

Inspection of Monkwood Primary School

Estate Road, Rawmarsh, Rotherham, South Yorkshire S62 7JD

Inspection dates: 15 and 16 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are well cared for at Monkwood Primary School. Staff develop warm and nurturing relationships with pupils. Pupils and staff talk respectfully to each other. Leaders have high expectations for pupils both academically and socially. Pupils are safe. They attend school regularly.

Most pupils behave well in lessons and around school. They are rewarded for good behaviour by showing the expectations set out in 'The Monkwood Way'. Some pupils do not always follow the high expectations that leaders have for their behaviour. Bullying is rare. When it does happen, parents and pupils agree that it is dealt with quickly.

Pupils are well prepared for their next stage of education and for life in modern Britain. They are knowledgeable about fundamental British values and why they are important. Pupils learn how to keep themselves healthy and safe. They talk confidently about topics such as online safety and healthy relationships. Pupils are passionate about promoting equality and are accepting and welcoming of everyone.

The pastoral support that pupils receive is a strength at this school. The pastoral team provides extensive support for any pupils with additional needs. The team also works with parents, who appreciate the support that they receive.

What does the school do well and what does it need to do better?

School and trust leaders have prioritised curriculum development from the early years to Year 6. Subject leaders appreciate the support and expertise of trust curriculum leaders. Together, they have planned the content and sequencing of the curriculum well.

Leaders have identified the important knowledge that they want pupils to know and remember over time. This is particularly successful in subjects such as art and geography. In mathematics, pupils follow a structured series of lessons that build on their previous learning. However, pupils in key stage 2 cannot recall important mathematical facts automatically, when solving more complex calculations.

Teachers receive the training that they need to deliver the ambitious curriculum. Lessons are carefully thought out. Teachers are clear about what pupils should know and by when, so that they can build knowledge over time. The needs of pupils with special educational needs and/or disabilities (SEND) are well met. Leaders ensure that these children receive appropriate support. Adaptations in lessons support pupils with SEND to learn alongside their peers.

The reading curriculum is designed to ensure that all children learn to read as a priority. There is a consistent approach to teaching phonics that starts in the early years. Nursery children enjoy listening to sounds in the environment before learning letter sounds. This focus on reading continues as pupils move through the school.

Reading lessons help pupils to develop a good understanding of what they read. Pupils develop a good understanding of complex vocabulary. Adults support pupils to become fluent readers. Pupils read well. They enjoy taking home books from the selection of 'read before you leave' books.

There is a strong focus on the development of pupils' language and communication throughout the curriculum. This includes across all areas of learning in the early years and in all subjects in the curriculum. Leaders have identified the key vocabulary that they want pupils to know, understand and remember. Staff explore the meaning of vocabulary in lessons. They encourage pupils to explain in full sentences. In geography, pupils in key stage 1 can give clear explanations, for example 'a harbour is where boats are kept'.

In the early years, leaders have thought carefully about the curriculum. The learning environment, both inside and outside, is well resourced and attractive. Children enjoy effective, focused teaching sessions with the teacher. They are encouraged to be independent and apply their knowledge to solve problems and in play. There are lots of opportunities for children to develop their knowledge in mathematics and reading. Adults ask questions that develop children's vocabulary and language. Staff in the early years build strong relationships with families. These help children to make a good start to school life.

In most lessons, pupils show positive attitudes to their learning. Teachers use rewards to encourage pupils to do their best and work together. In most classrooms, teachers have clear routines and deal with any disruption fairly. However, some teachers are unsure about what to do if pupils are not behaving well.

Staff are proud to work at the school. They feel well supported by both school and trust leaders. Staff appreciate the headteacher's open door policy. Leaders recognise the importance of regular attendance. They have invested in staff to manage and improve this. The governing body and leaders of the trust provide effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, governors and trustees make careful checks on safeguarding procedures to assure themselves that pupils are safe. Staff know pupils well and are aware of signs that pupils may be at risk of harm. Leaders have a clear system for staff to report any concerns that they may have. Pupils benefit from listening to visitors who come to the school to talk to them about keeping themselves safe.

Staff and governors receive regular training. Staff training on how to listen to pupils and report a concern is thorough. However, leaders and governors have not ensured that staff understand the range of local and national risks that pupils may face.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' attainment and progress in mathematics for key stage 2 pupils has dipped. Older pupils are too reliant on using equipment to work out mathematical facts. This means that pupils are unable to apply their knowledge automatically to more complex mathematical concepts. Leaders need to provide more training to staff to address gaps in learning for mathematics so that standards in key stage 2 improve.
- Some staff do not always follow the school's policy in order to manage behaviour and maintain high expectations. On occasions, a small number of pupils do not behave as well as they should. Leaders should ensure that all staff follow the agreed approach to managing behaviour so that expectations are consistently high.
- Leaders ensure that pupils are safe in school. However, staff do not fully understand how the training that they receive relates to the risks in the local area. Leaders need to ensure that a relevant and well-planned safeguarding training programme is in place for all staff.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145017
Local authority	Rotherham
Inspection number	10268305
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	Board of trustees
Chair of trust	Steve Calvert
Headteacher	Kay Sherburn
Website	www.monkwoodprimary.org
Dates of previous inspection	17 and 18 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provision provider.
- The school is part of Wickersley Partnership Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, early years leader and the special educational needs coordinator.
- The lead inspector met with representatives from the local governing body, trustees, the chief executive officer and representatives from the trust.
- Inspectors carried out deep dives into reading, mathematics, history, geography and art. For each deep dive, inspectors met with subject leaders, looked at

curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.

- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school, and about their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and pupils and pupils and adults. The lead inspector also met with the designated safeguarding lead and the trust safeguarding manager.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils. They considered comments received via the free-text facility on Ofsted's online survey for parents, Ofsted Parent View. They also talked to some parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector	His Majesty's Inspector
Emily McCullagh	Ofsted Inspector
John Davie	Ofsted Inspector
Shan Brough Jones	Ofsted Inspector
Matthew Harrington	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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