



Brinsworth Whitehill Primary School

Inspection Report

Unique Reference Number 106908
LEA Rotherham
Inspection number 277657
Inspection dates 23 May 2006 to 23 May 2006
Reporting inspector Mr Jim Alexander 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	Howlett Drive
School category	Community		Brinsworth
Age range of pupils	3 to 11		Rotherham, South Yorkshire S60 5HT
Gender of pupils	Mixed	Telephone number	01709 828242
Number on roll	282	Fax number	01709 839674
Appropriate authority	The governing body	Chair of governors	Mr B Ibbeson
Date of previous inspection	3 April 2000	Headteacher	Mrs S Mulkeen

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Introduction

The inspection was carried out by one Additional Inspector. The inspector met with the headteacher, children, parents, staff, the vice chair of governors and a local authority adviser. 100 parents responded to the questionnaire seeking their views about the school. School records on pupils' progress, attendance and safety were examined. Children were observed in lessons and at playtimes. The school's self evaluation was analysed and provided clear evidence to help inform inspection judgements. The self evaluation documents also provided evidence of progress made by the school in areas which had been identified for improvement.

Description of the school

Brinsworth Whitehill is a larger than average size school, with 24 children attending the Nursery. The school serves an area of council, privately rented and private owned houses, a high proportion of children also travel from a wide area to attend the school. Most pupils are of White, British heritage and the proportion of children from other minority ethnic groups is below average. The number of children with learning difficulties and/or disabilities is below average, although there is a higher number of children with a statement of educational needs. The number of children who are entitled to free school meals is below average. In recent years the school has achieved the Investors in People, Artsmark Gold, Active Mark and Healthy School Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

One of the most striking features of this school is the number of smiling, happy faces; children and staff obviously enjoy their time at Brinsworth Whitehill Primary School. The headteacher and staff firmly place the well-being of the 'whole child' at the heart of this good school, which is a significant factor in their success. One parent commented 'children feel valued and welcomed in the school. Staff treat the children with respect and encourage them at every opportunity to become independent and confident learners.' Relationships with parents are strong and the school has done much to encourage parents to become actively involved in their children's learning. Another parent commented that 'at our school it is not just that every child matters, it is also that every parent matters too.'

This positive climate for learning means children's personal development is good and they have good attitudes to their learning. Children behave exceptionally well and develop strong relationships with each other. Children say that any inappropriate behaviour is dealt with firmly and fairly, and as a result they feel very safe and secure. As a consequence attendance and punctuality are good. The children themselves have a very clear understanding of what makes teaching good; they say 'a good teacher is firm, fair and fun. Everyone in the class knows the boundaries and we can laugh. A good teacher knows how to make otherwise boring lessons exciting; they understand that sometimes we have off days, they encourage us'. The children are not disappointed; teaching is good at the school. Children respect their teachers, want to please them and understand that they are at school to learn. The enriched curriculum is good and planned in such a way that lessons are very 'hands on'. Teachers look for creative ways to enable children to enjoy learning.

Standards and provision in the Foundation Stage are good. The children get off to a flying start in this bright, purposeful and well-structured learning environment and make good progress. This progress continues through Key Stage 1. Standards by the end of Year 6 are in line with the national average in English and mathematics, but significantly above average in science. This demonstrates that children have made good progress during their time at school, given their relatively low starting point. The school has done much to raise the standards reached by children in mathematics; in the past 18 months there has been a stronger emphasis on dialogue, speaking and listening.

Lessons have very clear objectives and children have a clear understanding of what they will be learning. There is evidence that this is beginning to have a positive impact in raising standards; the school is right in its intention to further develop this area. The school is also planning to involve the children more effectively in assessing not only their own work but also that of others in their class. To further improve, the school is correctly seeking ways to actively involve children in this way. There are good systems of checking how well children are performing and so the impact of these initiatives will be clearly monitored by staff.

The school is well led and managed. The headteacher provides clear direction for the school and has built an effective leadership team. There is no hint of complacency; this is an effective school buzzing with endeavour to be even better. As a result good progress has been made since the last inspection and the school has the capacity to improve further.

Achievement and standards

Grade: 2

The school correctly judges achievement to be good. Children enter the Nursery with standards that are below expectations for their age. Children make good progress through the Foundation Stage and by the time they start Year 1 a good majority have reached the goals set for their age. By the end of Year 2, children reach broadly average standards. The number of children achieving higher levels in reading is also broadly average, slightly below in mathematics, but not significantly so. The number of children achieving higher levels in writing is significantly above average, an improvement since the last inspection. By the end of Year 6, the 2005 assessment results demonstrate that children reach standards significantly above average in all core subjects. This demonstrates that all children make good progress during their time at school, given their relatively low starting point.

Personal development and well-being

Grade: 2

Children's personal development is good, as are attendance and punctuality. They develop an understanding of diversity of world cultures, respect for others, and the difference between right and wrong. School rules are clear and the system of rewards clearly motivates pupils; they behave well around school and are courteous and friendly towards visitors. Teachers ensure that children work safely and healthy lifestyles are well promoted. Events like a Healthy Eating theme week make a valuable contribution to this and reflect the school's desire to seek creative ways to develop children's understanding. An interesting programme of sporting activities encourages healthy exercise. Children actively contribute to school developments through an effective school council. Older children take responsibility and develop their social skills and relationships well, for example through being playtime buddies.

Quality of provision

Teaching and learning

Grade: 2

In all the lessons visited during the inspection children were actively engaged in their learning. The best lessons were stimulating, challenging and made thoughtful use of information and communication technology. The relationship that teachers have with their class is very positive and is appreciated by the children, who recognise it as a

strength of the school. Children with learning difficulties and/or disabilities are suitably taught and included very well. Their individual needs are effectively met and they are supported well by teaching assistants. Teachers have a good understanding of children's attainment and what is needed for it to improve.

Curriculum and other activities

Grade: 2

The inspection agrees with the school's evaluation that the curriculum is good and judges there to be some outstanding features. Effective links have been made between subjects and the curriculum is delivered in such a way as to encourage practical, hands on learning. The curriculum is well matched to the needs of all children. The rich variety of activities connected with music helps to stimulate children's enjoyment and learning. There is a wide range of other activities including visits and visitors into school, that enrich the curriculum very well. Activities outside lessons are good in range and quality. They are well attended and appreciated by the children. The Key Stage 1 Science club, for example, provides further opportunities for hands-on learning. The numerous sporting opportunities coupled with residential visits help to develop children's physical and social skills.

Care, guidance and support

Grade: 2

The school places great emphasis on the outcomes of the Every Child Matters national agenda: being safe, being healthy, achievement and enjoyment, contribution to the community and economic well-being. Staff, parents, governors and children who were spoken to during the inspection confirmed that the school's care for the 'whole child' is central to the success of Brinsworth Whitehill Primary School. The school is developing the way in which teachers mark children's work in order to improve the quality of academic guidance offered; the greatest impact is in English and further improvement is now planned in mathematics.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher's vision to promote good academic standards and an enriched and enjoyable curriculum is shared by the staff. The leadership team have identified the main strengths and weakness of the school very well, and together they have created a happy learning environment where children thrive. The monitoring of teaching and learning by the headteacher and senior leaders is good and helps to raise standards in the school. The governing body makes a tangible contribution to the school's success. They are knowledgeable of the school's strengths and weaknesses and work well as critical friends to help the school move forwards.

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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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 very much for being so welcoming when I recently visited your school. You were all extremely polite and friendly and your good behaviour was impressive. I was pleased to see how well all the adults and children got on together. This is a big help to you in your lessons.

Your teachers and other staff have worked together well recently to keep improving your work. They plan a great many interesting things for you to do and make sure that you are safe and well cared for. You told me that you really enjoyed your lessons and all the other activities in school.

To help you do even better, I have asked teachers to encourage you to become more actively involved in assessing your own work; this will help you understand more fully how to improve. I am also asking teachers to continue what they are doing to raise standards in mathematics.

I very much enjoyed talking with you and your teachers, and wish you and the school the very best for the future.