

# Brinsworth Manor Infant School

## Inspection report

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<b>Unique Reference Number</b>	106864
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	309250
<b>Inspection dates</b>	6–7 May 2008
<b>Reporting inspector</b>	Jane Hughes

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr K Robinson
<b>Headteacher</b>	Mrs L Deakin
<b>Date of previous school inspection</b>	8 November 2004
<b>School address</b>	Brinsworth Lane Brinsworth Rotherham South Yorkshire S60 5BX
<b>Telephone number</b>	01709 828187
<b>Fax number</b>	01709 838475

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school draws pupils from a variety of social and economic backgrounds. The proportion of pupils known to be eligible for free school meals is smaller than average. Similarly, fewer pupils than average have learning difficulties and/or disabilities. Few pupils speak a language other than English at home or have a heritage other than White British. The school is working towards the Healthy Schools Award.

There is part-time Nursery provision for up to 78 children.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brinsworth Manor Infant School is a good school. It is popular and parents recognise the school's many strengths. They say, 'We have only praise for the school.' Senior leaders ensure that a particularly stimulating curriculum commands pupils' attention and helps them to become increasingly effective learners. Very strong links with parents, other schools and outside agencies contribute to the varied learning experiences pupils enjoy each day and result in their evident love of learning.

The headteacher clearly imprints her philosophy of continued improvement on the school. Unwavering support from the highly effective deputy headteacher and other senior leaders ensures that all staff understand the school's priorities and what needs to improve. As a result, there is a clarity of purpose to everyone's work; teamwork is very much the watchword here. Parents call this 'a brilliant little school' and typically comment, 'The school is well led and has a clear sense of community.'

Pupils achieve well, irrespective of their age or ability. They reach average standards in reading, writing and mathematics by the end of Year 2. Standards rose in 2007 and are set to do so again this year. Even so, pupils are making more rapid progress in writing than in reading or mathematics because of the recent key focus on improving writing skills. Lessons are of a good quality and offer appropriate levels of challenge to pupils whatever their individual needs. Teachers and teaching assistants are skilled and enthusiastic. They bring a range of expertise into classrooms to extend pupils' learning. Children in the Foundation Stage also achieve well, although they make faster progress in the Nursery, where the quality of teaching is consistently excellent.

Pupils model themselves on the fine example adults set in terms of work ethic and behaviour. As a result, pupils are becoming increasingly independent and well prepared for the challenges of future learning and work. Senior leaders have reviewed the systems staff use to assess and monitor pupils' progress. Staff are therefore more proficient at identifying what is needed next to move pupils' learning on apace. Parents agree that the school takes good care of their children. Pupils' attendance is broadly average and the school does all it can to encourage parents to bring their children to school regularly and on time.

Governors bring a breadth of expertise to the school and increasingly hold senior leaders to account for the school's performance. Good achievement, average and improving standards, coupled with good improvement since the last inspection, indicate the school's good capacity to improve. The school runs smoothly day to day due to efficient administrators, well trained lunchtime supervisors and conscientious ancillary staff. They play an important role in the school's success.

## Effectiveness of the Foundation Stage

### Grade: 2

Children join the school with skills below the expected levels, particularly their language skills. They achieve well so that, by Year 1, many are working securely within the expected levels in all areas of learning. The focus on children's language development results in particularly rapid progress in this area. Children make impressive gains in their learning in the Nursery because they are exposed to consistently excellent provision. High quality teaching and support enable these children to learn in vibrant surroundings. The outdoor environment reflects all the areas

of learning children experience inside. Children choose when to learn inside or outdoors and the wide range of resources supports their growing vocabulary and investigative skills. Across the Foundation Stage, children are able to explore ideas for themselves and make firm connections in their learning. Children make good progress through Reception, though the provision here is more variable and not as strong as in the Nursery. In particular, the outside learning environment is not as good as in the Nursery, especially in one class, where the outdoor area is very restrictive despite a recent upgrade. Children's learning is sometimes less secure when activities are over-directed by adults. From time to time, adults are not deployed to best advantage in terms of supporting children's learning. Opportunities are missed by teachers and their assistants in the Nursery and Reception classes to come into each other's lessons to observe, share and emulate the very best practice that there is. Relationships with parents are excellent. Parents value the first-class support and information the school provides so they may help their children learn at home and in school. Parents confirm that children settle quickly because of the excellent induction arrangements. The Foundation Stage leader is very effective. She sets and expects high standards, although other staff do not have sufficient opportunity to see her teach.

### **What the school should do to improve further**

- Accelerate the progress pupils make in reading and mathematics to equal their very rapid progress in writing.
- In the Foundation Stage, ensure that opportunities are taken by all practitioners to observe, share and emulate the very best practice that there is.

## **Achievement and standards**

### **Grade: 2**

From the Foundation Stage onwards, pupils continue to make good progress. By the end of Year 2, standards are broadly average in reading, writing and mathematics. In 2007, pupils' progress in writing was very good, particularly in view of the lower-level language skills they bring to school. This reflects the success of the current initiatives specifically designed to improve pupils' writing. Similar initiatives are planned to accelerate pupils' progress in reading and mathematics which, although good, is not yet as rapid. The school's current data indicate that there is a greater proportion of pupils who are set to reach the higher levels in the 2008 assessments. Pupils with learning difficulties and/or disabilities, particular gifts and talents or who are learning to speak English also achieve well. This is because the school sets up challenging support programmes to meet their needs and move their learning on apace. Skilled teaching assistants deliver one-to-one sessions that challenge pupils well and develop their skills effectively.

## **Personal development and well-being**

### **Grade: 2**

A parent's comment, typical of many is, 'I have seen my child develop from an awkward individual in Nursery to a happy and respected individual who loves to learn.' Pupils develop key life skills as they work together in teams and solve problems. They develop firm foundations in terms of their literacy, numeracy, and information and communication technology (ICT) skills that stand them in good stead for their future learning and work ventures. They know how to keep fit and healthy and join in enthusiastically with the 'Take Ten' activities designed to improve their health and well-being. Pupils' spiritual, moral, social and cultural development is good. Pupils

make a limited contribution to the life of the school community but their influence is growing as the school council becomes better established. Pupils are increasingly aware of the needs of others. For example, they know that school councillors, in their words, 'play games with someone who may need a friend'. They show sensitive regard for others in distress and fund-raise enthusiastically for different charities. Environmental officers keep the grounds litter free. The attendance of older pupils in Years 1 and 2 is good but childhood illnesses in Reception reduce the school's overall rates of attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are good at capturing pupils' imaginations in a good humoured atmosphere so that they engage fully in the learning activities. For instance, in a Year 2 literacy lesson, pupils were intrigued when the teacher told them, 'We're going to be detectives this morning.' Good use of partner work develops pupils' speaking and listening skills well and allows them to think through their ideas before presenting them to the whole class. Many pupils confirm how much they enjoy writing. They say, 'Magic Writing helps you to be an author.' A new approach to writing captures pupils' imagination, ensures that pupils have targets written in language they understand and that these point to the next steps in their learning. Teachers use praise to good effect with observations such as, 'I can see the children who are making a good decision.' On occasions, the pace of learning slows because pupils have fewer opportunities to take and act on their own initiative. Staff track pupils' progress closely to ensure that pupils with learning difficulties and/or disabilities are identified early. Good provision for these pupils results in them making good progress in their learning. Teaching assistants are highly skilled and make a significant contribution to pupils' learning through these focused sessions.

### **Curriculum and other activities**

#### **Grade: 1**

The outstandingly well designed curriculum excites pupils' curiosity as it offers links through themed activities. For example, a study of St George and the Dragon was extremely effective in extending pupils' literacy, design and technology and ICT skills. Role play and small world areas in each classroom reflect real-life situations such as in a florist shop or involving fire fighting or nursing. Pupils are also encouraged to think more about their emotional well-being. Special lessons are designed to help pupils understand how to release their worries by talking about them. Pupils' eye-catching artwork makes full use of a wide range of different media to add colour and to celebrate individuals' achievement across the curriculum. An excellent range of out-of-school clubs ensures that pupils work hard throughout the day and beyond. For instance, late one afternoon the hall was packed with children and adults learning to waltz. There is an increasing emphasis on pupils learning about healthy and safe lifestyles.

### **Care, guidance and support**

#### **Grade: 2**

Strong pastoral support is highly appreciated by parents who say, 'The teaching staff are very caring, supportive and friendly.' Pupils agree that they feel happy and safe here. They know who to go to if they have a problem and say, 'We have tips on how to make our work better.' These targets have proven very successful in raising pupils' attainment in writing and similar

systems are planned for reading and mathematics. Behaviour is well managed and the school is calm. Safeguarding arrangements meet requirements. There is high quality support for pupils with learning difficulties and/or disabilities and for pupils who are learning English as an additional language because staff track pupils' progress closely. Well targeted one-to-one and group support from skilled staff, often as part of the successful Learning Support Initiative, help these pupils to make significant strides in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher provides excellent direction for the school as she strives to transform a good school into an outstanding one. She has made an exceptionally good start. The recent development of staff's roles and responsibilities has reinvigorated the school community. Senior and middle managers now manage change well in their areas of responsibility and enthusiastically share her vision. The deputy headteacher and Foundation Stage leader offer experienced support. They lead by example in terms of their outstanding classroom practice. The consistent improvement in pupils' writing stems from curriculum innovation. More recently introduced assessment procedures are embedding well. The governing body is increasingly proactive and has a good understanding of the school's priorities. Governors hold the senior leadership to account. Inspection findings reflect the school's own evaluation of its work except in the areas of pupils' personal development and levels of care, guidance and support. These areas have demonstrable strengths but overall they are good rather than outstanding.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for your friendly welcome when we inspected your school. We really enjoyed talking to you and listening to what you like about your school. Lots of you told us how much you enjoy writing and we saw this in the beautiful handwriting you use every day. We also really liked the pictures you have drawn and painted. They are very good indeed. We all enjoyed looking at them as we came into your classrooms.

In our report we say that yours is a good school. This is because you learn well and know lots of things. The 'Take Ten' programme is helping you learn how to stay fit and healthy. All the adults take very good care of you. Your teachers plan lessons full of fun things to do - such as making strawberry smoothies (which were delicious by the way, so thank you Reception children J).

As you know from your own targets there are always things to do even better. We have asked your teachers to help you do as well in reading and mathematics as you do in writing. When you are doing as well as possible, you will all be able to shake your 'star tambourines' in assembly! Imagine the noise J! We have also asked the adults in Nursery and Reception to come into each other's lessons more often so they can see all the very good work that is going on.

Keep on working hard, having fun and enjoying school.