



Roughwood Primary School

Inspection Report

Unique Reference Number 106853
Local Authority Rotherham
Inspection number 287627
Inspection dates 21–22 February 2007
Reporting inspector Tony Painter

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

Type of school	Primary	School address	Roughwood Road
School category	Community		Rotherham
Age range of pupils	3–11		South Yorkshire S61 3HL
Gender of pupils	Mixed	Telephone number	01709 740254
Number on roll (school)	384	Fax number	01709 557382
Appropriate authority	The governing body	Chair	Mrs Lesley Woodburn
		Headteacher	Mrs K Nash
Date of previous school inspection	2 July 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school was formed in 2003 by amalgamating the previous infant and junior schools and is larger than average. Almost all children are from White British backgrounds and live close to the school. This area has significant social and economic disadvantages: the proportion of children eligible for free school meals is above average. Around a quarter of the children have identified learning difficulties and/or disabilities, which is above average, although only one child has a statement of special educational need. The school is a part of the North West Rotherham Education Action Zone (EAZ).

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This satisfactory school has now begun to take the necessary action to tackle weaknesses. Self-evaluation is broadly accurate and a shared vision of how to improve has been established. The first signs of successes are appearing in Key Stage 2 children's improving progress. These represent a sound foundation and show satisfactory capacity for future improvement. The school gives satisfactory value for money.

Children's overall achievement is satisfactory. Most children join the school with well below average attainment. Many have significant social and language weaknesses and their early experiences have been limited. Good provision in the Foundation Stage classes ensures children settle quickly and make good progress in all areas of their development. However, few manage to reach the levels expected of children of this age as they begin Year 1. Most children continue to make good progress in Key Stage 1 and they reach levels of attainment that are broadly average. Children's overall progress in Key Stage 2 has been very weak for a number of years. The levels of attainment gained in Key Stage 1 have not been maintained and many children have underachieved significantly. The school has recognised this weakness and, with the support of the local authority, introduced a number of measures to improve teaching and raise achievement. These are beginning to have a positive impact: teaching is satisfactory and standards are rising slowly but remain below average. Tracking now shows that most children in Year 6 are making better rates of progress and greater proportions are set to reach the expected levels.

A key component of the recent improvements has been the introduction of more systematic and usable assessment systems, giving a clearer picture of children's progress. This information is beginning to be used well, for example in identifying appropriate additional lessons to address some children's specific weaknesses. Teachers also make increasing use of this information when planning their lessons. Most lessons clearly identify what children will learn and teachers make a point of discussing this with the children. As a result, children have a better idea of how well they are learning. Teachers also identify targets for groups of children to give them something to aim at. However, teachers do not consistently reinforce the targets or ensure that tasks are pitched at the right level to challenge children with different abilities. Teaching has some strengths, such as the well-established good relationships, routines and organisation. The overall quality of teaching and learning is satisfactory, although some is good. Variations in the quality of teaching limit the consistency of children's progress through the school.

The school successfully ensures children's good personal development and well-being. A strong atmosphere of care and support gives confidence to children and most parents. Children learn to work together well and behave well. The recent introduction of stronger strategies to encourage discussion in lessons is having a positive impact on children's abilities to express their thoughts and feelings. Very good systems identify and support vulnerable children. Substantial provision to enhance children's emotional development has been aided by effective links with the EAZ and other outside agencies.

Improvements since amalgamation have been satisfactory, but slow to get underway. However, there is now clear evidence of positive teamwork to tackle the acknowledged weaknesses and leadership and management are satisfactory overall. Senior leaders are united with the headteacher to improve the quality of provision. To support this process, there is increasing attention to monitoring the quality of teaching and learning to identify strengths and how it can be improved. Literacy and numeracy coordinators now play a greater role in leading their subjects. However, the school has not yet done enough to involve all subject leaders in the process of leading improvements.

What the school should do to improve further

- Raise standards through more effective use of assessment information.
- Improve the overall quality of teaching, reducing variations and sharing

good practice.

- Develop leadership and management roles.

Achievement and standards

Grade: 3

Children join the school with limited experiences and their overall levels of attainment are well below average. They make good progress in Foundation Stage and Key Stage 1 classes and overall attainment by the end of Year 2 is around the national average. This has been reflected in the school's results in the national assessments at this age in most recent years. The 2006 results were lower because a higher proportion of children than usual had special educational needs. The school is now taking successful action that is helping these children to catch up and current Year 2 children are performing at higher levels than last year.

The school has consistently been unable to maintain the strengths established in Key Stage 1. Progress in Key Stage 2 has been significantly weaker, confirmed by tracking which clearly shows many children's underachievement. The school's Year 6 national test results show consistently below average standards. Recognising this weakness, teachers have begun to tackle the problem more rigorously through improved teaching and most current Year 6 children are now making better progress.

Personal development and well-being

Grade: 2

Children's personal development is good. Most are well behaved, welcoming to visitors and positive about school. They enjoy learning, developing new skills and taking part in all that the school provides. Children develop self-esteem and confidence because their efforts and achievements are valued and rewarded. The school council makes a successful contribution to the school's work. A range of successful befriending systems helps children develop responsibility. The school works hard to promote its broadly satisfactory attendance and ensure most children arrive on time.

Children's spiritual, moral, social and cultural development is good overall. Assemblies contribute well to their good moral and social development. Children have a good sense of right and wrong and most relate well to each other and to adults. On the rare occasions bullying occurs, it is dealt with effectively and children say they feel safe. Children make good contributions to the wider community, such as by taking part in charity events. They understand the importance of having a healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 3

Good relationships ensure most children are secure and enjoy their learning. In the Foundation Stage classes, interesting activities capture children's attention and promote effective learning. Staff carefully record how well children are doing, using this information to plan activities with the right level of challenge. Elsewhere in the school teachers organise and manage their classrooms well, making good use of resources to help children learn. Some lessons use effective techniques to ensure good pace to learning, but weaker lessons lack this level of demand. When teaching assistants have clear roles they contribute positively to learning. However, some parts of some lessons are less well structured and they make less impact.

Planning now identifies what children will learn and this is shared with them. Teachers pay better attention to assessing children's progress. In good lessons they use this information well to identify targets and plan different levels of challenge to meet the learning needs of children of different abilities. However, this is not always done successfully enough to ensure good progress. Lessons usually include good opportunities for children to discuss their work and they are increasingly aware of how well they are doing.

Curriculum and other activities

Grade: 3

Teachers are currently improving the school's satisfactory curriculum through greater links between learning in different subjects. More attention is being paid to developing investigative approaches to learning. The youngest children get off to a good start because they have many interesting and sometimes exciting things to do. Children develop knowledge and understanding as they move through the school. However, work is not always matched carefully to their precise needs to enable them to make best possible progress. Children have many opportunities to engage in discussion to help their learning. Personal and social development is emphasised and lies at the heart of the school's work. Interesting visits and visitors, such as poets, help to bring learning to life. Children enjoy a good range of popular clubs and activities, such as football, badminton, Spanish and karate. These rich experiences help children develop healthy and varied lifestyles.

Care, guidance and support

Grade: 3

The considerable strengths in this area led the school to judge provision as good but it had not taken sufficient account of weaknesses. The school takes good care of children and all staff have great concern for their welfare. Good health and safety systems, risk assessments and procedures to keep children safe from harm are embedded in all the school's work. There are effective arrangements to ensure all staff are appropriately vetted. Staff ensure a smooth transition for children entering or leaving school and give parents good information. Support for children with learning difficulties and/or disabilities is well organised and effective.

Systems for monitoring children's academic achievement are satisfactory. The school tracks children's progress increasingly carefully so that weaknesses can be identified and overcome. Children have some personal and group targets to help them learn and teachers often evaluate with them what has been learnt. However, work is not always matched to their precise needs to enable them to make best possible progress. Marking often acknowledges achievements but does not always indicate what children must do next to improve. This limits children's role in contributing to how well they achieve.

Leadership and management

Grade: 3

The headteacher has worked hard, with the support of the local authority, to meet the challenges of the amalgamation of the previous schools. As a result, there is now a clear vision and a shared drive among staff to secure needed improvement. The school has an accurate understanding of its strengths and weaknesses and evaluations have broadly matched those of the inspection. This is based on satisfactory, but embryonic systems of self-evaluation, which involve senior managers and the governing body. Enthusiastic senior teachers and key subject leaders are being equipped with the skills needed to enable them to make a significant contribution to school improvement. For example, they are increasingly involved in monitoring teaching and learning to help improve its quality and consistency. However, leadership of other subjects is underdeveloped. Data from national tests is now carefully analysed with gained information being used to identify and overcome weaknesses. As a result, there is now rigour in the drive to raise achievement with robust procedures currently established for tracking children's progress. Governors are supportive of the school and are starting to hold the school to account for what it achieves. The governing body is now much clearer about what needs to be done to secure improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Many thanks for all your help when we visited recently. It was good to speak to you and hear your thoughts about your school. You were all polite and helpful in lessons even when inspectors got lost in the corridors.

You told us that you thought the teachers looked after you well and we agree. The school has good systems to keep you safe and healthy. Everyone works really well to make sure you all get lots of support to help you to mature and become confident.

The teachers have had to make lots of changes since the schools were amalgamated. They are now working well together to improve things, but the teachers looking after different subjects need to help more in making things better. Although most of you learn quickly in the Foundation and infant classes, those of you in the juniors haven't always done as well. Teachers are working hard to improve that and things are a bit better now. They have some good information about how well you are learning. However, we think that all teachers need to make sure they use this to plan work that challenges everyone enough. We have also asked teachers to help you to learn better by making sure that all lessons are as good as the best.

You can help by coming to school regularly and carrying on doing your very best in all your lessons.