

Brinsworth Manor Junior School

Inspection report

Unique Reference Number	106863
Local Authority	Rotherham
Inspection number	324475
Inspection dates	11–12 March 2009
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	313
Appropriate authority	The governing body
Chair	Mr J Foster
Headteacher	Mrs C Dooley
Date of previous school inspection	4 May 2006
School address	Brinsworth Lane Brinsworth Rotherham South Yorkshire S60 5BX
Telephone number	01709 828505
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. The percentage of pupils eligible for a free school meal is average. The proportion of pupils with learning difficulties and/or disabilities is well above average. Most pupils are from White British backgrounds with a small number from Pakistani, Black Caribbean and Eastern European families. A small proportion is learning to speak English as an additional language.

Almost a half of the teachers are new to the school since the last inspection.

The school has achieved a number of awards including Basic Skills Quality Mark, Healthy School award, Artsmark Gold and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Brinsworth Manor Junior is an outstanding school. High quality leadership, at all levels, is sustaining excellent achievement and above average standards. Pupils are developing the skills to be excellent learners because of the consistently high quality teaching, exciting curriculum and stimulating learning environment. Outstanding care and guidance enable all pupils to thrive in this happy and inclusive community.

The school undertakes a rigorous assessment of pupils' attainment on entry to the school. Pupils' achievement is outstanding from their individual starting points and they reach standards that are above average by the time they leave. All the different groups of pupils continue to make excellent progress through the school reaching standards that are currently above average in English and well above average in mathematics and science. Those with learning difficulties and/or disabilities make excellent progress to attain higher outcomes than seen nationally. Pupils who are at an early stage of English language acquisition make rapid progress because of the excellent support they receive. Work in many other subjects including art, music, information and communication technology and science is also of a consistently high standard.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave extremely well and show very high levels of tolerance, respect and care for others. They are mature and highly self-motivated. They make an excellent contribution to the school and wider communities through the school council, by being playground leaders and by organising charitable activities. Attendance is good.

The quality of teaching and learning is outstanding and promotes consistently high outcomes. Relationships are excellent. The learning environment, especially the displays of pupils' work is outstanding. The curriculum is equally excellent. Highly effective links between subjects support very well the development of literacy and numeracy skills. The enrichment through special projects such as work with the Northern Ballet theatre and many extra-curricular activities make a substantial contribution to learning. Care, guidance and support are outstanding. All adults are very supportive and enjoy excellent relationships with parents. The school has rigorous systems to track pupils' achievement and these are used effectively to provide targeted support for vulnerable pupils, as well as to sustain high achievement.

Leadership and management are excellent. The headteacher has created a school with high aspirations because of very high expectations which are ably supported and applied by all her staff. Governors are equally committed to building on the school's excellent track record. Rigorous self-evaluation and strong planning for future developments underpin the school's excellent capacity to improve.

What the school should do to improve further

Other than priorities already being undertaken by the school, there are no additional areas for improvement.

Achievement and standards

Grade: 1

Pupils enter the school with broadly average attainment. The school undertakes rigorous assessment shortly after pupils start in Year 3 to ensure an accurate starting point for closely tracking their achievement. Throughout the school pupils rapidly build on their earlier learning

in reading, writing and mathematics because of the high quality of teaching and support they are given. By Year 6 almost half of the pupils are working at higher than expected levels. The pupils meet very challenging targets and this is reflected in National Curriculum test results and the positive trend of improvement. The excellent achievement in pupils' speaking and listening skills is a key strength of the school. Pupils' progress is so good because learning is consistently reinforced through all subjects and expectations are consistently high. For example, the attention to detail pupils show in their excellent wallpaper designs in the style of William Morris, is reflected in the care and accuracy with which they write about it. The high standards of art, music and drama are evident in the sustained achievement of the Artsmark Gold awards.

Personal development and well-being

Grade: 1

'I enjoy everything about school. It is a fun place to be.' is typical of the pupils' views. Their pride in the school is reflected in the high quality of work evident everywhere. The vast majority have an excellent understanding of why it is important to lead a healthy lifestyle and take full advantage of the many physical activities on offer. An understanding of healthy foods is reinforced by learning in art, design and technology and science and is reflected in the Healthy School award achieved. Assemblies, visits and visitors to school enrich pupils' experiences and promote excellent spiritual, moral, social and cultural development. The pupils develop a deep understanding of other faiths and cultures through challenging questions and investigations in history, geography and religious education studies. Behaviour, at all times, is outstanding. Members of the school council, environmental officers and playground leaders take their work seriously and others relish opportunities to raise funds for charities including links with African schools. Attendance is above average. Pupils develop an outstanding ability to work cooperatively and to use their initiative. For example, they establish their own newspaper and take significant roles in musical and dramatic productions.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching remains outstanding from the last inspection because of the very effective systems to develop new staff and promote high expectations. Relationships are excellent and this allows the many hands-on practical tasks to take place with light supervision, such as bubble-blowing in science. Lessons are very well planned using the detailed tracking of pupils' achievement as the basis for setting challenging work for all abilities. Skilful questioning enables teachers to determine how well pupils are learning and whether they require further help to make even better progress. Very well trained teaching assistants provide closely focused support in lessons for pupils of all abilities and in well planned literacy and numeracy programmes for low attaining pupils. Teachers' expectations are consistently high which leaves pupils in no doubt about the standard of work they are aiming for. Excellent use of computers and digital cameras supports the development of pupils' literacy and numeracy skills, as well as enhancing their confidence in using information and communication technology. The marking of pupils' work is thorough and every effort is made to help pupils know how well they are doing and what they need to do next.

Curriculum and other activities

Grade: 1

The school has continued to develop dynamic and innovative experiences since the last inspection. Learning is brought to life by practical, first-hand experiences such as performing scenes from *King Lear*, or intricate craftwork stimulated by studies of life in Africa and India. Exciting projects introduce pupils to modern foreign languages and give them experiences of the world of enterprise and finance. Excellent use is made of computers, especially in digital photography and making animations, to encourage pupils to work independently and record their achievements. Sharply focused literacy and numeracy activities are carefully woven into all subjects and complement basic skills lessons. Excellent provision is made to enhance pupils' personal, social, health and emotional development. Experiences are further enriched through a wide range of visits and visitors to school and from work carried out in the local environment. There are excellent opportunities for all pupils to learn a musical instrument, such as guitars or saxophones, and perform in a number of orchestras and bands. Arrangements to extend the school day through a very wide range of after-school activities are well attended.

Care, guidance and support

Grade: 1

Rigorous procedures which meet current requirements are in place to ensure the safeguarding of pupils and promote their safety and well-being. Pupils say that there is no bullying and that they always feel safe and well looked after. Arrangements to support pupils on entry, and on transfer to secondary school, are highly effective. Highly effective provision is also made for high-attaining pupils and those with learning difficulties and/or disabilities through grouping arrangements and well-targeted activities. Supervision at all times, including the very busy lunchtime break, is good. Relationships during these times between pupils and adults are warm and caring. Pupils say, 'All the adults really care for you.' The school is imaginative and rigorous in successfully promoting good attendance. Procedures to ensure that all pupils know what they are aiming for, and what they need to do next to improve their work, are outstanding. Staff make excellent use of regular observations, information from parents and rigorous assessment to guide pupils successfully in their learning.

Leadership and management

Grade: 1

The headteacher's vision for providing enriched and stimulating learning experiences, through high quality teaching, sustains excellence in all aspects of the school's work. She has built a strong culture where all adults feel they have an essential role to support all pupils to achieve their potential. The senior leadership team is equally committed to maximising every pupil's life chances and is instrumental in maintaining high achievement and standards. Self-evaluation is accurate. Systems to track pupils' progress promote consistently high expectations. Leaders and managers at all levels contribute to rigorous procedures for evaluating standards of teaching and learning. Governors are highly supportive and ambitious for the school and monitor success effectively. Arrangements to promote equality are excellent and effective. There is an effective action plan to develop good community cohesion. Excellent links with local schools and agencies promote many aspects of learning and the school is developing other connections to further enrich contributions to global issues.

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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?	1
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 capacity to make any necessary improvements	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

Thank you for the warm welcome we received when we visited your school. We were all impressed by the high standards of work we saw all around us and the consideration you showed us when we spoke to you.

Achievement is outstanding because you work very hard and meet challenging targets set for you. Standards are above average and often very high in all subjects. You are very mature and polite and your speaking and listening skills are often exceptionally good. You have an outstanding knowledge of how to live a healthy life and take full part in team games and other physical activities. You are also very appreciative of people with different beliefs and from different cultures to your own. You clearly enjoy taking responsibilities through the school council, as environment officers or helping in the classroom and at lunchtimes. You are very well prepared for starting the comprehensive school.

We think you make outstanding progress in your work. This is because the teaching in your school is excellent and all the adults support your work so effectively. The many visits you make and the visitors to your school, such as for drama, history and dance, make learning very exciting. All of you take advantage of learning to play a musical instrument and performing to parents and the community. The standards we heard were very high and we know that you enjoy performing because you told us. The fantastic art work, including Colin the Dragon, makes your school a very stimulating place to be.

Overall, your school takes excellent care of you and provides you with an outstanding standard of education. This was the case when your school was last inspected, so it is very impressive that such high outcomes have been maintained. However, your headteacher, teachers and governors are not complacent. They have plans to ensure that the school goes from strength to strength, and we believe it will do so. Because of the work that is already taking place, we are not suggesting any other specific areas for improvement.