

Roughwood Primary School

Inspection report

Unique Reference Number	106853
Local Authority	Rotherham
Inspection number	336754
Inspection dates	4–5 November 2009
Reporting inspector	Linda Murphy

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Mrs Lesley Woodburn
Headteacher	Mrs Kay Jessop
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons or part lessons, and held meetings with governors, staff, groups of pupils, and a representative of the local authority. They observed the school's work and looked at, among other things, the school's data records, policies and minutes of governing body meetings, the notes of the school improvement partner's visits and 44 returned parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The impact of leadership and management, including monitoring and evaluation, on pupils' achievement
- how high standards are by the end of each key stage
- how well safeguarding is implemented
- how well the school has sustained its strengths identified at the last inspection.

Information about the school

This is a larger than average primary school. Most pupils are White British. The proportion of pupils eligible for a free school meal is higher than average and the proportion with special educational needs and/or disabilities is also higher than nationally. Provision for the Early Years Foundation Stage consists of two units each admitting nursery- and reception-age children. The school holds the healthy schools award. A new headteacher took up post in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory and improving education for its pupils. The new headteacher has quickly earned the respect of parents, staff and pupils and, together with other senior leaders, sets a clear direction and drive for high expectations for all. The school's self-evaluation is robust and leads to an accurate analysis of performance. Objectives are clearly prioritised and targets met. The school has addressed priorities identified at the last inspection although it recognises there remains more to do. It is in a satisfactory position to continue its journey of improvement because:

- there has been an overall rise in pupils' attainment since the last inspection, especially at Key Stage 1 and more recently at Key Stage 2
- new initiatives are well directed although have yet to fully impact on learning
- good implementation of policies is bringing about a better level of consistency.

Whilst standards overall remain significantly below average at the end of Year 6, there are clear signs that they are rising. National test results for Year 6 pupils in 2009 showed significant improvement on previous years. Whilst standards in mathematics are improving, the school has no policy for calculation and so pupils' learning lacks consistency in this respect. Standards in science remain below average because work over time has not always been matched to pupils' needs and too little attention given to applying learning in science and mathematics. However, pupils are now making satisfactory, and at times, better progress in lessons. Pupils with special educational needs and/or disabilities also make satisfactory progress, thanks to the sound quality of the support they receive.

Pupils' personal development, including behaviour, is satisfactory. Pupils say that they feel very safe and they have a good understanding of how to live healthily. A weakness is their knowledge of the diversity of society in Britain and beyond: the curriculum does not fully enable pupils to explore diversity. Teaching is of satisfactory quality. The best is lively and accelerates progress rapidly. When teaching is least effective, learning and progress slows. Pastoral support and guidance, including safeguarding, are satisfactory. Senior leaders act appropriately to address any issues identified internally or brought to their attention by others. The school has dealt well with persistent absence, although attendance remains low.

What does the school need to do to improve further?

- ħ Raise standards in mathematics and science by:
 - -matching work more finely to pupils' needs
 - -implementing a policy for calculation

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- -the presentation of recording in mathematics and the frequency of recording in science
 - providing plentiful practical activities for pupils to apply their knowledge in both subjects.
 - Improve the rate of attendance by:
 - promoting a wider range of strategies that families and pupils understand and respond to well.
 - Ensure that pupils gain a clear insight into cultural diversity by:
 - raising the profile of diversity throughout the curriculum.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Evidence from classroom observations and pupils' workbooks demonstrates satisfactory progress which enables pupils to be soundly prepared for their future learning. Pupils' progress in mathematics is satisfactory. They enjoy discussing the different ways of calculating, although their setting out of answers is often untidy and this leads to simple mistakes in calculations. Pupils' progress in science is slower, although satisfactory, because they are insufficiently engaged by the teaching and make too few notes for future reference. Pupils with special educational needs and/or disabilities are benefiting from improvements in provision for them. As a result they are improving in basic skills and growing in confidence to enable them to contribute to lessons. Pupils are industrious and willingly contribute to lessons. Pupils have positive attitudes to work, enjoy their time at school and revel in the variety of after school clubs provided. Pupils' attendance is helped by the breakfast club, which gives those attending a good start to their school day.

Listed below are other key features of outcomes for pupils.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Staff form positive relationships with pupils and give a great deal of encouragement. Teaching assistants effectively help pupils with special educational needs and/or disabilities so that they make sound progress in lessons. Teachers routinely share learning objectives with pupils so that they know what they are expected to achieve. They provide 'top tips' to help pupils recall important aspects of learning. The best teaching thoroughly enthuses and challenges pupils to produce a good standard of work. Not all teachers make sufficient use of assessment information to plan work that matches the learning needs of all pupils. As a result, some work is not challenging enough and lacks pace. The quality of marking is inconsistent.

The satisfactory curriculum is enriched by an effective programme to support the social and emotional aspects of the pupils' learning. The curriculum broadens their interests and experiences and includes a wide range of extra-curricular activities such as chess, football and basketball. Visits and visitors to the school provide stimulating opportunities for learning and development. The school benefits from good links with the receiving secondary school. This enables the school to take part in a variety of sporting activities and coaching opportunities. The curriculum is currently being reviewed in order to make more meaningful links between subjects. However, a good start is evident in Year 2, for example, where pupils' independence is encouraged very well and in Year 6, where literacy lessons capture pupils' imagination and promote good responses.

Satisfactory care, guidance and support help pupils to play a successful part in school life. Pupils and families, including vulnerable pupils, receive individual support from within school or from external agencies as appropriate. As a result, all groups make

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satisfactory progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has, in a short time, implemented improvements that the school needed and which parents are pleased about. Senior leaders have a realistic picture of the school's strengths and the developments required. Staff are supportive and the following comment sums up the views of the majority, 'Everyone is really positive and making progress towards the same goals.' Outcomes are evident in the standards in English, which on entry to the Early Years Foundation Stage are mostly well below average, but rise to become broadly average by Year 6. In mathematics, the way is paved for similar progress although there is some way to go. In science, the teaching and learning is not good enough for pupils to make sufficient progress. A start has been made to address this longer standing aspect. Pupils are given equal opportunities to learn because their progress is carefully tracked and extra help made available to those who learn a little slower than others. The school effectively tackles any very rare occurrence of discrimination. The satisfactory promotion of community cohesion is strongest within the school. It is less well promoted in terms of the wider and multicultural nature of society today.

The school has the full support of parents who say they like the new uniform and the homework diaries. The latter, together with weekly newsletters, provides good day-to-day communication between home and school. Parents sum up their positive views in statements such as, 'I am very happy about communication with the school.' and 'My children really enjoy school.' At the time of the inspection, the procedures for safeguarding pupils met current requirements. The governing body is in an increasingly better position to continue its support and improve the challenge it provides to leadership. Governors contribute effectively to the school's capacity to improve.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Satisfactory leadership at this stage brings about teaching and learning of satisfactory quality. It results in children achieving at least soundly in all areas of learning, although most children attain well below the expected level for their age by the end of the Reception Year. Personal development is often good. Strengths in provision are in the indoor activities which thoroughly engage pupils' interests within a calm working atmosphere. Children are guided to concentrate for good lengths of time. Teaching in small groups or individually helps children to gain in confidence and apply their learning to new situations. A weakness is the teaching of writing, which is inconsistent in quality. The activities outdoors are at an earlier stage of development and not always used in inclement weather. This limits children's free choice and opportunities to learn through play and other investigations in the fresh air. Visits to the home prior to children starting in the Nursery Year help them to happily settle in and become keen learners. They are cared for soundly. Assessments of the children's development are regularly used and reviewed to match tasks to their needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Of the low percentage of parents who returned the questionnaire about the school,

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most were positive and they showed they had confidence in the school. A very small minority of parents and carers voiced concerns over pupils' behaviour, the way the school responds to parental views and communication about pupils' progress. The inspection team judge these aspects to be at least satisfactory. Communication is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roughwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	45	22	50	2	5	0	0
The school keeps my child safe	22	50	20	45	0	0	1	2
The school informs me about my child's progress	15	34	23	52	4	9	0	0
My child is making enough progress at this school	18	41	21	48	1	2	0	0
The teaching is good at this school	21	48	23	52	0	0	0	0
The school helps me to support my child's learning	17	39	26	59	0	0	0	0
The school helps my child to have a healthy lifestyle	17	39	23	52	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	27	26	59	2	5	0	0
The school meets my child's particular needs	14	32	26	59	1	2	0	0
The school deals effectively with unacceptable behaviour	15	34	14	32	10	23	1	2
The school takes account of my suggestions and concerns	13	30	20	45	6	14	0	0
The school is led and managed effectively	13	30	25	57	1	2	1	2
Overall, I am happy with my child's experience at this school	19	43	24	55	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 November 2009

Dear Pupils

Inspection of Roughwood Primary School, Rotherham S61 3HL

Thank you for welcoming the inspectors to Roughwood Primary School. Your school gives you a satisfactory education.

Your headteacher, and other senior leaders, sets a clear direction and drive for high expectations for all. The school helps you have a good understanding of how to be safe and live a healthy lifestyle. Your behaviour is satisfactory and you take your responsibilities seriously and do your best.

Your best learning is when you thoroughly enjoy what the teachers have set for you and when you have the opportunity to work with partners, as in Year 6 when the pupils shared their feelings to find amazing words to write poetry. However, standards are still significantly below average and should be higher especially in science and at times in mathematics. The inspectors have asked the school to help you make faster progress in mathematics and science and you can help by always trying your best and recording your work neatly.

Another aspect for improvement is the way in which the school helps you to understand about all the different people in the world. Finally, inspectors have asked the school to continue its work with your families to improve your attendance even further so that you all attend school regularly. You can all help by coming to school every day.

Yours sincerely

Linda Murphy

Lead inspector

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