

# Brinsworth Whitehill Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 106908          |
| <b>Local Authority</b>         | Rotherham       |
| <b>Inspection number</b>       | 324486          |
| <b>Inspection date</b>         | 26 January 2009 |
| <b>Reporting inspector</b>     | Jane Hughes     |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)   | 270  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body   |
| <b>Chair</b>   | Mr B Ibbeson   |
| <b>Headteacher</b>   | Mrs T Crawford   |
| <b>Date of previous school inspection</b>  | 23 May 2006  |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected   |
| <b>Date of previous childcare inspection</b>   | Not previously inspected   |
| <b>School address</b>  | Howlett Drive<br>Brinsworth<br>Rotherham<br>South Yorkshire<br>S60 5HT |
| <b>Telephone number</b>  | 01709 828242   |
| <b>Fax number</b>  | 01709 839674   |

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school, the effectiveness of the Early Years Foundation Stage and investigated the following issues: pupils' achievement, particularly that of higher attaining pupils; the strengths of pupils' personal development and well-being; the curriculum, care, guidance and support provided; and the impact of leaders on improving the school's performance. Evidence was gathered from: the school's judgements about attainment on entry; national published assessment data; pupils' current work; teachers' records and monitoring; observation of teaching and discussions with senior leaders, pupils, governors and parents. Other aspects of the school's work were not investigated in detail, but evidence relating to them was gathered which is referred to where appropriate in the report.

## Description of the school

This larger than average school draws pupils from the local area, which is mixed in social and economic terms. More than one pupil in three travels some distance to attend the school. The proportion of pupils eligible for free school meals is smaller than the average. The majority of pupils are White British and most speak English as their main language. The number of pupils with learning difficulties and/or disabilities is below average. The school has several external awards including Investors in People, Healthy Schools, Artsmark Gold and Activemark.

The Early Years Foundation Stage includes 26 part-time Foundation places. The school provides a popular breakfast club. The school supports extended provision in a nearby school through its organisation of a Walking Bus from the school to the after-school provision. The new community room hosts a variety of local community groups, such as mother and baby and toddler groups.

The substantive headteacher has been on long-term sick leave since November 2008 and the deputy headteacher has temporarily taken over this role.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brinsworth Whitehill is a good school and provides good value for money. Pupils' behaviour is exemplary and their attendance is well above average, due to the close attention the school pays to these elements of pupils' personal development. Parents are keen to point out that, 'The school puts a lot of emphasis on good behaviour and being respectful to others'. As well as learning from the earliest ages how to live increasingly healthy lifestyles, pupils demonstrate a very clear understanding of how to stay safe. Above all, they are proud of their school and say how much they enjoy their learning here. Strong teaching and effective care, guidance and support result in the good progress that pupils make throughout the school. This prepares pupils well for their future schooling and the world of work.

The school's leadership has a clear focus on raising standards and improving achievement. During the substantive headteacher's absence, the deputy headteacher has slotted seamlessly into the role of acting headteacher and promotes the school's improvement agenda with determination. She has the wholehearted support of staff, governors and parents. Good leadership and management at all levels ensure that staff work to a common agenda, namely to help pupils to do their best. Adults set very good examples for pupils to emulate and the atmosphere is purposeful. Leaders at all levels show a clear understanding of where practice needs to improve in order to fine-tune existing systems. The governing body brings a variety of experience to the school, and offers challenge and support in equal measure. The school is well regarded locally, and encourages involvement from parents and the local community in the spirit of strong community cohesion. For example, the new community room provides a welcome 'home' for local groups and parents can access Family Learning courses there. As governors remark, 'Community links are stronger. The room has opened up the school and broken down barriers'. Ongoing fund-raising broadens pupils' understanding of the differing needs locally, nationally and internationally. All these positive aspects demonstrate a good capacity for further improvement and illustrate why the school has developed well since its last inspection.

Pupils achieve well in relation to their starting points so that they reach broadly average standards in reading, writing and mathematics by Year 2, and above average standards in English, mathematics and science by the time they leave Year 6. Within this overarching picture of above average attainment, fluctuating standards year-on-year reflect the changing profiles of different year groups. Any emerging, relative weaknesses are speedily addressed throughout the year by the effective monitoring systems put in place by the leadership, and these ensure pupils' continued good progress. Pupils with learning difficulties and/or disabilities make equally good progress as a result of the strong support they experience from staff and the appropriate interventions the school arranges from outside agencies.

Pupils' good personal development, including their good spiritual, moral, social and cultural development is reflected in their interest in lessons, engagement in the wide ranging out-of-school activities and their care for each other. They say they feel safe and that the school is very friendly. These perceptions resonate through pupils' positive attitudes and responses, both in lessons and around the school. They are eager to play a part in helping the school to function as an effective community and fulfil responsibilities well, such as when they organise enterprise weeks or support school council projects to improve behaviour.

Good quality teaching ensures that pupils learn well. In some of the best lessons, staff use imaginative teaching strategies such as role play to involve pupils in their learning. They also promote pupils' skills of 'self-interrogation' so that, for example, they contribute significantly to planning and improving their own scientific investigations. These skills of independent learning have yet to permeate across the whole school. Currently, pupils do not take enough responsibility in developing their own independent learning skills and so, at times, they still depend too heavily on adult support.

The rich curriculum provides a wide variety of learning opportunities that add to pupils' enjoyment of school. An increasing emphasis by staff on planning tasks that will appeal to boys in particular, is helping to improve their involvement in, and enjoyment of, their learning. For example, information and communication technology is used imaginatively to stimulate debate and new destinations for residential visits offer greater physical challenges. Increasingly, teachers are making links between subjects and so making pupils' learning more relevant to them.

High quality pastoral care and personal support ensure that pupils feel safe in this highly inclusive school. The appropriate procedures to safeguard pupils are in place. Pupils confirm that adults are there to help them with any problems and those pupils with learning difficulties and/or disabilities work purposefully towards the targets in their individual learning programmes. The school implements close checks on pupils' progress and these ensure pupils stay on course to succeed. Teachers' marking of pupils' work is regular but the quality of this guidance varies and its impact is often difficult to identify. Similarly, although pupils have a clear knowledge of their targets, they do not regularly assess their own work or that of their peers.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Good quality provision enables children to make good progress in all areas of learning. Their personal, social and emotional development is strong. Children enter the Early Years Foundation Stage with skills that are below those typically found at their age, particularly their personal, social, communication and mathematical skills. By the time they join Year 1, although their attainment is below average overall, the proportion of children who reach a good level of development in their personal, social and communication skills is in line with national averages. This good start provides children with a firm foundation for their future learning and success. Children behave very well as they share resources or collaborate in the role-play areas as builders or chefs. They show respect for one another's feelings. Staff provide consistently good quality learning experiences and care, and these enable children to settle well, to take an interest in everything and to make the most of their time in school. Key workers develop a strong partnership with parents who enjoy, for example, weekly 'stay and play' opportunities. A typical view is expressed in the comment: 'On Tuesday mornings, parents are allowed to stay for craft lessons and this enables me to have some special time with my children and to see their learning and achievement'. Children choose whether to play and learn inside or outdoors. They benefit from well resourced and stimulating classrooms and outdoor areas where Foundation 1 and Foundation 2 children mix happily. The Early Years Foundation Stage is well led and managed by knowledgeable staff who ensure that the setting provides all the required elements for children of this age. Staff pay close attention to children's welfare and parents appreciate this. Staff track children's progress closely, identify quickly when children have learning difficulties and/or disabilities and provide appropriate levels of support.

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

- Develop pupils' independent learning skills to reflect the school's best practice.
- Involve pupils more fully in assessing and improving their own learning.



## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

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



## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 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   | 1 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 1 |
| 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

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

## 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 | 2   |
| 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 eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 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  |

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

Thank you for your help when we inspected your school. My colleague and I enjoyed our day with you and it was good to chat to so many of you and listen to your views about your learning.

You are clearly proud of your school and told us that it is a fun and happy place to come to every day. We agree and judge that Brinsworth Whitehill continues to be a good school. We were pleased to see that so many of you come to school every day and were very impressed with how well you all behave, including the younger children in Nursery and Reception. Both attendance and behaviour are important factors that help you do well as you get older – you will impress other people when you are reliable and know how to behave. We also found that the happy atmosphere in school ensures you enjoy the good quality lessons that teachers prepare for you and so you all do well in your work and reach above average standards by the time you leave. Your school is also good at making sure that your parents and people in the local community get involved in the life and work of the school and make the most of what it offers. This helps you all at the same time, which is a bonus.

One reason for our visit was to check what your school could do even better. We have asked your teachers to involve you more in checking and improving how well you do in your work. We would also like you to become better at finding things out for yourselves. We are sure you can help with both these things. For example, remember to check carefully what teachers write when they mark your work and then follow that guidance. Also, try to think through a problem for yourselves before asking your teacher for help. You'll soon get used to it!

Carry on enjoying school, working hard and keeping away from those 'black clouds'!