

# Rawmarsh Ashwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	106874
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	373129
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Rosemary Eaton

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 of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacqueline Healey
<b>Headteacher</b>	Andrew Jessop
<b>Date of previous school inspection</b>	10 January 2007
<b>School address</b>	Ashwood Road Parkgate Rotherham S62 6HT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons and nine teachers. Meetings were held with the Chair of the Governing Body, groups of pupils and members of staff. The inspectors observed the school's work and looked at documents including samples of pupils' work, assessments of their progress, safeguarding policies and procedures, and the school's plans for its future development. The 70 questionnaires returned by parents and carers were analysed as were those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers meet the needs of all groups of pupils.
- The use made of information from revised assessment procedures in the Early Years Foundation Stage.
- The impact of leaders' work to ensure consistency in teaching.

## Information about the school

This school is slightly smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are White British. A very small minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. There have been significant staff changes since the previous inspection, including the appointment of a new headteacher and senior leadership team. The school has gained a number of awards including Artsmark Gold, the Activemark and Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Rawmarsh Ashwood remains an outstanding school. Leaders have responded to changes, for example in staffing, by establishing extremely rigorous and wide-ranging systems to provide up-to-date and accurate information about the school's work. This is put to excellent use and has led to improvements in the consistency and quality of teaching, ensuring that pupils' achievement continues to be good and with an improving trend. Because there are so many significant strengths in pupils' personal development, their outcomes are outstanding overall as is the value for money the school provides. Tightly focused and extremely well-led developments in the provision for children in the Early Years Foundation Stage mean that outcomes here are now also outstanding. The school's lack of complacency and shared high aspirations mean that it continues to move forward. These features, together with the school's successful track record, clearly indicate its outstanding capacity for sustained improvement.

The school provides exceptional care, guidance and support. This is a key reason why pupils feel so safe. They are confident that any concerns they raise will be dealt with quickly and effectively and they like knowing that their headteacher is, in the words of one pupil, 'always around and on the lookout'. Approaches to promoting good behaviour are highly successful and pupils behave exceptionally well. Pupils' concern for others is reflected in their readiness to take on responsibilities and the excellent contribution they make to the school and wider community. Pupils not only gain high levels of knowledge about healthy lifestyles they also encourage others to be healthy, for example, by being active at playtimes. Recently, over 60 boys and girls applied to be 'reading agents' in order to help other pupils take pleasure in reading. Undergoing a formal appointment process is just one way in which pupils are prepared extremely well for their life beyond school. The first-rate curriculum offers a multitude of opportunities for them to apply important skills to real-life situations. Pupils evaluate school visits in order to establish whether they represent value for money and their decisions influence plans for future events. The school has identified the need to enhance pupils' social and cultural development by providing more opportunities for them to learn at first-hand about people who are different from themselves.

Extremely effective partnerships with a wide range of agencies and other schools support the school's outstanding commitment to providing all pupils with equal opportunities. Because groups are often very small, this frequently amounts to

making individual arrangements, for example, when a family is in crisis or a pupil needs specialist help in order to cope with a special educational need or a disability.

## What does the school need to do to improve further?

- Strengthen pupils' social and cultural development by:
  - providing more opportunities for them to work and play alongside pupils from different religious and ethnic backgrounds
  - enabling pupils to have first-hand experiences of other cultures so they can better appreciate similarities and differences.

## Outcomes for individuals and groups of pupils

1
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Pupils are keen to learn. They bring a positive approach to lessons and enjoy activities, such as reading and writing in addition to more practical tasks. In many lessons, pupils' excitement is obvious but they remain focused and in control, for example, when pretending to be pickpockets as they acted out a scene from 'Oliver Twist'. Pupils pay close attention to teachers' demonstrations and instructions and this enables them to begin their work quickly and learn independently. They collaborate very well together, for example, when asked to discuss their ideas or check each other's work.

When they join the Early Years Foundation Stage, children's skills are often below the expectations for their age. Progress is good throughout the school, resulting in attainment that is generally above average in reading, writing and mathematics by the end of Year 6. However, relatively small cohorts mean that fluctuations occur from year to year. The school's successful efforts to improve pupils' writing mean that they achieve as well in this skill as in reading. Pupils are very successful when it comes to applying their numeracy and literacy skills to work in other subjects or aspects of school life. Pupils with special educational needs and/or disabilities make the same good progress as other pupils. This is because the school not only supports their learning well but successfully boosts their self-esteem, so they are always willing to tackle new challenges.

Pupils say that bullying is very rare and their view is supported by the school's thorough records of any incidents. They have a very clear understanding of what they must do in order to stay safe, both in school and when out and about. Pupils behave extremely well in lessons, so everyone can concentrate on their learning. Similarly, playtimes are fun. Play leaders, play equipment monitors and reading agents help to ensure that there is plenty going on and no one feels left out. Pupils are very active in the local community, for example, supporting a local history project. They often use their literacy skills to write letters that air their points of view on topics, such as education or local play facilities. Their above average attendance reflects pupils' enthusiasm for school life and they explain that learning will help them to get a good job. Many aspects of their spiritual, moral, social and cultural development are well developed, for example, pupils' appreciation of values such as respect and kindness. They know that these are more important than people's looks or circumstances. However, their social and cultural development is restricted to

some extent by a lack of opportunities to work and play with pupils who are from different backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is characterised by motivating activities that lead pupils to comment, 'We learn and have fun at the same time.' Pupils in Year 5 enthusiastically measured angles because their mathematics work was linked to their 'Time Travel' topic and they could see its relevance. Teachers use their assessments of pupils' attainment in order to match activities and resources accurately to what each group needs to learn next. Teaching assistants make strong contributions to learning. They are often deployed to support certain groups of pupils but, like the teachers, they also keep an eye on how well other pupils are learning. In the best lessons, teachers' monitoring of learning is particularly close. They judge accurately when to pause the class and correct any misconceptions or move learning on because there is no need for pupils to continue with a particular activity. Occasionally, the pace of lessons slows when teachers spend too long giving instructions or explanations, cutting down the time available for pupils to learn independently.

The curriculum meets pupils' needs exceptionally well. Pupils develop and apply skills through highly enjoyable topics, which they help to plan. Work has been taking place for some time to smooth the transition from the Early Years Foundation Stage to Key Stage 1, and provision in Year 1 is now extremely effective. It enables pupils to continue to learn through play, but in an increasingly directed and structured manner. From Key Stage 1 onwards, enterprise activities feature regularly, often in partnership with local businesses. Pupils devise and lead fund-raising activities. These subsidise the wide variety of educational visits that thus enhance the curriculum and pupils' experiences. Links with other schools also extend the curriculum, as when pupils learn to use microscopes with the support of the science department of a secondary school.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Teachers and leaders evaluate pupils’ progress constantly and identify quickly when the learning of an individual needs a boost or when they have a special educational need and/or a disability. Swift action is taken to provide the necessary support, often by involving external agencies. All staff with specific responsibilities for aspects of pupils’ care show an outstanding commitment to the pupils who need their help. Pupils who are particularly vulnerable are supported with sensitivity and regard for their self-esteem. Families also benefit from the school’s care and support. Efforts to encourage regular attendance are concerted and effective. The breakfast club offers a very welcoming and healthy start to the day. Specific arrangements are made to help pupils make a smooth transition to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and other senior leaders have been extremely successful in inspiring staff to contribute to the drive for improvement. As a result, they often suggest and lead initiatives. For example, the learning mentor spearheaded the introduction of a successful philosophy programme. When leaders identified inconsistencies in teaching and some concerns about its quality, they took firm and decisive action. Particularly effective have been senior leaders’ frequent, short visits to lessons. These lead to targets for individuals and the whole staff to work towards. Teaching that is less than good has all but been eradicated and an increasing proportion is outstanding.

Governance is good with a small core of particularly effective and involved individuals. All members of the governing body are well informed about the school’s performance. Within the good arrangements for safeguarding, the provision for child protection, including staff training, is a particular strength. The school’s determination to give all pupils equal opportunities leads it to ensure that monitoring systems quickly identify any slight differences in the performance or participation of groups of pupils. These are followed up quickly, for example, through sessions for pupils who do not get regular chances to practise their English at home. The school is very cohesive and has strong links with the local community, which reflects its cultural make-up. Plans are in place to provide more opportunities for pupils to interact with pupils from other communities and to enable them to become more aware of how other cultures are similar to or different from their own. As well as benefiting enormously from its extensive partnerships, it shares its own expertise on many fronts, for example, by supporting the leadership in some local primary schools.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

From starting points that are generally below expectations, children go on to achieve outstanding outcomes. They are happy and confident, keen to learn and thoroughly enjoy all that is on offer. Relationships between adults and children are excellent and not only promote outstanding behaviour but very successfully encourage children to practise speaking. Adults guide children sensitively but firmly, giving each one the attention they need, so routines are very quickly established. In the relaxed and friendly atmosphere, children are very keen to be independent. The youngest children persevere with tasks that they find difficult, enjoying the satisfaction of simple successes, such as hanging up their tabard after painting. Detailed planning ensures that the highly stimulating activities and environments are refreshed constantly so that every day is an exciting prospect for children. They have very many opportunities to follow their interests and choose their own learning. Skills, such as linking letters with the sounds they make, are taught extremely well, with plenty of reinforcement during independent activities. Particular efforts are made to encourage boys to be involved in writing activities, such as making notes on clipboards, to very good effect.

Children make at least good progress in all the areas of learning. All adults now contribute to observations of children working independently and the information collected is used to identify precisely where individual children need more support or additional challenge. Leaders have established exemplary arrangements for introducing children to the setting, for example, by getting them to spend some time there at the end of the term before they are due to start. Staff teamwork is seamless with a constant focus on promoting children's welfare. Children learn to consider others, to act safely and to follow rules that help them to be healthy, such as washing their hands before they eat their fruit snack.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## **Views of parents and carers**

The questionnaire responses were very largely positive and reflected the inspection findings. A number of parents and carers wrote positive comments about the school. An equal proportion of comments were critical of particular aspects but no common themes emerged. While maintaining confidentiality, inspectors discussed the issues with the headteacher or followed them up in other ways.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawmarsh Ashwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 70 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	59	28	40	0	0	1	1
The school keeps my child safe	37	53	30	43	3	4	0	0
The school informs me about my child's progress	34	49	35	50	1	1	0	0
My child is making enough progress at this school	37	53	28	40	4	6	0	0
The teaching is good at this school	39	56	27	39	0	0	0	0
The school helps me to support my child's learning	33	47	34	49	1	1	1	1
The school helps my child to have a healthy lifestyle	32	46	36	51	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	51	27	39	2	3	1	1
The school meets my child's particular needs	36	51	31	44	1	1	1	1
The school deals effectively with unacceptable behaviour	23	33	37	53	4	6	1	1
The school takes account of my suggestions and concerns	24	34	35	50	7	10	0	0
The school is led and managed effectively	30	43	32	46	1	1	1	1
Overall, I am happy with my child's experience at this school	38	54	26	37	2	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 November 2011

Dear Pupils

### **Inspection of Rawmarsh Ashwood Primary School, Rotherham S62 6HT**

Thank you for being so very friendly and polite when we inspected your school. We really enjoyed our short time with you and would particularly like to thank the pupils who talked to us about the school. They were excellent ambassadors and helped us to judge that yours is an outstanding school. These are some of the reasons for our decision.

- You have good teaching so you make good progress in your learning and reach standards in your work that are above average.
- You feel very safe because the school takes excellent care of you.
- Your behaviour is extremely good and you make a superb contribution to the school, for example, by being school councillors or play leaders.
- The school's curriculum is exceptional and means, for example, that you are prepared extremely well for your future lives.
- You know a great deal about how to stay healthy and you encourage others to get fit.
- The school works extremely hard to make sure that you all have equally good opportunities for success.
- Your headteacher and the other school leaders know exactly what to do in order to keep the school improving all the time.

We have asked the school to find ways to help you to learn more about people who come from backgrounds that are different from your own. In particular we want you to have chances to work and play with children from other communities.

We believe that you will very much enjoy these experiences. We wish you all every success in the future.

Yours sincerely,

Rosemary Eaton  
Lead inspector

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