

Rawmarsh Sandhill Primary School

Kilnhurst Road, Rawmarsh, Rotherham, South Yorkshire, S62 5LH

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils make good progress from their starting points and achieve well in reading, writing and mathematics. At times progress is rapid.
- Teaching is generally good. At times it is outstanding. All adults generate and sustain high quality relationships with pupils so that they feel safe.
- Many aspects of pupils' behaviour are exemplary. They are confident, friendly and extremely keen to learn. They feel safe in school.
- The executive headteacher provides an exceptionally clear steer for the school and is overwhelmingly supported by parents, staff and governors. He, staff and governors are determined to build on the good quality teaching. As a result teaching continues to improve.

It is not yet an outstanding school because

- There is not yet enough highly effective teaching throughout the school to ensure that pupils make consistently rapid progress in reading, writing and mathematics in all year groups.
- Some pupils do not attend school regularly. Their progress and achievement are, therefore, adversely affected. The school has not fully explored the full range of possible approaches to promote the overall below-average attendance.

Information about this inspection

- Inspectors held meetings with staff, pupils, governors and the consultant headteacher who works with the executive headteacher on school development.
- Inspectors looked at a range of evidence including: the school's strategies to gauge how well it is doing; the school's information about progress and standards within and across year-groups; records of the monitoring of teaching; the school improvement plan; the work pupils were doing in their books and the school's documentation related to safeguarding.
- Teaching and learning were observed in 12 lessons or part lessons and seven teachers were seen teaching.
- An inspector met parents informally at the start of the school day to gather their views of the school. The 30 responses from parents to Ofsted's online questionnaire (Parent View) were taken into account.
- An analysis of the 18 questionnaires completed by school staff contributed to inspection evidence.

Inspection team

David Matthews, Lead inspector

Additional Inspector

Huda Aslam

Additional Inspector

Full report

Information about this school

- This is a slightly smaller than average-sized primary school.
- Most pupils are of White British heritage.
- A well-above average proportion of pupils is eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals and for those looked after by the local authority.
- The proportion of pupils identified with special educational needs supported through school action is broadly 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 current government floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there have been staff changes at senior leadership level.
- The executive headteacher provides support to another local school.
- The breakfast club managed by the governing body was part of the inspection.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring teachers do not talk for too long at the expense of pupils' independent learning or working with others
 - making sure pupils are always given a clear understanding of what they are required to do before they work in groups
 - taking every opportunity to inform pupils about what to do to improve, when marking work
 - increasing the impact of the numeracy and literacy leaders on teaching through a more extensive programme of lesson observations, so that outstanding practice is further shared and teaching strengthened where it is not outstanding.
- Improve the attendance of pupils who do not attend regularly by:
 - significantly reducing the amount of absence authorised by the school
 - setting more challenging attendance targets for classes
 - finding out which methods effectively raise attendance in similar schools, and considering the use of these strategies
 - adopting national advice to extend the range of methods to promote good attendance.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills that are generally well below those typically expected for their age, particularly in their personal, social and emotional development. They settle into school quickly and make good progress, especially in their reading and in their physical and creative development.
- Good progress continues through Key Stage 1. It is particularly brisk in Year 2, where pupils keenly discuss the setting, characters and plot of stories. Here, pupils show increasing ability to link letters and sounds in order to develop their reading. They show their love of reading by talking about how many books they enjoy at home and their preferences for fiction or non-fiction. One pupil showed real empathy with an injured bird in a story.
- In Key Stage 2, pupils continue to learn quickly. In Year 3, they further develop good knowledge of the features of different texts and in Year 4 they make good progress in learning about equivalent fractions. In Year 5, progress in reading, writing and mathematics is often rapid. By year 6, pupils develop a good understanding of grammar and punctuation and they love reading. Taking English and mathematics together, current standards in Year 6 are slightly below average. This represents good progress from pupils' starting points.
- Over the last three years, standards in tests at the end of Year 6 have been broadly average in reading, writing and mathematics. However, there has been a steady yearly improvement in pupils' scores compared to those nationally. Pupils' overall progress from Year 2 to Year 6 has been significantly above the national average for two years.
- Inspection evidence and the school's information about pupils' achievements in different year groups and in different subjects, together with the school's monitoring of lessons, shows progress over time to be good. Rapid progress occurs in some subjects and in some year groups, but it is not consistent because the quality of teaching varies.
- Pupils competently apply their writing skills and their mathematics skills in a range of subjects, including science. High quality art work is a feature of Key Stage 2.
- Pupils with special educational needs and those supported by the pupil premium similarly make good progress. The attainment of pupils supported by the pupil premium is similar to that of other groups of pupils because their achievement is closely monitored and they are supported in their learning whenever necessary.

The quality of teaching

is good

- Teaching is good overall. At times it is outstanding.
- Teachers have good knowledge of the subjects that they teach.
- Adults create and maintain excellent relationships with pupils, so that pupils want to please them and to do well in their work.
- Teachers plan lessons carefully so as to extend learning well.
- They foster strong links between subjects, including pupils' effective use of writing in religious education, science and history. Such links develop well pupils' skills in the subjects concerned and make learning engaging and meaningful.
- Adults are generally well deployed to promote good learning through effective questioning and in focused sessions with small groups of pupils who benefit from additional support in reading, writing and mathematics.
- Excellent teaching was observed in the Nursery when these very young children were enabled to evaluate their part in a recent activity by identifying and talking about the skills they had learned. The school's records of achievement indicate other examples of outstanding teaching, including in Years 2 and 5.
- Where teaching is less effective, it is sometimes because the teacher talks for too long, limiting

the time pupils spend on learning independently or with others, for example in a group.

- Teachers usually explain clearly what they want pupils to do and to learn when they are required to work with others in a group. When explanations are not clear, or repeated, pupils are not sure what is required of them, and progress falters for a time.
- Teachers carefully mark pupils' work, praising them when appropriate. Often they indicate what each pupil needs to do next to move their learning on. Sometimes, opportunities are missed to accelerate future learning in this way, however.

The behaviour and safety of pupils

are good

- Pupils have exceptionally good manners and are caring towards others so that behaviour around school is outstanding.
- Parents and staff are overwhelmingly positive about pupils' behaviour.
- Attitudes to learning are exemplary.
- Including children in the Early Years Foundation Stage, pupils are extremely confident and they are very friendly towards visitors.
- They say that they feel safe at school, adding that, 'Teachers are kind.'
- Pupils understand the differing kinds of bullying that they might experience, and they have an extremely clear understanding of how to keep themselves safe in such circumstances. They say that they feel safe at Sandhill Primary, and add, 'Bullying doesn't happen at our school.'
- Teachers manage behaviour exceptionally well. Pupils know exactly what kind of behaviour is expected of them and willingly conform.
- Pupils at the breakfast club feel happy and safe, and behave very well because the adults providing the well-organised activities have built good relationships with them.
- Attendance is below average because not all pupils attend regularly. The school sets class-targets for attendance, and there are exciting rewards for individuals who attend well. However, there is more work to be done to ensure that all pupils attend regularly, to benefit from the good education that the school provides.

The leadership and management

are good

- The executive headteacher provides excellent leadership and has an extremely clear vision for the school. He has the overwhelming support of staff, governors and parents.
- Staff show respect and courtesy to each other and to pupils and this contributes strongly to the school's extremely positive ethos and to the very supportive learning environment.
- Rigorous systems for evaluating the quality of teaching, including teachers being set highly specific targets for improvement, result in improvements to teaching and pupils achieving well in lessons.
- The school meticulously monitors the progress of all groups of pupils including those with special educational needs and those supported by the pupil premium.
- The vibrant curriculum includes memorable experiences, such as residential visits when pupils engage in exciting activities that promote a wide range of skills and abilities. Plans for numeracy and literacy are well-focused and carefully reviewed when necessary. The curriculum makes a strong contribution to pupils' achievement, to their behaviour and to their spiritual, moral, social and cultural development.
- The school has an accurate view of its effectiveness and knows that raising the quality of teaching from good to outstanding is its priority.
- Since the previous inspection, changes in senior and middle leadership have been well managed. Those relatively new to the roles of leading English and mathematics have already introduced arrangements to develop these subjects further, including the introduction of subject action plans. While their roles are developing securely, there is room to extend their impact on the quality of teaching through increased observations of lessons, so that effective practice is further

shared and teaching strengthened where it is not outstanding.

- The executive headteacher and senior staff provide support for the development of other schools.
- Safeguarding and child-protection arrangements meet requirements. The school promotes equality of opportunity well and rejects discrimination in all its forms.
- **The governance of the school:**
 - Governors know the school well and have a clear picture of its strengths and what could be improved further. They support and challenge in equal measure, asking questions about the information they receive about teaching and pupils' achievement. They keep a close eye on how the school spends its money, including the funding for pupil premium. Governors are fully aware of the links between teachers' pay and their performance and that they are rigorously managed by the executive headteacher.

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	106902
Local authority	Rotherham
Inspection number	403026

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	206
Appropriate authority	The governing body
Chair	Eileen Washington
Executive Headteacher	Richard Chapman
Date of previous school inspection	14 November 2007
Telephone number	01709 710875
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