

# Brinsworth Howarth Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106918
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	309260
<b>Inspection dates</b>	10–11 June 2008
<b>Reporting inspector</b>	Derek Pattinson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Hollyoak
<b>Headteacher</b>	Mr J Hodgkins
<b>Date of previous school inspection</b>	27 September 2004
<b>School address</b>	Whitehill Lane Brinsworth Rotherham South Yorkshire S60 5JR
<b>Telephone number</b>	01709 828613
<b>Fax number</b>	0

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized school serving a mixed area of average and below average social and economic circumstances. Approximately half of the total number of pupils live in the immediate vicinity of the school with the remainder travelling from adjacent communities. Most are White British. The proportion of pupils who have learning difficulties and/or disabilities is above average. The proportion of pupils from minority ethnic backgrounds and the number for whom English is an additional language are lower than that found nationally, although numbers are rising. The proportion of pupils entitled to a free school meal is below average. The school achieved Healthy Schools status in 2006 and holds the Activemark Bronze level. Children enter school with below average skills, knowledge and understanding.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. The effective leadership of the headteacher ensures that there is a shared vision and priorities for development are the right ones to raise standards. The school provides a satisfactory curriculum, with increasing emphasis given to writing, art, music, and information and communication technology (ICT). Developments to improve levels of enrichment and creativity and break down barriers between subjects are helping to bring the curriculum alive for pupils. Good pastoral and academic guidance ensure that pupils are safe, well cared for and most know what they need to do to improve their work. Most pupils enjoy school, which helps to explain their above average attendance. Pupils have a good understanding of healthy lifestyles, are happy to shoulder responsibility and support good causes, and are soundly equipped for the next stage of their education. However, they do not have enough opportunity to experience and celebrate cultural diversity. The school is a safe and secure environment. It works hard to forge links with parents and most have confidence in the school. Links with the wider community are good and benefit pupils.

Standards in 2007 were below average in English, mathematics and science, with writing the weakest area. Standards this year for Year 6 pupils indicate an improvement on last year's results. This is due to improved academic guidance and the setting of more challenging targets. The success of initiatives such as 'Big Writing' are starting to help drive up standards. Pupils, including those who need extra support and the small but increasing number from minority ethnic groups, make satisfactory progress. This is because the pupils are effectively helped by the skilled and well deployed teaching assistants. Lessons usually provide a clear focus so that pupils know what is needed to reach the next step in their learning. Positive relationships and the good use of encouragement and praise are effective features of almost all lessons. However, the pace of some lessons is not brisk enough and work is not always matched to pupils' precise needs to help secure the best possible learning. Teachers are usually successful in managing pupils' behaviour. However, a few parents, pupils and staff agree with inspectors that a small number of older pupils do not always behave well, and this is currently being addressed by the staff.

Leadership and management are satisfactory. Despite staff turbulence which has slowed the rate of improvement since the last inspection, the headteacher is steadily developing shared responsibility and accountability at all levels. As a result, the senior leadership team and core subject leaders increasingly know what the school's strengths and weaknesses are. However, some subject leaders are not yet skilled at identifying what works well and what needs doing, and are therefore not as effective as they should be. The checking of pupils' work is rigorous and regular so that pupils not achieving as well as they should are given extra help. However, the monitoring of teaching does not always focus sharply on pupils' learning to help teachers improve the pace of learning and the progress pupils make. The supportive governing body is developing an understanding of where improvements are needed but is not yet involved enough in setting a clear direction for the school. Improvements since the last inspection have been satisfactory overall. Given the satisfactory progress pupils make, the school provides satisfactory value for money and has satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage gives children a good start to their education. This is because it is well led and managed. Relationships between children and all adults are warm and friendly. As a result, children are safe, secure and happy, and are confident about classroom routines. Teaching is good and consequently children make good progress. Teamwork is a strong feature between the teachers and the skilled assistants who make a strong contribution to children's learning. There is a good balance between activities directed by adults and those chosen by children. The curriculum is planned well to meet children's needs. The outdoor area is used well as an extension of classroom learning, such as when children develop balancing skills when negotiating an obstacle course and through carefully supervised bat and ball activities. However, further developments are planned to this area to create additional interest and involvement to increase enjoyment and facilitate learning. Children are well cared for and assessment procedures are thorough and underpin their good progress. Links with parents are strongly promoted to ensure that there is a smooth transition when children start and continue school.

### What the school should do to improve further

- Raise standards in writing, reading, mathematics and science.
- Ensure that teaching is consistently challenging to ensure pupils make good progress.
- Focus monitoring activities more sharply on the impact of learning.
- Provide more opportunities for pupils to celebrate cultural diversity.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress as they move through the school. By the end of Year 2 standards are below national levels in reading and mathematics and are significantly below in writing. Inspection evidence indicates that there is likely to be a decline in overall standards in Key Stage 1 2008 because of the high proportion of pupils with exceptional learning difficulties and/or disabilities. However, teacher assessments indicate that the standards reached by the higher ability pupils will rise. Standards at the end of Year 6 in 2007 were below national levels in English, mathematics and science. However, rigorous tracking procedures enable pupils who are not doing as well as they should to be immediately identified and supported. Information from school data indicates that standards are likely to be higher this year, with Year 6 pupils on course to meet their challenging targets in English and mathematics. Opportunities for pupils to write more are starting to have a positive impact, and close the gap between standards in reading and writing. Pupils with learning difficulties and/or disabilities and the small proportion of pupils who speak English as an additional language make similar progress to their classmates because of the good support they receive.

## Personal development and well-being

### Grade: 3

Most pupils have positive attitudes and enjoy school as evidenced by their above average attendance. The majority of pupils behave well. However, a small minority do not - a view

shared by some parents and pupils - and the school is working on this aspect of pupils' development. Pupils have a good understanding of healthy lifestyles. The regular 'Take Ten' exercise sessions, health week, eating fresh fruit and gaining Healthy Schools status all reinforce this aspect of the school's work. Pupils' contribution to the school and wider community is good. Pupils are keen to take on responsibilities. For example, the school council is particularly proud of its efforts to provide a wide range of play equipment at break-times. Playground games leaders are skilled at organising equipment and activities to help all pupils enjoy their playtimes. Pupils help to raise funds for charities they choose. Pupils' spiritual, moral, social and cultural development is satisfactory. However, they do not have an extensive grasp of cultures other than their own because this aspect of the school's work is not promoted as well as it should be. Pupils develop satisfactory basic skills which support their future education and later lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Progress is uneven as pupils move through the school because teaching quality varies from class to class. Good relationships in most classes help to provide an atmosphere conducive to learning. Lessons have a clear focus and pupils generally understand what is expected of them. Skilled teaching assistants make an effective contribution to learning, especially for those pupils with learning difficulties and/or disabilities, as they know their pupils and their individual needs well. In the best lessons, time is used to good effect, teachers' enthusiasm ensures that pupils are eager to learn, resources are used well to extend learning and demanding tasks bring learning to life for pupils of all abilities. A typical comment from a pupil was 'Teachers don't teach in a boring way but in a fun way.' However, the pace of a few lessons is too slow and teachers do not always manage older pupils well enough to secure the best possible learning. Work is not always matched effectively to pupils' abilities.

### **Curriculum and other activities**

#### **Grade: 3**

The school's satisfactory curriculum meets the needs of most pupils. It is increasingly creative, with the works of famous artists, such as Van Gogh, providing inspiration for pupils' own good quality sunflowers. However, it does not contribute enough to pupils' cultural development. It provides enjoyment through a sound range of learning opportunities which enable pupils to develop knowledge, skills and understanding. Writing is given high priority through the school's 'Big Writing' initiative and is starting to help to raise standards. The school is beginning to strengthen basic skills by breaking down barriers between subjects to help bring learning to life for all pupils and promote wider understanding. However, initiatives are embryonic. ICT is better represented than at the time of the last inspection. Regular musical and dance events in front of appreciative parents, pupils and staff, with performances by the choir, recorders and guitar groups, extend pupils' experiences. Popular clubs, such as street dance, visits, such as to Dovedale, visitors and special events, such as a Health Week, help broaden pupils' horizons.

## Care, guidance and support

### Grade: 2

The school provides a supportive and caring ethos for its pupils. Pupils feel confident approaching adults if they are worried. A typical comment from a pupil was 'The teachers are nice and we can talk to them about any problems we might have.' As a result, children feel safe in school. Most parents expressed confidence in the pastoral support offered to their children. The school has secure child protection procedures that meet current government requirements. Provision for pupils with learning difficulties and/or disabilities is good. Academic guidance is good overall. Pupils have a clear understanding of their targets for improvement in literacy and numeracy and know how well they are doing. Early indications are that this is beginning to improve standards, particularly in writing, although there is still a long way to go. For example, teachers' marking does not always help pupils to improve their work. The school has clear procedures to settle children quickly into school and is developing good links with parents to involve them in the education of their children, for example through parenting classes. There is a smooth transition when pupils transfer schools.

## Leadership and management

### Grade: 3

The experienced headteacher, supported increasingly by senior leaders, provides good leadership because of his clarity of vision, proactive approach and strong leadership style. From a low baseline, and following staff turbulence which has restricted the rate of school improvement since the last inspection, he is steadily developing shared responsibility and accountability at all levels. As a result, staff are united in their determination to provide a good quality education for all pupils. Senior leaders are gradually become better informed about the school's strengths and areas for development. However, some subject leaders know more than others about what needs doing to improve quality. The headteacher has a realistic view of the school and the quality of education it provides. As a result, improvement planning focuses on the right priorities to help drive up standards. The monitoring of teaching and learning is regular but does not always focus sharply enough on pupils' learning to be of maximum benefit. The supportive governing body is kept well informed and governors are developing understanding of areas where improvements are needed. As a result, it is beginning to hold the school to account for what it achieves.

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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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome. We found Brinsworth to be a satisfactory and improving school. We really enjoyed talking with many of you and visiting your lessons. It was good to see that most of you behave well and are friendly, kind and polite towards each other and the teachers and other adults who work with you. We like the caring atmosphere and the way all adults who work in school take good care of you so that you feel safe and happy. Almost all of you attend school regularly and arrive on time, which helps you build on what you learn each day. You know about the importance of having a healthy lifestyle and taking regular exercise. You like the visits, visitors and special events that your teachers organise for you which help make your time in school enjoyable. I thoroughly enjoyed the music and dance morning during our visit when the choir sang and guitar and recorder groups performed in front of parents, pupils and teachers. I am sure that they all enjoyed the concert as much as I did. Keep up the good work!

We have asked your teachers to make sure that they give you lots of opportunities to help you improve your mathematics, science, reading and, especially, writing. I know you enjoy the 'Big Writing' lessons - I saw this for myself! We have asked them to make all lessons interesting and to make sure that the work that they give you always helps you to make good progress. You can help them by always trying to do your best and to achieve your targets. We have asked them also to help you develop a better understanding of the different customs and lifestyles of the many different people who live in the UK. Your headteacher has been asked to make sure that he checks often on how well you are learning when he looks at lessons to help you make best possible progress.

We were pleased by the way your headteacher and all staff work hard to make the school a happy and successful place to learn. You all make at least satisfactory progress in English, mathematics and science as you move through the school. However, everyone in school is working hard to make sure that you will continue to improve.