the end of key stage 2 are in line with national averages. Subject leaders are clear how their subject begins in the early years. They ensure that there are strong links between the early years and key stage 1 learning. Teachers are provided with a range of information and resources. They confidently design quality lessons. They feedback to pupils during lessons. Pupils immediately respond, which helps them to make progress in their learning. The school is developing a system to check what pupils learn and remember within the wider curriculum. Presently, in some subjects, staff do not check to make sure pupils have learned and remembered what they have been taught. Sometimes, pupils move on to new learning with gaps in what they have learned previously.

Teachers confidently adapt lessons for pupils with SEND. Pupils have clear plans and achievable targets. All staff work together to support pupils with their individual targets. Adults support pupils well in the classroom. Pupils with SEND make progress over time and develop independence.

The school has prioritised pupils' attendance. Attendance has improved greatly for some pupils. Leaders support families with any barriers to coming to school. Parents greatly appreciate the care shown by the school when they report issues.

Pupils behave extremely well. They say their lessons are never disrupted by low-level disruption. Movement around school is calm. Play Leaders support younger pupils during outdoor play. Governors and the trust support and challenge the school well. Staff's workload is considered, and staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is developing its processes for checking how well pupils learn the intended wider curriculum. In some foundation subjects, the school does not use assessment as effectively as it could to develop pupils' learning further. The school should ensure that staff have sufficient information to identify gaps in pupils' learning so that they can help pupils to achieve more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged Brinsworth Howarth Primary School to be good in July 2016.

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	147374
Local authority	Rotherham
Inspection number	10323107
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	Board of trustees
Chair of trust	Martin Harrison
Headteacher	Maxine Crawford
Website	www.brinsworthowarth.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not make use of any alternative provision.
- The school provides a breakfast club for pupils.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record of pre-employment checks; 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 inspector met with senior leaders, trust leaders, including the CEO, and teachers and the wider school team.
- The inspector met with the chair of the governing body.
- The inspector also considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Helen Haunch, lead inspector

His Majesty's Inspector

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