

Rockingham Junior and Infant School

Roughwood Road, Wingfield Estate, Rotherham, South Yorkshire, S61 4HY

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make a good start to their learning in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils of all abilities make good progress in reading, writing and mathematics throughout the school.
- Disabled pupils and those with special educational needs also achieve well because of the carefully targeted support they receive.
- The quality of teaching is good. It is sometimes outstanding. Lessons are well planned and teachers make good use of marking to help pupils improve their own work.
- Pupils are well behaved and take their responsibilities seriously. They are polite and respect their teachers and other adults.
- The headteacher and deputy headteacher provide strong, clear and supportive leadership. The governing body is effective and led well. Consequently, pupils' achievement and the quality of teaching have improved well since the last inspection and it is well placed to continue to develop.

It is not yet an outstanding school because

- Occasionally, the tasks set for pupils in their lessons are not challenging enough.
- Sometimes teachers do not check sufficiently well on pupils' progress during a lesson and then adjust their teaching soon enough to meet pupils' different needs.
- Subject leaders do not always have sufficient first-hand knowledge of teaching and learning in order to share best practice and become more effective.

Information about this inspection

- The inspectors observed 16 lessons, including joint observations with the headteacher and deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body other governors, a representative of the local authority, and members of staff, including senior leaders and other leaders with particular responsibilities. The inspector also heard pupils read.
- Inspectors took account of 17 responses to the online questionnaire (Parent View) and the outcomes from the school's consultations with parents. Inspectors spoke to parents attending a school assembly.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Peter Allen	Additional Inspector
Paul Plumridge	Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a children's centre on site. It is managed by the governing body and is subject to a separate inspection.
- Over half the teachers are new to the school since the last inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring all activities in lessons are stimulating and challenging
 - checking on pupils' progress and adjusting teaching during the lesson, when necessary, to meet pupils' changing needs and promote the best rates of progress.
- Further improve the effectiveness of leadership by ensuring all subject leaders make checks to gain a full knowledge of the quality of teaching and learning in their subject in order to share the best practice.

Inspection judgements

The achievement of pupils

is good

- Pupils' progress is good throughout the school and is more consistent than it was at the time of the last inspection. Their achievements reflect the improvements to the quality of teaching. Standards in reading, writing and mathematics are broadly average by time they leave Year 6.
- Children start the Early Years Foundation Stage with skills which are generally below those typical for their age. They progress well, especially in their personal and social development, literacy and numeracy skills through carefully structured and enjoyable activities establishing early reading, writing and number skills and a curiosity about the world around them.
- Pupils supported by the pupil premium, including those eligible for free school meals, disabled pupils and those with special educational needs, make good progress and are reducing the gap between their achievement and that of others. They increasingly reach standards which are similar to other pupils in response to well-planned lessons to boost reading and spelling skills that are closely matched to their individual needs. As a result, the school is promoting equality of opportunity through reducing the gap in the achievement of different groups of pupils.
- Pupils largely read fluently and widely. Pupils in Years 1 and 2 increasingly tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds. By Year 6 pupils read with expression and understanding. They have a good awareness of the writing style of different authors and how, for example, they use metaphors and similes to create images.
- A key strength in pupils' writing skills is the care they take to present work carefully and to use a legible handwriting style. They largely spell words accurately. They are often stimulated by links made between different subjects to write creatively at length. For example, in Years 5 and 6, pupils produce very good descriptive stories following their studies of Kenneth Graham's *Wind in the Willows* stories. Very occasionally, pupils are less inspired by the topic or resources and they are consequently less productive and eloquent.
- The pupils' achievement in mathematics is good. There has been a good improvement to their calculation skills through fast-paced and challenging games and the development of a new calculation programme. Their problem-solving skills are increasingly well developed through imaginative opportunities to apply their knowledge and understanding. For example, a through-school topic on snow inspired in depth research on shape through the study of snowflakes and investigations into co-ordinates in four quadrants.
- Pupils achieve well in developing and using skills in information and communication technology (ICT). For example, they progress quickly in Key Stage 1 from using controls to follow simple routes on the computer to creating a range of regular shapes using their knowledge of angles.

The quality of teaching

is good

- Staff manage pupils' behaviour well and create a friendly atmosphere of hard work and eagerness to succeed. As a result, pupils of all abilities persist with their work and present it well.
- Teachers plan lessons well. They make good use of accurate measures of pupils' individual progress to set precise expectations for pupils of different abilities to reach during each lesson. The teachers receive good guidance on lesson planning from the senior leaders, which makes a good contribution to the largely consistent quality of teaching and the successful assimilation of new staff.
- Teachers' expectations are high. This is reflected in the well-presented displays of pupils' work used to set examples for others or as a teaching resource. In the Early Years Foundation Stage, children are often inspired by attractive and motivating resources, such as the number-matching food bowls in the veterinary role play area. Very occasionally, activities in some classes are not motivating enough or are too simple to provide suitable challenge for all pupils' abilities.

- Teachers and teaching assistants ask open questions to explore pupils' understanding, gauge their progress and develop their thinking skills. Teachers model good examples and new ideas well. Sometimes teachers do not adjust their teaching soon enough, for example, in recognising when pupils are ready to start individual tasks, and this slows the progress they make.
- Teachers make good use of marking in English, mathematics and other subjects to help pupils improve their own work and to address recurrent errors. They increasingly involve pupils in assessing their own progress during the lessons, which improve rates of progress further.
- Pupils with a disability or special educational needs are taught well. Teaching assistants and other adults provide sensitive and skilled support when needed, whilst encouraging pupils to work as much as possible on their own. This has a particularly positive impact on the outcomes achieved by those in receipt of pupil premium funding.
- Reading skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through work closely matched to pupils' ability, regardless of age. They guide pupils well to read with expression and understand the deeper meaning of the text.
- Teachers ensure pupils are actively engaged throughout the lessons. They make good links between subjects and use ICT, role play, and discussions with a partner to involve pupils and sharpen their thinking. They encourage pupils to make good use of dictionaries, a thesaurus and the displays around the classroom to support their learning.

The behaviour and safety of pupils are good

- Pupils treat each other with respect and consideration. They work and play well together and take good care of each other, especially in the playground. There has been a good trend of improving attendance because the school works closely with parents to support punctuality and good attendance.
- The pupils behave well in classrooms and around school. Relationships between pupils and adults are good. Occasionally, when work is not challenging enough, pupils lose concentration which limits their progress.
- Pupils take their responsibilities seriously. They contribute well to the effectiveness of school rules and the positive ethos through their roles on the school council. There are very few incidents of poor behaviour and these are well managed by the learning mentor and other staff.
- Pupils have a well-developed understanding of how to stay safe through projects such as 'Crucial Crew' and experiences on residential and other visits. They have a good understanding of different types of bullying and feel that very little goes on. They have a particularly good understanding of the potential dangers of the internet through their work on safe use of computers. The school is rigorous in tackling any discrimination and promotes diversity.
- Pupils respond well to the strong moral and social guidance they receive. Pupils develop positive attitudes to life and learning through the teaching of common values and adults' high expectations. Pupils are introduced to ethical issues through their learning in different subjects and the strong links with, for example, a school in Africa.

The leadership and management are good

- The experienced headteacher and the deputy headteacher provide clear and sustained leadership. They receive good support from senior leaders and all staff share a positive vision for school improvement. Systems to assess pupils' progress and plan for their future learning are now extremely rigorous and benefit from a wide range of activities with other schools to ensure they are accurate. However, some staff are new to their management roles and have not yet had the opportunity to have had a full impact in relation to their areas of responsibility through, for example, making their own lesson observations. As a result, although improving, the quality of teaching and pupils' achievement are good rather than outstanding.

- Systems for mentoring, supporting and coaching teachers and leaders in their roles are thorough. The headteacher and deputy headteacher provide very good role models and are skilled in observing and checking the quality of teaching and setting targets for improvement. The school's leaders and governing body are acutely aware that teachers' pay needs to be linked to the effectiveness of teaching in raising standards, and leaders are successful in ensuring that this is the case.
- The school receives good support from the local authority. This has contributed well to the development of systems to analyse and improve pupils' progress and improvement to the quality of teaching.
- Policies for safeguarding pupils meet legal requirements and are supported by well-established and thorough record keeping.
- The school makes learning exciting and memorable through many different subjects and the links between them. Activities provided in lessons and through extra-curricular activities capture pupils' imaginations and hold their interest. Pupils' confidence and social skills are particularly well promoted by the many opportunities they have to perform in front of their parents and others.
- **The governance of the school:**
 - The governing body is well led and well informed. The governors' own regular, systematic and thorough procedures to check the effectiveness of the school's work complement detailed and regular analysis of data on pupils' progress to ensure they hold leaders to account well and are fully involved in school development planning. They take good advantage of a range of training opportunities to improve their skills, for example, in managing the teachers' performance. The governing body also receive regular summaries on the quality of teaching from leaders' observations which have been well used to eradicate weaknesses. They manage the school's finances well, including checking the effective use of pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106855
Local authority	Rotherham
Inspection number	400867

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Claire Maccormac
Headteacher	Heather Green
Date of previous school inspection	19 October 2009
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