



Rawmarsh Rosehill Junior School

Inspection Report

Unique Reference Number 106875
Local Authority Rotherham
Inspection number 287634
Inspection dates 9–10 October 2006
Reporting inspector Terry McDermott

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

Type of school	Primary	School address	Kilnhurst Road
School category	Community		Rawmarsh, Rotherham
Age range of pupils	7–11		South Yorkshire S62 5QH
Gender of pupils	Mixed	Telephone number	01709 710574
Number on roll (school)	216	Fax number	01709 719695
Appropriate authority	The governing body	Chair	Mrs D Douglas
		Headteacher	Mr Martin Wagstaff
Date of previous school inspection	15 April 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is in a mixed area with some social and economic disadvantage. The school population is almost entirely White British. Very few pupils speak English as an additional language. The proportion of pupils eligible for free school meals is above average, as is the proportion of pupils with learning difficulties and/or disabilities. The proportion of pupils with statements of educational need is average. The school holds the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. The school's strengths lie in the care it provides for its pupils and in the interesting and varied curriculum it offers them. Pupils are valued as individuals and they know that staff are fully committed to their well-being. As a result of the dedicated efforts made by staff, pupils make good progress in their personal development. A substantial minority of pupils start school with weak social and communication skills. By the time they reach Year 6, they behave consistently well and display good attitudes to learning. This shows the good impact of the school's efforts in this aspect of their learning.

Pupils start school with broadly average standards and they leave Year 6 with average standards. They make satisfactory progress overall and their achievement is satisfactory. The quality of teaching is satisfactory but is stronger in Year 6, where lessons more consistently have pace and challenge. When pupils are set challenging tasks and are expected to think for themselves, they learn more quickly and make good progress. However, this does not happen often enough throughout the school. Teachers mark work regularly and praise achievement but they do not consistently tell pupils what they must do to improve. In addition, pupils are not sufficiently involved in setting and reviewing targets for their own learning or always aware of what they should achieve. The curriculum is good and is strongly enriched by residential visits and visits to a range of interesting sites, museums and places of religious significance, which make learning real and active. Pupils say they like to learn this way.

Leadership and management are satisfactory. Leaders have built a clear and positive team spirit amongst the staff, who work well together. Improvement since the last inspection has been satisfactory. Although some previous weaknesses have been turned into strengths, the formal structures and processes for improving the quality of teaching and learning have, until recently, been ineffective. Monitoring of key aspects of the school's work in classrooms has been carried out and weaknesses have been correctly identified but the necessary follow-up corrective actions have not been taken with sufficient speed or attention to detail. Recent improvements to the system which tracks the progress pupils make are well founded and give reliable information. The school now has the capability to analyse and evaluate this information. Managers have yet to make full use of this to help raise standards and improve achievement. The school gives satisfactory value for money and has satisfactory capacity to improve.

What the school should do to improve further

- Set more challenging work in Years 3 to 5 in order to raise pupils' standards and achievement.
- Ensure that managers make full and rigorous use of systems to monitor teaching, learning and pupils' performance, so that weaknesses are identified quickly and improved.
- Ensure that teachers' marking provides pupils with the information they need to improve their learning.

- Ensure that pupils play a more active role in setting and reviewing their own targets to make them aware of how well they should achieve.

Achievement and standards

Grade: 3

When pupils enter school, their standards are broadly average, although the range of ability is often wide. Pupils' skills are generally weaker in English than in mathematics and in science. The results for Year 6 pupils in 2005 in formal tests and assessments, though broadly average, reflected this difference. Results in 2006 show that standards in English have risen significantly, particularly at the higher grades, though they still remain lower than those in mathematics and science. By the end of Year 6, standards remain broadly average and therefore achievement over four years in the school is satisfactory. All groups of pupils achieve satisfactorily, except for those with learning difficulties and/or disabilities who achieve well because they receive good support for their learning.

Personal development and well-being

Grade: 2

The personal development of pupils is good. The large majority of pupils are well behaved, welcoming to visitors and are positive about school. They enjoy learning, developing new skills and taking part in all that the school provides. The recently formed school council is starting to make a positive contribution to the school's work. There is very little bullying or harassment but, when incidents do occur, pupils say they are dealt with swiftly and effectively. The school works hard to improve attendance which is now above average.

Pupils' spiritual, moral, social and cultural development is good. They have a good sense of right and wrong and relate well to each other and to adults. Pupils make a good contribution to the wider community, such as through their support of various charities, and they have a good understanding of how to keep safe and healthy. They develop self-esteem and confidence because their efforts and achievements are valued and rewarded, such as through the use of Special Mention Certificates. Pupils develop satisfactory skills to equip them later for the world of work.

Quality of provision

Teaching and learning

Grade: 3

Secure relationships, effective management of pupils and high levels of care successfully underpin teaching and learning. A minority of lessons successfully exploits the links between subjects to make learning more relevant for pupils. Where teaching is good, teaching assistants contribute well to the quality of pupils' learning. However, in some

lessons the pace of learning is not brisk enough and teachers do not give pupils sufficient opportunities to work on their own. Teachers do not always share with pupils what they want them to learn to help them make best possible progress.

Procedures are in place for assessing and tracking pupils' progress but their use is inconsistent. Pupils do not yet play a big enough role in setting targets to help them learn. Teachers usually acknowledge and celebrate pupils' efforts through marking but do not tell them how to improve often enough.

Curriculum and other activities

Grade: 2

The school has a good curriculum which is diverse, creative and inclusive. Pupils steadily develop knowledge and understanding as they move through the school. Important skills, such as speaking and listening, are promoted well to aid learning and successfully prepare pupils for later life. Personal and social development is given strong emphasis and lies at the heart of the school's work. Pupils enjoy and benefit from a good range of clubs, such as in sport, mathematics, drama and music. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles.

Excursion to places such as Castleton and Eden Camp and visits, from authors and artists help to bring learning to life. Themed events, such as a Roman Day and an Arts Project, help stimulate pupils' interest, break down barriers between subjects and promote learning. As a result, pupils' horizons are broadened considerably as they move through the school.

Care, guidance and support

Grade: 2

The school takes good care of all of its pupils, which helps explain why pupils find the school 'a happy place'. All staff have a high concern for their welfare. Health and safety systems are good. Procedures for keeping pupils safe from harm are rigorous and embedded in the school's work. Risk assessments are carefully and conscientiously conducted. There are effective arrangements for child protection. Staff do all they can to ensure a smooth transition when pupils join or leave school. The school provides good information for parents, who value what the school does for their children. Systems for monitoring pupils' academic achievement are now in place but have yet to have an impact on learning.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher has worked hard and successfully to enhance the ethos of the school and pupils feel safe and happy. Teaching is monitored regularly but not evaluated with sufficient focus on improving learning and achievement. This is why the school's own evaluation of

the quality of teaching and learning is inaccurate. The headteacher recognises that the tracking and evaluation of pupils' progress needs to be more rigorous to ensure that all pupils do as well as they could. Governance is satisfactory. The school's finances are closely monitored and the school operates a balanced budget. The governing body is supportive of the school but does not hold it rigorously enough to account for its performance. Improvement since the last inspection has been satisfactory. Two previously identified weaknesses, pupils' attendance and standards in mathematics, are now clear strengths of the school. However, information gained from tests about pupils' knowledge and understanding is still not used well enough to help them to improve.

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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 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	Yes

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	2

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	2
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?	2
How well are learners cared for, guided and supported?	2

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

As you know we visited your school recently and I am writing to let you know what we found out. I would like to thank you for your help in talking to us about the work you do and telling us what you think about the school. We really enjoyed having dinners with you!

We think your school provides a satisfactory education for you. We know you enjoy coming to school because you told us, we saw this for ourselves and your parents agreed. We believe that everyone in your school takes good care of you and you get on very well with each other. You told us that you feel safe and know that there is always someone to talk to if you have a problem.

We saw that you behave really well in lessons, but we think that you could learn more than you do now, indeed several of you told me that you found lessons too easy.

So, to help you to learn more, the school needs to do some things better.

- Give those of you in Years 3 to 5 more challenging work to help you learn faster.
- Your teachers should give you more help in understanding how well you are doing and what you could do to improve, both in marking your work and in working with you to set targets.
- Your headteacher, and others who lead the school, should take action to ensure that you are all learning as much as you possibly can.

Please help your teachers to do this by continuing to be the polite and happy children you already are.

May I thank you once again for all the help you gave us. Good luck to you all for the future.