

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566855
Direct F 01695 729320
Direct email:
gail.hill@cfbt.com



21 June 2013

Mr Martin Wagstaff
Headteacher
Rawmarsh Rosehill Junior School
Kilnhurst Road
Rotherham
South Yorkshire
S62 5QH

Dear Mr Wagstaff

Requires improvement: monitoring inspection visit to Rawmarsh Rosehill Junior School, Rotherham

Following my visit to your school on 20 June, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in . It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and deputy headteacher, one of the phase leaders, three members of the governing body and a representative of the local authority. The school improvement plans were evaluated along with other school documentation including records from lesson observations and work scrutiny. There was a tour of the school and a small number of exercise books were scrutinised.

Main findings

Following the inspection the whole staff reviewed the way that pupils record their work and agreed new expectations of presentation. Already this has impacted on the quality of presentation of work in writing and mathematics books. There is a greater clarity of the expectations of how and when teachers will mark pupils' work books. Consequently, there are more examples of marking and feedback to pupils which identify explicitly what pupils should do to improve their work and learning. However, some variability still remains in the quality and detail of feedback provided. Although presentation is improving the amount of

work produced by some pupils remains low. Staff development has included opportunities for a large proportion of teachers to visit other schools to observe good or better teaching but this has yet to impact on the quality of teaching in the school.

Planned actions are generally appropriate with clear success criteria. The two phase leaders and senior leaders undertake regular formal and informal observations of teaching, scrutiny of work and analysis of assessment information. Consequently, they have a good overview of the quality of work of each teacher. However, the detail that is provided to each teacher by way of written feedback is not always specific enough to ensure that practice is improved. The work and impact of the two phase leaders have improved; both have an accurate understanding of the quality of work within their team and have begun to provide help and guidance to individual teachers. This is beginning to have impact on the quality of teaching and on the work produced by pupils. However, although positive in impact there is not a uniform approach to how they fulfil their roles or how they evidence the advice and guidance they provide.

Governors continue to know the school and its work well and are providing appropriate challenge and support. They receive regular reports and ask questions about the impact of planned developments but there is not a clarity of what or when information will be provided to enable governors to evaluate the impact of planned developments.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Ensure that the raised expectations of the quality of pupils' recorded work is extended to the quantity of work produced.
- Make sure that formal written evaluations of lessons identify clearly the impact of teaching on learning and how the performance of teachers can be improved.
- Clarify the expectations and approach to the role of phase leaders.
- Ensure that leaders and governors are clear about the information that will be provided to governors in order that they are able to evaluate the impact of planned improvements.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority provides appropriate support. For example local authority officers have supported the writing of the post inspection action plan and provided support to individual teachers. School leaders are engaging well with partner schools, including local leaders of education to moderate and refine the school's self-evaluation and planning approach.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Rotherham.

Yours sincerely

Amraz Ali

Her Majesty's Inspector