

# Roughwood Primary School

Roughwood Road, Rotherham, South Yorkshire, S61 3HL

**Inspection dates** 13–14 February 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent across the school, which limits the progress some pupils make.
- Not all teachers plan their lessons well enough; consequently, the more-able pupils are not always appropriately challenged.
- Other lessons move on at such a fast pace that some pupils struggle to keep up.
- Teachers' marking does not always provide pupils with clear enough guidance so they know how to improve their work.
- Attainment by the end of Key Stage 2 has been rising much more slowly than by the end of Key Stage 1.
- While most pupils make the progress expected of them over time, too few do better than this.
- Over time, progress in Years 3 and 4 has been slower than in Year 5 and Year 6.
- While senior leaders have successfully eradicated inadequate teaching, they have not ensured all teaching is good.
- The role middle leaders play in monitoring the school's work is underdeveloped.
- The governing body has only recently been reorganised and does not ask searching enough questions to challenge the remaining areas of underperformance within school.

### The school has the following strengths

- The headteacher and deputy headteacher have high ambitions for the school and development plans are focused on the right priorities.
- Good systems have been established to make checks on pupils' progress and flag up any underachievement.
- Attainment by the end of Year 6 and Year 2 has been rising, but much faster by the end of Key Stage 1 and is now in line with average.
- The Early Years Foundation Stage is good and provides a very positive start to school life.
- Pupils enjoy coming to this improving school and, consequently, their behaviour is good and their attendance is improving.
- The school uses the pupil premium funds well. As a result, the majority of pupils who are known to be eligible to receive the extra support provided make good progress.

## Information about this inspection

- Inspectors observed 19 lessons or small group activities, of which four were joint observations with members of the school’s senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to a group of pupils from Key Stage 2.
- Inspectors took account of nine responses to the online questionnaire (Parent View), a very recent school survey of parents and spoke to a number of parents at the start of the day.
- Inspectors took account of 19 questionnaires returned by members of staff.
- Inspectors observed the school’s work, looked at progress data, performance-management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

## Inspection team

|                               |                      |
|-------------------------------|----------------------|
| Jim Alexander, Lead inspector | Additional Inspector |
| Peter Allen                   | Additional Inspector |
| Dina Martin                   | Additional Inspector |

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported by school action is lower than average.
- The number supported by school action plus, who are disabled or who have special educational needs is also lower than average.
- The proportion of pupils who are known to be eligible for the pupil-premium funding is above average.
- The proportion of pupils from ethnic minority groups is much lower than average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school runs a breakfast club.
- The school is a member in a partnership of local primary schools, which provides support, guidance and training.
- Since the time of the last inspection there have been significant changes in staff and members of the governing body.

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

- Improve consistency in the quality of teaching, so that it is at least good in every class, by:
  - planning work to better meet the needs and interests of the more-able pupils
  - moving lessons along at a good pace for every pupil and keeping a careful watch on those who may be struggling to keep up
  - marking pupils' work so that they are provided with clear guidance about how to improve.
- Raise attainment in reading, writing and mathematics, by:
  - eradicating the legacy of previous underachievement in Key Stage 2
  - increasing the proportion of pupils who make better than expected progress
  - improving the progress pupils make in their writing, particularly in Year 3 and Year 4.
- Strengthen leadership at all levels, by:
  - using the rigour, which successfully addressed inadequate teaching, to now press on and secure good or better teaching in every class
  - developing the monitoring role of middle leaders, especially in the effective use of performance data
  - An external review of governance should be undertaken in order to assess how well this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school with skills that are well-below those typically expected for their age, particularly so in language and communication. They make good progress through the Early Years Foundation Stage and are well prepared to start Year 1.
- Pupils in Year 1 who did not read as well as expected, have been given additional support. They are now using what they know of letters and sounds to help them read tricky words. This is helping them to catch up quickly with their peers and many are now reading books written for their age.
- Good progress continues through Key Stage 1. Attainment by the end of Year 2 has been rising significantly since the time of the last inspection and in 2012 was in-line with the national average, although few pupils did better than expected in their writing.
- Achievement requires improvement because, while some pupils in Key Stage 2 do very well, particularly in Year 6, the majority do not make good enough progress. Pupils in Year 3 and Year 4 made particularly slow progress in their writing last year.
- There is evidence to demonstrate that things are improving this year. The headteacher has ensured no teaching is inadequate. It was such teaching which had slowed pupils' progress down. However, there are still gaps in pupils' knowledge and understanding which need addressing.
- Due to the good and sometimes outstanding teaching in Year 6, attainment by the end of Key Stage 2 has also been improving, but not closing the gap with the national average as quickly as by the end of Key Stage 1. Attainment by the end of Year 6 in 2012 was broadly average but too few pupils made better than expected progress.
- Well-tailored support for disabled pupils and those with special educational needs is helping them make progress similar to others in school.
- Those pupils who are supported by extra funding through the pupil premium are provided for in small groups or one-to-one activities. As a result the majority are now making good progress, although some reading and writing activities are much more successful than mathematics activities.
- The small numbers of pupils from minority ethnic groups make progress similar to others in the school.

### The quality of teaching

### requires improvement

- Teaching is improving and it is now good in an increasing number of lessons. However, it is not so strong in others. For example, pupils in Year 6 and Year 5 are currently making much better progress in their reading and writing than pupils in Year 3 and Year 4.
- Children are taught well in the well-resourced Early Years Foundation Stage. Activities are carefully planned to support all areas of learning, both indoors and outside. The recently introduced scheme to help children understand the links between letters and sounds is proving successful. Children are encouraged to work independently and also to cooperate well together. Adults usually ask the right questions to build upon children's understanding and to extend their thinking, although some opportunities are missed to capitalise on this further.
- Most teachers plan lessons that capture pupils' interests, and design practical activities which pupils enjoy. However, some lessons are not planned so well and occasionally the more-able pupils' progress is held back as they wait for others to finish before the teacher provides their next challenge. On other occasions, some lessons are taught at an excessive pace and a number of pupils struggle to keep up. This does not help them build upon what they know and, consequently, there remain gaps in their knowledge.
- The quality of teachers' marking is also varied across the school. Where it is best, pupils speak

knowledgably about what they need to do to improve their work and appreciate the, 'Two stars and a wish' approach teachers take. In some classes in lower Key Stage 2, marking is not good enough and pupils get little more than a tick or a sticker. This does not help them understand the steps that are required to improve their work.

- The expectations that teachers have also vary across the school. For example, the presentation of pupils' written work in some classes is of a high quality, but this is not the case in all classes and some pupils are allowed to present work of a poor standard.
- The school benefits from experienced and well-trained teaching assistants. Support staff know what is required of them and understand what pupils should achieve in a given time. Relationships with pupils are strong and much is often achieved in small groups or in one-to-one activities, particularly for pupils with special educational needs and those supported through the pupil premium.

### **The behaviour and safety of pupils** are good

- Pupils enjoy coming to this improving school and they speak highly of the support which is provided by the learning mentor. Pupils' attitudes to their work and how well they support and encourage one another to do their best are notable strengths within the school.
- While attendance has improved significantly since the time of the last inspection and is now broadly average, it is much higher in some year groups than others. Leaders are working effectively with some families to improve their children's attendance.
- There are very well-developed systems to manage any low-level behaviour problem and a quiet word is often all it takes. The school provides a very calm and well-ordered learning environment.
- Exclusions, bullying and racist incidents have fallen significantly in the past three years and are now exceptionally rare. Pupils are knowledgeable about all forms of bullying and know how to keep themselves safe from harm. All parents who responded to the recent survey, say the school keeps their children safe and happy.
- Playtime and lunchtime are happy occasions and pupils accept responsibility well. They appreciate the many clubs, visits and residential trips that are on offer.
- Children in the Early Years Foundation Stage start school with personal and social skills that are often much lower than those typically expected. They are helped to settle very quickly into school life and soon play and work together very well.

### **The leadership and management** requires improvement

- This is a rapidly improving school. The headteacher and deputy headteacher have a very clear vision of how successful this school could become. They communicate this well and all staff have a shared determination that the school builds further upon its many strengths.
- Self-evaluation is accurate and ensures the right priorities are identified in development plans.
- The headteacher has developed an effective system to make checks on the attainment, and track the progress, of different groups within the school.
- The headteacher has allocated the pupil-premium funding in a wide a variety of ways to ensure that the majority of pupils who are supported by this fund make good progress. The examples of additional tuition or small-group activities before main teaching sessions, which are helping to raise pupils' attainment, are a good indication of the school's commitment to ensuring all pupils have equality of opportunity.
- Senior leaders have managed a large number of difficult staffing issues since the last inspection and have eradicated all inadequate teaching. They have not yet, however, ensured that all teaching is good or better, and much, in some Key Stage 2 classes particularly, requires further improvement.
- The role of middle leaders is underdeveloped in helping the school to improve and checking on

the impact of actions taken. They are able to explain why certain actions have been taken and to describe what certain groups of pupils are doing. However, they are less confident to use the performance data to measure the impact of these activities.

- Pupils who attend the popular breakfast club benefit from a variety of games and activities as well as support for homework and reading.
- Leaders have welcomed the effective support from the local authority and speak positively about the support available within the local network of primary schools.
- **The governance of the school:**
  - The recently reorganised governing body brings a range of skills and experience. They ensure safeguarding arrangements meet requirements. Governors are supportive of the school and eager that pupils do well. However, they are not well-enough informed of the school's performance data to enable them either to ask searching questions or to hold the school robustly enough to account for the areas of underperformance. This limits their effective use of, for example, performance-management arrangements.

## 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

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 106853    |
| <b>Local authority</b>         | Rotherham |
| <b>Inspection number</b>       | 400865    |

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

|                                            |                                    |
|--------------------------------------------|------------------------------------|
| <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> | 280                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Lorraine Hobson                    |
| <b>Headteacher</b>                         | Kay Sherburn                       |
| <b>Date of previous school inspection</b>  | 4 November 2009                    |
| <b>Telephone number</b>                    | 01709 740254                       |
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