

# Rawmarsh Thorogate Junior and Infant School

Thorogate, Rawmarsh, Rotherham, South Yorkshire, S62 7HS

<b>Inspection dates</b>	9–10 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Outcomes for pupils are good because pupils make good progress in English, mathematics and a wide range of subjects.
- Teachers' clear explanations help pupils to settle quickly to the work that is to be done. Work set matches pupils' needs and abilities and helps them make good progress.
- Teachers have high expectations of what pupils can achieve and plan interesting tasks that engage pupils in their learning.
- Pupils say they enjoy coming to school and are safe and happy at school.
- Pupils behave well around school and in class. They treat adults and each other with dignity and respect.
- Pupils take pride in their work and have good attitudes to learning.
- Senior leaders and subject leaders have taken appropriate action to ensure that the quality of teaching is good and that pupils make good progress across the school.
- Children in the early years make good progress because of the stimulating activities that are prepared for them and the good teaching and leadership in the setting.
- Governors have an accurate view the school from first-hand experience. As a result, they have challenged leaders well and the overall effectiveness of the school has improved.

### It is not yet an outstanding school because

- Occasionally, pupils' learning is not checked sufficiently well to adjust work and provide greater challenge to deepen learning.
- Occasionally, questioning does not probe well enough to ensure that pupils think deeply about their learning.
- Plans for improvement do not show clearly how the changes to be made will improve the quality of teaching and pupils' outcomes.
- In the early years, activities are not sharply focused on developing children's independence.

## Full report

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

- Improve the quality of teaching even further, in Years 1 to 6, to ensure that pupils make outstanding progress, by:
  - providing additional challenge for pupils in lessons as appropriate
  - skilfully questioning pupils consistently well to deepen the knowledge and understanding of pupils.
- Strengthen outcomes in the early years by further developing children's curiosity and independence through providing more activities that children choose for themselves.
- Increase the impact of leaders and governors by ensuring that plans for improvement are sharply focused on the impact actions will have on improving teaching and outcomes for pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders and governors have ensured that the quality of teaching and outcomes have improved since the last inspection and are now good. They have developed a strong sense of purpose among all staff and morale is high in the school.
- Leaders, including subject leaders, make a strong contribution to improving teaching and learning. They use a wide range of information to determine the quality of teaching accurately. Subject leaders say that they are provided with adequate time to fulfil their roles appropriately. The use of judicious support, when necessary, has improved teaching to be good.
- Teachers' performance is checked carefully. Strategies such as professional development, coaching and support are used to improve teaching. Over time, the overall quality of teaching has improved.
- Leaders have an accurate view of the school's effectiveness. Actions taken by leaders have been successful in improving the school. However, current plans for improvement lack clear criteria by which success can be measured in terms of improvements to teaching and pupils' outcomes. Governors agree that a sharper focus in improvement plans would help them further in their challenge and support role.
- Leadership in the early years assesses children's progress well. However, further opportunities to strengthen children's independence and curiosity would assist them in contributing to even stronger progress.
- The curriculum makes a good contribution to pupils' outcomes and their personal development, behaviour and welfare. There is an appropriate focus on the development of good literacy and mathematical skills across a wide range of subjects. A well-planned set of interesting experiences for pupils engages them well in their learning. Residential activities and visits to a Viking village, a dinosaur exhibition and an exhibition about Anne Frank provide stimulating learning experiences for the pupils. Through assemblies and the personal, social and health education programme children develop a clear understanding of democracy, the law and what it is to be a good citizen. The school is contributing well to pupils' spiritual, moral, social and cultural understanding.
- There is a wide range of after-school activities which most pupils attend. Pupils enthused about their sporting opportunities. The primary school physical education and sports funding is used very well. The funding supports the employment of a sports coach to develop a wide range of activities and contribute to the teaching of physical education. Sport at lunchtime and after school is strong. The school is successful in sport and many pupils participate in competitions. For those children not participating in competitive sport there is an opportunity to take part in other 'keep fit' activities.
- The pupil premium funding is used effectively to ensure that all pupils can take part in visits and extra activities organised by the school. This is a good example of the school's commitment to equality of opportunity. The additional academic support given to these pupils has ensured that over the past two years all of the disadvantaged pupils leaving school at the end of Year 6, although few in number, made at least expected progress in English and mathematics.
- The local authority has brokered support from an outstanding school which has been effective in contributing to the improvement in the school's overall effectiveness. The support has been used to develop work in mathematics and to validate some of the school's assessment. The local authority has also provided support for development in the early years to ensure its provision is good. It has provided training for new governors which has strengthened their understanding and contribution.
- **The governance of the school**
  - Governors have a strong understanding of the quality of teaching across the school and how well the school is doing. They visit the school regularly and see pupils' work. Governors link teachers' performance to pay and hold leaders and teachers to account for the progress pupils are making.
  - Governors check the school budget and know how the pupil premium funding and the primary school sports grant are used. They have a good understanding of how well pupils are achieving in comparison to pupils nationally, particularly disadvantaged pupils. Governors are clear about their role and take regular training opportunities to strengthen their work to challenge and support the school further.
- The arrangements for safeguarding are effective. Governors and staff are appropriately trained to ensure that pupils are safe. Leaders work with parents and other agencies in the local authority to make sure that vulnerable pupils are well-cared-for and supported. The safety and safeguarding of children attending the school's breakfast club is secure.

## Quality of teaching, learning and assessment is good

- Since the previous inspection, leaders have focused strongly on strengthening the quality of teaching. As a result, teaching has improved so that it is now consistently good.
- Pupils are given clear and concise explanations about what is required of them. They start work quickly with a clear understanding of what has to be completed to achieve well in their work.
- Expectations are high. Pupils respond well to produce good work that is well-presented. Consequently, pupils are making good progress across subjects.
- Work is usually well-matched to the needs and abilities of pupils. Teachers plan interesting work, capturing pupils' imagination and motivating them well. Consequently, pupils make good progress and behave well. Good relationships are a feature in all classes.
- Pupils' work is checked regularly in class to clarify misconceptions and to provide additional challenge when necessary. Occasionally, opportunities to provide greater challenge for more pupils are missed and, although learning is good, it is not outstanding. Very occasionally, when the work is not challenging, a few pupils lose concentration.
- Questioning is used well to involve pupils and assess what they understand. Pupils are keen to answer and are given time to explain fully what they have learned. However, questioning is not consistently challenging for pupils and, now and again, pupils are not required to think deeply about what is being learned and progress slows. Occasionally, the knowledge and understanding of all pupils throughout the class is not assessed fully.
- Literacy is well supported across a wide range of subjects. There are good opportunities to write at length, especially in history and geography, and many opportunities for pupils to read out loud. Pupils' good reading skills are used well to develop their skills to research topics by using computers and the internet. There are good opportunities to apply mathematical skills appropriately across a range of subjects.
- An analysis of pupils' work showed that marking and feedback are regular and follow the school's policy. Teachers focus strongly on the accuracy of English grammar, punctuation and spelling which helps pupils produce high-quality writing. Pupils respond to feedback and are keen to improve their work. Teaching assistants are briefed well by teachers and, as a result, they make a good contribution to pupils' learning.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take pride in their work. Handwriting and presentation of work is of a good standard.
- Pupils told inspectors that they enjoy school and they are safe. Pupils are clear about how to adopt safe practices when working with technology and using the internet. The school promotes internet safety through assemblies and when children are regularly using the well-equipped computer suite. A range of visitors from the fire brigade, the police service and a cycle safety organisation provide pupils with good knowledge of how to stay safe.
- Pupils are clear about what constitutes bullying and are confident that the school does not tolerate it and takes effective action should it occur. They said bullying 'never really happens'. Inspectors found that bullying is infrequent. Year 6 pupils spoke knowledgeably about bullying and its impact on children. They referred to their current class reading book which tackles issues about bullying at school.
- Pupils listen to others' opinions and show respect for each other. Pupils are polite, courteous and welcoming to visitors. Pupils are generally confident when speaking to adults.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They have two hours per week of physical education and additional clubs they can take part in after school. At break and lunchtime pupils have a range of equipment they can play with and use the multi-use games area (MUGA) to play team sports such as hockey. Pupils get on well together in class and around the school.
- There are good opportunities for pupils to accept posts of responsibility. For example, play leaders set out playground activities for break and lunchtime, and digital leaders support others with the use of information technology.
- Pupils vote for their school council and this is a good introduction to democracy. Those wanting to be school councillors have to write down their reasons and present them to others in their class. Pupils know their

views are listened to by adults.

- The guidance pupils are given and the responsibility they readily take on give them a good understanding of British values and prepare them well for life in modern Britain. Pupils are generous in supporting the work of charities.
- School leaders have good systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils.
- Parents and staff are very confident that children are safe and well-cared-for in school.

## Behaviour

- The behaviour of pupils is good.
- Pupils manage their conduct well both inside and outside the classroom. They know what is expected of them and behave well. Pupils say that the key rules in the school are 'respect for others, taking responsibility and respect for equipment and the environment'.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn. Very occasionally, a small number of pupils lose focus on their learning but they do not distract others.
- Attendance is average with few pupils regularly absent from school. In the last academic year, no pupils were regularly absent from school. With the support of their parents, pupils are punctual to school. They are clear about how important it is to be punctual.
- There have been no exclusions from school this academic year or in the previous year.
- Pupils enjoy the 'golden points' they receive for good work and for good behaviour and attendance.
- The school environment is well-cared-for and is litter free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Pupils told inspectors that behaviour is good. Parents and staff agree.

## Outcomes for pupils

are good

- Since the previous inspection, inconsistencies in the quality of teaching have been tackled successfully. Pupils are making the progress expected of them with a good number making even better progress.
- In 2015, progress for those pupils leaving school at the end of Year 6 was good in mathematics and writing. This showed an improvement in the standards reached in mathematics from the previous year and consistently good progress was maintained in writing. The good progress in reading, in 2014, slipped in 2015 because of some inconsistent teaching across Key Stage 2. This has now been resolved.
- Inspectors found that current pupils are making good progress in reading, writing and mathematics across the school. An analysis of pupils' work showed good progress in English and mathematics and in a range of other subjects especially history, geography, information technology and physical education.
- Attainment improved strongly at the end of Key Stage 1, in 2015, because of improved teaching. Pupils reached average standards in English and mathematics and made good progress from their starting points. They are continuing to make good progress. Attainment is rising across the key stages. School information indicates that those leaving Key Stage 2, this year, will reach at least average standards from well below average starting points.
- The most-able pupils make good progress and reach standards of attainment that are the same as similar pupils nationally. These pupils spend some time studying work at a local secondary school to challenge them further. They also receive additional reading opportunities at school to further strengthen their good progress.
- Over time, there have been too few disadvantaged pupils in school to make effective comparisons between their progress and the progress of others. However, inspectors found from an analysis of pupils' work that disadvantaged pupils are making similar progress to others across the school. In writing, in Year 6, disadvantaged pupils are making at least similar progress to other pupils and the standards reached by them are average or better than that.
- The progress of the few pupils who have special educational needs or disability varies depending on their complex needs. Overall, their progress is broadly in line with other pupils in school. The school integrates these pupils well into classes and they are given good support to meet their needs.
- The school is promoting reading very well. There are daily reading sessions and a good range of reading

books, both in classrooms and the school library. Inspectors observed reading sessions and found that pupils are questioned thoroughly to develop a full understanding of what is being read. Right from the start, in the early years, children make good progress in linking letters and sounds to read. This continues in Key Stage 1. In the most recent screening check for reading at the end of Year 1, the proportion of pupils reaching the expected standard is above average.

- Inspectors listened to pupils reading. They found that pupils develop good skills and are enthusiastic readers. Older pupils have excellent opportunities to read a range of articles, for example from the news, and share their views, verbally and in writing. Parents make a good contribution by listening regularly to their children reading at home.

## Early years provision

is good

- Children are safe and happy because of the secure procedures that exist in the early years provision. Relationships between children and staff are strong and this results in confident children who are keen to try new activities.
- Attainment on entry is typical for children of this age and children make good progress from their starting points. Over time, the proportion of children attaining a good level of development has been improving. School information indicates that it is set to be above average at the end of this academic year.
- Teaching has a positive impact on the progress that children make in linking sounds together and writing simple words.
- The curriculum is well planned and based on the good knowledge that the teacher has about children's learning and development. There are good opportunities that excite and interest children. For example, children are eagerly waiting for eggs to hatch into chicks and are keen to point these out to adults. A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness, as does the bright and stimulating learning environment.
- Children are being well prepared for entering Year 1 through carefully planned sessions which promote good literacy and numeracy skills.
- Good leadership is ensuring that progress across the areas for learning is good. Leaders demonstrate a clear understanding of the actions that need to be taken to continue to improve outcomes. The quality of teaching is good. The teacher and other adults are using accurate assessment information to plan interesting tasks that are helping children to make good progress. Children enjoy their work and cooperate well together. For example, children worked well together when engaging in imaginary play to build a police station. Children are developing good personal and social skills and good behaviour, which are supporting their learning well.
- There are too few children who have special educational needs or disability, or who are disadvantaged, to make meaningful comparisons between their progress and the progress of other children. The progress being made by all groups of children is being recorded effectively by adults to ensure good progress is being made.
- Inspectors noted that, when considering children's 'next steps' in learning, adults are not developing sufficient opportunities for children to choose their own learning activities to further develop their curiosity and independence.
- Parents are engaged in children's learning. They are well informed about the progress of their children and have opportunities to 'play and stay' to observe and support their children in learning. Parents have positive views about the experiences that are offered and the progress their children are making.

## School details

<b>Unique reference number</b>	106910
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10002050

This inspection 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Hepworth
<b>Headteacher</b>	John Barnett
<b>Telephone number</b>	01709 710033
<b>Website</b>	<a href="http://www.thorogateschool.co.uk">www.thorogateschool.co.uk</a>
<b>Email address</b>	<a href="mailto:thorogate@rotherham.gov.uk">thorogate@rotherham.gov.uk</a>
<b>Date of previous inspection</b>	5 November 2013

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Almost all pupils are White British. All pupils speak English as their first language.
- The proportion of pupils who have special educational needs or disability is average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Children start early years with full-time education in Reception.
- The school holds a basic skills award and a school games award at gold standard.
- For a period of time since the previous inspection, the school worked closely with a national leader of education from Hartsholme Academy to strengthen the quality of teaching and learning. This work ended in November 2015.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with the headteacher.
- Inspectors spoke with a group of pupils about their learning in lessons and their safety in the school. Also, throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books with the headteacher.
- An inspector held meetings with the Chair of the Governing Body and two other governors. Inspectors also held meetings with senior leaders and other staff. The lead inspector held a meeting with a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- An inspector spoke with parents at the start of the first day of the inspection.
- Inspectors analysed the 23 questionnaires completed by staff. There were no responses to the online questionnaire for pupils. Inspectors analysed the 26 responses to the online questionnaire for parents (Parent View).

## Inspection team

James McGrath, lead inspector	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector
Clare McGarey	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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