

Rawmarsh Rosehill Junior School

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

Inspection dates 11–12 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Rosehill Junior School is a rapidly improving school. The headteacher’s inspiring leadership is driving improvements at a brisk pace.
- Governors and staff share the headteacher’s vision and act with determination to improve the quality of teaching and achievement.
- Teaching is good with well planned activities that capture pupils’ interest. Expectations for learning and behaviour are consistently high.
- Teaching assistants increase pupils’ progress by leading effective and well-targeted sessions in and out of the classroom.
- Pupils currently make good progress in all years in reading, writing and mathematics. This is a significant improvement since the previous inspection.
- Disadvantaged pupils attaining increasingly well. Any gaps that remain between their attainment and that of other pupils in the school are being addressed and closing rapidly.
- The most able pupils make rapid progress because challenging tasks extend their learning to reach standards higher than those expected for their age.
- Pupils like coming to school, attendance is good and punctuality is excellent. Behaviour in lessons is good and often exemplary.
- Pupils are very polite and friendly. They feel safe and are well cared for. Pupils relish the many responsibilities they hold within school.
- The promotion of British values is excellent. Pupils have an extremely well developed understanding of the rights and responsibilities of children within modern Britain and actively strive to uphold these.

It is not yet an outstanding school because

- Plans for school improvement do not always show precisely how leaders can measure success and evaluate quickly if further actions are required.
- Attainment is not as high in English grammar, punctuation and spelling as seen in other subjects. Progress in learning these skills is not consistently good across all year groups.

Information about this inspection

- Inspectors observed lessons in all classes and five observations were undertaken jointly with senior leaders of the school. Small-group sessions being led by teaching assistants were also observed.
- The inspectors met with seven governors, with senior and middle leaders, a representative of the local authority and a representative of the EOS teaching school. The EOS teaching school is a group of outstanding schools that offer support on specific areas of development.
- Discussions were held with two groups of pupils about their learning and their views on behaviour. Inspectors also spoke to many pupils during lessons, break and lunchtime.
- Account was taken of the 28 responses to the on-line questionnaire (Parent View), 138 responses to a recent school questionnaire for parents and also the comments of parents met at the school gate.
- A number of school documents was considered, including the school's improvement plan and a review of its own performance. Pupils' achievement and attendance data, together with documents linked to safeguarding were also looked at.
- Inspectors looked at pupils' work in lessons and scrutinised the work they had completed over time.

Inspection team

Fiona Dixon, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- Rawmarsh Rosehill Junior School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is rising and is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school provides a breakfast club during term time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching further and raise pupils' progress by ensuring that English grammar, punctuation and spelling skills are applied when writing in all subjects and teachers always promote accuracy in spelling.
- Improve leadership and management by making sure that plans for school improvement show precisely how leaders measure success and identify if further action is required.

Inspection judgements

The leadership and management are good

- The inspiring headteacher has driven forward rapid improvement since the previous inspection. Training in the teaching of reading, writing and mathematics has improved consistency in the quality of teaching. Significant changes to the marking of pupils' work and rigorous monitoring of pupils' progress have both supported the improvement in achievement.
- The head and deputy headteacher have a clear vision of how successful the school can be. They are positive role models of the high expectations that pervade all areas of school life. The plans for school improvement identify areas for development correctly, including for pupils' achievement. However, they do not always identify how success is to be measured to evaluate whether further action is required.
- Middle leaders are effective and contribute well to the improved teaching and increase in progress. They observe lessons, analyse pupils' work and ensure that best practice is regularly shared with colleagues. The school's systems to check on the progress that pupils make are very effective and if the progress of a pupil begins to slow, then support is put into place promptly. Improvements are clear in most aspects of English and mathematics, except in the teaching of grammar, punctuation and spelling.
- Staff performance management targets are challenging and reflect the school's high expectations for all. Staff are well supported through personalised training that is closely linked to the school's priorities. Salary increases link to the achievement of targets.
- The exciting curriculum is a strength of the school. It is broad and balanced and leads to enticing experiences for pupils. They are immersed and captivated in their learning through the excellent environment created in their classrooms. For example, in Year 3 pupils dig to find Egyptian artefacts in the sand that surrounds their pyramid while Year 5 enter their austere 1800s workhouse classroom. Learning is enhanced through regular visits that further bring learning to life.
- The social, moral, spiritual and cultural development of pupils is excellent. It is well supported through the use of carefully chosen stories and novels that are central to the teaching of reading and writing. Pupils explore the world through the eyes of children from a diverse range of cultures and points of view. Pupils develop a clear sense of self and a good understanding of global citizenship.
- Pupils and staff promote British values through their highly developed understanding of the internationally accepted 'Rights of Children.' Pupils explain confidently how their liberty within the school code of conduct is limited by the need to consider the rights of others. They actively strive to promote these rights for children in other countries. They accept that it is their responsibility to challenge the actions of those in government on issues such as child labour and access to education. Pupils appreciate the responses they receive to the letters they write that explain current actions being taken by those in power.
- The primary school sports funding is used effectively. The range of sports offered has widened to include curling and rock-climbing. Participation in after-school clubs has risen and pupils enjoy representing the school in local competitions. The under-nine girls' football team are the current South Yorkshire champions. Pupils talk of the close link between exercise, diet and healthy lifestyles.
- The local authority provides 'light touch' support. It has guided the school to work in partnership with the 'EOS teaching school'. This partnership has helped develop the role of middle leaders and the teaching of reading and writing through 'Novel Study' positively and rapidly.
- Parents are actively encouraged to be involved in the life of the school. They overwhelmingly enjoy 'open lessons' where they can share learning activities with their children. Parents volunteer to listen to pupils read, support school visits and help create the impressive scenery that brings classrooms to life.
- The school promotes equality of opportunity, tackles all discrimination and fosters good relations most successfully. This is seen in their well-attended breakfast club, the diverse range of visits and visitors that broaden the experiences of all pupils, the increasing attainment of all pupils and the active involvement of parents and the local community in the life of the school.
- School leaders, including governors, ensure that the pupil premium funding is used effectively to provide targeted support for pupils so that they make good progress. Inspection evidence shows that the wide gaps between disadvantaged pupils and other pupils in 2014 have closed significantly.
- Governors and leaders fulfil their statutory duties and make sure all requirements in relation to safeguarding are met.
- **The governance of the school:**
 - The governors are highly committed to the school's rapid improvement and this is evident in their regular visits to school. This, along with comprehensive reports from senior staff, ensures that they are well informed and knowledgeable. Governors review data and know how well the school is performing compared to other schools. They have a clear understanding of both the achievement of all groups of

pupils and the quality of teaching.

- The governors challenge and address areas of underperformance. They have actively supported the development of the English curriculum to engage pupils' interest and are aware of the subsequent training needs of staff in teaching basic skills.
- Governors make sure that checks on staff performance are thorough and that leaders and staff are set challenging targets linked to the needs of the school and pupil progress.
- Financial management is effective. Governors ensure that the primary school sports funding is spent wisely and make regular checks on the impact of the expenditure for pupils. They are proud of how smart pupils look in their new team kits and of the success of the sporting teams in local competitions.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are extremely polite and friendly. Pupils use good manners naturally, with 'please' and 'thank you' often heard. Pupils wear their uniform smartly and say they are proud to belong to this school.
- Pupils show positive attitudes to learning and this contributes well to the progress they make. The vast majority listen carefully and organise themselves well, working with purpose when in a group or on their own. Nevertheless, a small number of pupils in several classes require adult support to help them maintain this love of learning.
- Pupils enjoy being involved in the life of the school. They relish the many responsibilities they hold, whether as a classroom monitor or on the school council and the frequent opportunities they have to influence the life of the school.
- 'Playtimes are fantastic' is a view echoed by many pupils. Pupils of different ages play well together. The wide range of activities allows pupils to be themselves as they enjoy imaginary games, play with a wide range of equipment, take part in an organised ball game or just chat.

Safety

- The school's work to keep pupils safe and secure is good. Parents and staff overwhelmingly feel that pupils are well cared for and are safe, and pupils agree. Pupils enjoy coming to school and this is reflected in attendance being above average, with punctuality that is exemplary.
- Pupils know there is always someone to turn to for help if there is a problem. They understand the different types of bullying, including cyber-bullying. Pupils say that bullying incidents are almost unheard of and 'bullying does not happen as it is not allowed' reflects the view of all pupils spoken to. If pupils fall out with each other, staff help them to sort matters out quickly.
- Pupils are actively taught how to stay safe in situations that can carry a risk, as when on the road, cycling or near water. Pupils enjoy safe risk-taking when away on activity residential. The school always ensures that all activities in and out of school are carefully planned and assessed to keep children safe.
- Vulnerable pupils are well supported as the school works well with external agencies to meet their needs.

The quality of teaching is good

- The work in pupils' books and displayed around the school, along with records showing good progress indicate that teaching in reading, writing and mathematics is good. This is a significant improvement since the previous inspection.
- Teachers use questioning to challenge pupils to think for themselves, to give reasons for their answers and to check their understanding. In a Year 5 mathematics lesson on data presentation, the teacher targeted questions to get pupils to think about possible problems that could arise from plotting pupil shoe size on a bar chart – what if one pupil was a 'half' size? Teachers are quick to address any errors or misunderstandings that become evident through pupils' responses.
- Teachers know the ability of the pupils well and ensure that work is set at the correct level of challenge and support so they can learn successfully. For example, in a Year 3 lesson on telling the time a group of pupils worked effectively with the teaching assistant on the concept of 'past' and 'to', while the most able were challenged to find the same time in the twelve-hour and twenty-four-hour clock.
- The teaching of reading is good. Teachers ensure that pupils read widely and often through daily guided reading sessions and the exploration of a class text in 'novel study' time. Teachers add interest to reading

by using a wide range of types of books from different authors.

- The teaching of mathematics is effective. Teachers provide real-life problems to make learning interesting as pupils use their skills and consider different methods of calculating the answer.
- Pupils are taught successfully how to write in many different styles, such as in letters, reports and persuasive writing. Their work is often imaginative and very well presented in cursive script. However, teachers do not always promote accuracy in spelling or ensure that pupils apply their skills of grammar, punctuation and spelling correctly when writing in subjects other than English.
- Literacy, numeracy and communication are well developed across all areas of learning. For example, during the inspection Year 6 pupils used role-play to explore the motivation of Lady Macbeth as she suggested the murder of Duncan to Macbeth. Year 4 pupils calculated the amount of fencing eaten by the 'Iron Man' and the cost of replacing it. In Year 5 science, pupils recorded how to create a fair test when exploring which material would make the best filter for recovering a substance from suspension.
- Marking of pupils' work helps them to learn and accelerate their progress. Pupils know what they have done well and use a 'green strip' to follow the guidance of their teacher to improve their work further. Pupils enjoy explaining how their learning has improved through this regular 'editing' of previous work as they are confident it helps them to not repeat the same mistake and move towards their target.

The achievement of pupils is good

- Pupils' progress has improved since the previous inspection and inspection evidence shows that it is now good or better across all year groups in reading, writing and mathematics.
- Pupils in the current Year 6 have been helped to catch up on the sometimes limited progress they made when they first joined the school. Inspection evidence, including lesson observations, work in pupils' books and the information on progress made by each pupil show that their present attainment is at least in line with, if not better than, the national average in reading, writing and mathematics. This is an improvement on attainment in 2014.
- Attainment in writing is good across all year groups. However, pupils' use of grammar, punctuation and especially accurate spelling is not yet as strong as other aspects of their writing. This is now improving as teachers give more attention to these skills and remind pupils of the importance of their accurate and consistent use.
- Reading is a strength in the school. Pupils read confidently for pleasure as well as research. Regular visits from authors and poets further engage pupils' love of reading.
- Many pupils enjoy mathematics and apply their skills well to solve problems.
- The most able pupils throughout Key Stage 2 are appropriately challenged in lessons and make good progress. More pupils in Year 6 now produce work at the higher Level 5 in reading, writing and mathematics. Those in Year 6 relish the opportunity to work at the local secondary school on Level 6 tasks and are on track to reach this standard, which is well above that expected for their age.
- In 2014 at the end of Year 6, there was a gap between the attainment of disadvantaged pupils and that of non-disadvantaged pupils. Disadvantaged pupils were a year behind in mathematics, and half a year behind in writing, compared to both non-disadvantaged pupils in the school and nationally. In reading they were over two terms behind non-disadvantaged pupils nationally, but attained a similar level to non-disadvantaged pupils in the school.
- In response to improvements in teaching, disadvantaged pupils now make good progress and attainment is similar to that of their peers. This reflects that, since the previous inspection, any gap in attainment, compared to non-disadvantaged pupils in the school and nationally, has been significantly reduced.
- Skilled and knowledgeable teaching assistants work very closely with teachers and make a significant impact on the good progress that pupils make. They provide very focused teaching for individuals and small groups in areas of learning that they have found difficult and this increases their progress. This very close matching of provision to pupils' ability ensures that their needs are met fully. As a result, all pupils, including those who are supported through pupil premium or disabled pupils, and those with special educational needs, make good progress from their starting points.

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	106875
Local authority	Rotherham
Inspection number	453535

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Mrs D Douglas
Headteacher	Mr M Wagstaff
Date of previous school inspection	26 March 2013
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