



Brinsworth Manor Junior School

Inspection Report

Unique Reference Number 106863
LEA Rotherham
Inspection number 277643
Inspection dates 4 May 2006 to 4 May 2006
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Brinsworth Lane
School category	Community		Brinsworth
Age range of pupils	7 to 11		Rotherham, South Yorkshire S60 5BX
Gender of pupils	Mixed	Telephone number	01709 828505
Number on roll	325	Fax number	01709 838547
Appropriate authority	The governing body	Chair of governors	Mr J Foster
Date of previous inspection	28 February 2000	Headteacher	Mrs C Dooley

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Introduction

One inspector carried out the inspection. Meetings were held with the headteacher, staff, children, parents and governors. Lessons were visited and a range of documentation provided by the school was scrutinised. The school's self-evaluation and national data were evaluated prior to visiting the school. The inspection also took account of school data to judge the standards and progress made by the children. Observations were made of playtimes and lunchtimes, children's work and enrichment activities. 149 parents responded to the questionnaire seeking their views about the school.

Description of the school

The school is larger than average. It is popular and oversubscribed in all but one year group. Parents are prepared to travel some distance to bring their children to the school. Children come from a variety of social and economic backgrounds. The number eligible for free school meals is below average. Most children come from a white British background with a very small proportion speaking English as an additional language (EAL). An above average number of children have learning difficulties and/or disabilities. Since the last inspection the school has seen an increase in the number of children with language delay, EAL and learning difficulties and/or disabilities. The school has achieved a number of awards including Healthy School Status, the Basic Skills Quality Mark and Arts Mark Gold. This is an indication of the school's commitment to continual improvement.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'I couldn't wish for a better school'. 'It is a happy place and I am never left on my own'. 'Fantastic, our teachers always give us a smile'. 'If you are having fun your brain takes in more and this means we are never bored'. 'When teachers put up new displays it's like turning a light back on'.

The comments above are just a few of the children's views of this outstanding school. Parents are highly delighted with the quality of education provided and, in particular, how their children are treated as young adults and are helped to grow in confidence. It is easy to see why this school is so popular and over subscribed. It is a vibrant and very successful place where adults gain enormous pleasure out of working there and from seeing the children flourish both socially and academically. Every day children experience a varied and exciting range of learning experiences which develop their creative and academic talents. They simply do not have the time to be bored.

The key to its success stems from the outstanding leadership and management of the headteacher, who drives the development of the school. She has a great passion and determination to ensure children achieve as well as they can. Teamwork is strong. Self-evaluation is rigorous and there is no complacency as the school seeks continual improvement. It knows exactly what to do to raise standards and achievement even further. For example, the school is rightly continuing its focus on developing pupils' skills in problem solving in mathematics; its efforts are now bearing fruit. The inspection judged the school's effectiveness slightly better than its own view about itself. This is because the provision is evaluated thoughtfully and constantly in terms of how well it helps children to learn. As the headteacher said, 'We always think there is even more we can do and we are never quite there'. The school knows it is good but too modest to say it is outstanding.

The school meets its aims since children achieve highly and attention to their well-being and safety is first rate. The curriculum is outstanding. The links made between subjects are highly imaginative and bring a relevance and excitement to learning. There is a firm commitment to teaching basic skills but also to learning in the arts and the development of creativity. Children's artwork displayed around the school is stunning and a significant number of children play musical instruments to a good standard. Teaching and learning ensure learning experiences are rich, diverse, relevant and exciting. Moreover, children get exceptional enjoyment out of learning. This is why they achieve so well.

There is a wide range of expertise and talent among staff that is shared, and this contributes to the consistently high quality of teaching and learning throughout the school. Teachers use a wide variety of learning styles to capture pupils' interest. Boys on the school council said 'in this school boys achieve very well because lessons are fun and this helps us to pay attention'. They like how teachers use drama and role play to help them generate ideas for their writing tasks. Since the last inspection standards have risen from a below average position to above average. Improvements in the standards in writing are a particular success story as seen in the 2005 test results

at the end of Year 6. Almost a third of the year group attained the higher level expected of them for their age; this represented more than twice the national average.

The children are appreciative of the high quality of care, guidance and support they receive. They show a good awareness of how to keep fit, safe and healthy. The systems to track children's progress are robust and their performance is closely evaluated. Information is used effectively to plan future learning. Children are aware of their targets and teachers give them helpful advice on how to improve their work. The school is continuing to develop its work on involving children even more in assessing their own learning. The school is successful in meeting the needs of the different groups of pupils and providing them with support from an early stage. Those children with learning difficulties and/or disabilities receive close attention and make significant progress.

Children's response to the teachers' high expectations and all the school offers is evidenced by their excellent attitudes to learning and their exemplary behaviour. Children grow in confidence and increasing maturity as they move through the school. They are kind to each other and are very polite and welcoming to visitors. Their enjoyment of school is reflected in the high levels of attendance, the level of involvement in their learning and participation in the wide variety of extra-curricular activities. Children take their responsibilities very seriously and carry out their duties exceptionally well. The school councillors know they are 'the children's voice'. They are actively involved in seeking the views of other children and contributing to improving the school. They are currently deciding how best to raise funds to help towards the cost of an adventure playground. By the end of Year 6, children are well prepared for the challenges of the next stages of their education.

Governors are supportive and contribute well to school improvement. The next step in their development is to further develop governor links with individual teachers. Financial planning and management are very efficient and effective. Given the low income and expenditure per pupil the school provides outstanding value for money. The school has moved forward considerably since the last inspection. Brinsworth Manor Junior School is in an excellent position to build on its successes to improve even further.

Achievement and standards

Grade: 1

Achievement is outstanding. From their starting point in Year 3 pupils make significant progress in English, mathematics and science and reach above average standards as seen in the test results at the end of Year 6. All groups of children and of all abilities do well. Achievement and standards are high in other subjects, most notably in art and design and design and technology. Children are developing their skills well in information and communication technology and learning to use them to organise and present their work in other subjects. Pupils in the current Year 6 are on track to meet the demanding targets set for them.

Personal development and well-being

Grade: 1

Children thrive during their time at the school. A high level of trust and respect leads to strong relationships throughout the school. Children grow in confidence due to the chances they are given to succeed in their work or develop their special talent. Children love role play and dance and the opportunity to express themselves creatively. In all lessons visited during the inspection children were always actively involved in their work and exceptionally well behaved. Children play very well together and eagerly take part in the wide range of games and physical activities on offer at lunchtimes.

Quality of provision

Teaching and learning

Grade: 1

Teaching is stimulating, challenges children of all abilities and takes account of different learning styles. Lessons are varied and imaginative and as a result children's attention and motivation are high. Teaching assistants are deployed effectively to help raise pupils' achievement. The teaching of writing is highly effective because teachers fire children's imaginations through drama and work in other subjects. Classrooms are bright, stimulating learning environments.

Curriculum and other activities

Grade: 1

The curriculum is rich and provides children with a wide range of diverse learning experiences. It is constantly evaluated and developed to ensure it meets the needs of all children. Learning is made meaningful by linking work imaginatively across subjects and there are some amazing displays of very successful cross-curricular links. There is an extensive range of enrichment and extra-curricular activities. French is taught and many children learn to play a musical instrument. Personal, social and health education has a high priority with strong attention to promoting a healthy lifestyle.

Care, guidance and support

Grade: 1

Children say they feel safe and happy in school. Links with outside agencies are very effective and ensure that pupils with learning difficulties and/or disabilities receive the support they need. Child protection procedures are in place and all staff have been recently trained. Arrangements for health and safety are robust. Children's progress is tracked rigorously and swift action is taken if any child needs further support.

Leadership and management

Grade: 1

The school is led excellently by the headteacher. The deputy headteacher, staff parents and governors give her their full support. There is a shared vision to provide the very best possible for all children. Throughout the school there is a strong team spirit and staff work very well together. There is effective delegation to subject leaders who lead their subjects successfully. Strategies for monitoring and evaluating the performance are rigorous, and outcomes shared with staff, leading to whole school accountability and school improvement. The professional development of staff is given a high priority. The school has developed very strong partnerships to broaden the expertise available to the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. It was kind of those of you who spoke to me to miss part of your break or lunchtime to share your views about why you think your school is so successful. As you know, your headteacher had kindly organised lots of things for me to see and people to talk to so I could get a flavour of your outstanding school. One boy said to me, 'I couldn't wish for a better school'. This comment was at the forefront of my mind as I was in your school and then later at home when writing about why I agreed with it.

You are very lucky to have such a wide range of exciting learning experiences. I can see why you say you find lessons fun and are never bored. One thing that amazed me was the way you were always so busy when I visited your classes. You are exceptionally well behaved both in class and around school, and have great fun at lunchtime making good use of all the play equipment. The school helps you gain confidence and prepares you very well for your next school. It is good that you learn to take care of yourself and others and how to keep fit and healthy.

Your teachers work very hard preparing lessons to meet your different needs and help you achieve highly. Standards in writing have improved greatly because they make good use of drama and other subjects to help you think of good ideas. I can see you are making great strides in problem solving in mathematics and are learning quickly to remember to write down all your working out. The artwork on display is of a high quality and something to be really proud of. Thank you to the children who played musical instruments for me; the sound was delightful. Your commitment to practising at home and at school is to be commended. Last but not least I must mention Mrs Dooley. She leads the school exceptionally well, always thinking of how to make things even better for you. I am sure with the help of everyone in school she will continue to do so.

With very best wishes to you all for the future.