

# Rockingham Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106855
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336756
<b>Inspection dates</b>	19–20 October 2009
<b>Reporting inspector</b>	Christine Millett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lyn Chadwick
<b>Headteacher</b>	Mrs H Green
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Roughwood Road Wingfield Estate Rotherham S61 4HY
<b>Telephone number</b>	01709 740266
<b>Fax number</b>	01709 562819
<b>Email address</b>	rockingham.junior-infant@rotherham.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with the headteacher, governors, members of staff and groups of pupils. They observed the school's work, and looked at a range of documents, including the school development plan, minutes of governors' meetings, the school's monitoring records and analyses of pupils' attainment and progress. Inspectors analysed 33 questionnaires returned by parents.

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

- the extent to which pupils are prepared for life in a multicultural society
- the effectiveness of leaders and managers in improving the quality of teaching and the monitoring of pupils
- whether provision in the Early Years Foundation Stage is ensuring children get off to a good start
- the attainment of boys against that of girls.

## Information about the school

The school is larger than average serving an area of regeneration on the outskirts of Rotherham. Most pupils are of White British heritage and very few are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school provides for the Early Years Foundation Stage in one Nursery and one Reception class.

A new headteacher joined the school in June 2008 and a new deputy in September 2008. The first phase of a refurbishment programme has just been completed.

The school has gained the Healthy Schools award, Activemark and is a Champion School for social and emotional aspects of learning. The school benefits from being part of the Rotherham Excellence in Cities Education Action Zone.

The school shares its site with the Rockingham Children's Centre which is managed by the school governors and will be inspected at a later date. A privately operated breakfast and after-school club make use of school facilities.

**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

Rockingham is a satisfactory school with some good features. The school has experienced significant disruption in recent years, but now the clarity of vision and commitment of senior leaders are central to communicating the school's ambition for further improvement. The vast majority of parents are supportive and value the standard of care provided by the school. One parent commented, 'teachers and support staff show genuine concern and warmth towards the pupils and enthusiastically support their efforts'.

During their time at school all groups of pupils make satisfactory progress, including those with special educational needs and/or disabilities. Needs are identified quickly and pupils are well supported. The quality of pupils' learning in lessons is satisfactory. Pupils make satisfactory progress in the basic skills of literacy and numeracy, reaching average standards. These skills, average attendance and good personal development ensure they are prepared adequately for the future.

Pupils' polite and considerate behaviour creates a positive and secure atmosphere in school. They think deeply about others, are keen to take on responsibilities and contribute well to the school and to the local community. Pupils' experience of different cultures and religions is enhanced through the curriculum, and residential visits allow them to learn alongside children from other ethnic and cultural groups.

Teaching and the quality of the curriculum are both satisfactory. The school is currently working to improve this picture. It is aware that more needs to be done to bring about consistency in the quality of all teaching to match best practice in the school and so improve rates of pupils' progress. While some examples of good marking were seen, there is generally a lack of consistency, with some pupils not being clear about how to improve their work. Assessment is used to support learning, but again there is not a consistent approach and not enough pupil involvement through self and peer assessment. The curriculum was identified as an area for development and has undergone a significant overhaul. However, this is not yet embedded fully. Good care, guidance and support ensure a secure and encouraging environment where pupils say they feel safe and valued. One pupil summed up the views of many in saying, 'Our school is very friendly. We are like one big family.'

The school has undergone many changes since the last inspection and has undertaken a comprehensive audit to identify areas for development. Consequently, its self-evaluation is accurate and the school recognises that currently its capacity for sustained improvement is satisfactory. Although the school is changing rapidly the effect of well-founded changes has yet to show full impact on raising standards and accelerating

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achievement.

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

- Improve the overall quality of marking by:
  - ensuring written comments provide pupils with a clearer understanding of how to improve their work
  - giving pupils the opportunities to respond to teachers' written suggestions in their books.
- Raise standards through the refinement of assessment procedures by:
  - developing teachers' expertise in the use of assessment through more rigorous moderation of pupils' work
  - involving pupils in the assessment of their own work and that of their peers.
- 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**

Pupils are increasingly enjoying their learning in all areas of the curriculum and are making satisfactory progress overall. The children in the Early Years Foundation Stage have a good start and often make good progress in their learning. Pupils progress well through Key Stage 1 and Key Stage 2 and they reach slightly above average standards by the time they leave. The quality of boys' writing was correctly identified as an area for development and the plans put in place have brought about significant improvements in this area. Behaviour and concentration in lessons is good. Pupils who find learning difficult make satisfactory progress towards their targets because support is well focused on their specific needs. Assessment information indicates that pupils' progress from their starting points has been consistently satisfactory over the last three years.

The school's leadership and staff place a high priority on enhancing pupils' personal development. As a result, pupils' spiritual, moral, social and cultural development is good. Pupils' contribution to the local community is effective through activities such as the distribution of harvest gifts. Pupils have a good understanding about how to live a healthy lifestyle. For example, pupils confidently spoke about the contents of a healthy packed-lunch box. Pupils enjoy a range of physical activities from gymnastics in physical education lessons to cross country running after school. In discussion with pupils of all ages, they show that they care greatly for their school. They feel safe and secure and get on with one another well. They play happily together and are enthusiastic about the additional activities recently provided at play times. Their behaviour is good because staff guide them calmly but firmly within the strong family ethos of the school. Pupils' grasp of basic skills and their effective personal qualities equip them satisfactorily for the next stage of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

A common feature in all classes is the warmth of the relationships that ensures good behaviour and positive attitudes to work. Teachers and classroom assistants work well together to provide pupils with individual and group support to remedy weaknesses in their learning. Teaching overall is satisfactory. The sometimes good, and occasionally outstanding practice, seen in some classes is not consistent throughout the school. Teachers' marking of work does not always give pupils clear targets to aim for, or guidance on what they need to do to improve their work. There are few opportunities for pupils to be involved in checking their own learning. The improved tracking procedures have enabled teachers to identify underachievement, however, the assessment and moderation of pupils' work is not sufficiently rigorous.

The curriculum places an appropriate emphasis on regular literacy and numeracy sessions. Recent changes to link learning across subjects, is beginning to have an impact on pupils' learning, particularly in writing. Pupils enjoy the interesting themes planned for them, especially those in which they have had an input, as was seen in the lessons based on Superheroes. These themes also inspire them to do extra work at

<sup>1</sup> 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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home. Interactive whiteboards and computers are used effectively to reinforce pupils' learning.

The care of pupils and the support for their personal and social development is good. Staff work well with outside agencies, families and carers. Pupils are confident they will be helped to solve any problems they might have by sharing them with an adult. 'All staff look after me' commented one pupil. The very large majority of parents agree that their children are safe and cared for well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The relatively new headteacher leads the school in setting ambitious and challenging targets and, as a result, all staff now have an accurate view of the school's performance and the steps needed to bring about improvement. Expectations are high and the headteacher and effective senior leaders monitor the school's work rigorously. Teachers are now held to account for the progress pupils make. Recent curriculum innovation is focusing on improving pupils' learning. The staff team are growing in confidence and beginning to welcome opportunities to learn from each other and share good practice. Governors are very supportive of the school and are now playing an increasingly active role. There are effective partnerships with parents who take part in consultations as well as turn out in force to attend events such as parents' evenings or concerts.

Strong partnerships with the local Business and Enterprise College have led to high quality enterprise projects. The school's learning mentor ensures pupils, especially those whose circumstances have made them vulnerable, are well supported during their first term at secondary school. Provision for community cohesion is strong and features in all aspects of the school's work, both practical and theoretical. The school's commitment to ensuring equality of opportunity for all pupils and to eliminating any form of discrimination is also good.

The school gives a high priority to ensuring the safety and welfare of its pupils. Its safeguarding procedures meet current guidelines and the school has a full range of policies that help to keep pupils safe.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The quality of provision for children in the Early Years Foundation Stage is satisfactory. When children start school their skills and knowledge are often below those expected for their age and most make good progress. As a result of the good care they receive, children become confident, independent learners. They enjoy learning through all the interesting activities on offer. One group took great delight in planning, measuring and building a tractor shed using bricks, whilst on another occasion a group retold the story of the Little Red Hen, enthusiastically adding actions. Sometimes learning opportunities are missed when activities are too directed and there is more focus on the activity than on learning from the activity. Good hygiene practices are encouraged, for example, hand-washing before snack time, which is a sociable occasion when children sit together and chat freely discussing their choice of fruit. Staff are confident and create a secure learning environment. The leader of the Early Years Foundation Stage ensures that staff work well as a team to plan areas of learning both indoors and out. Ongoing assessments of learning are becoming more focused, although these are not always included in planning and there are missed opportunities to record observations of children's learning. Learning Journeys are not yet sufficiently well established to provide a useful source of evidence of progress which can be shared with parents, nor do they always identify the next steps in children's learning. Good relationships have been fostered with parents, who say that they feel welcome in the setting.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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 small number of parents who responded to the questionnaire, the large majority were overwhelmingly positive about the way the school cares for and educates their children. Their very positive comments were confirmed by inspection evidence. A very small minority of parents raised negative issues, which mostly concerned children's safety in school. These were followed up during the inspection and it was found that the issues had been addressed and were no longer causes for concern.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rockingham Junior and Infant 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	45	16	48	0	0	0	0
The school keeps my child safe	14	42	14	42	2	6	0	0
The school informs me about my child's progress	13	39	16	48	1	3	0	0
My child is making enough progress at this school	11	33	18	55	0	0	0	0
The teaching is good at this school	16	48	14	42	0	0	0	0
The school helps me to support my child's learning	11	33	19	58	1	3	0	0
The school helps my child to have a healthy lifestyle	16	48	14	42	0	0	1	3
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	36	17	52	0	0	0	0
The school meets my child's particular needs	11	33	20	61	0	0	0	0
The school deals effectively with unacceptable behaviour	11	33	13	39	6	18	0	0
The school takes account of my suggestions and concerns	7	21	20	61	3	9	0	0
The school is led and managed effectively	6	18	20	61	0	0	2	6
Overall, I am happy with my child's experience at this school	14	42	17	52	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 October 2009

Dear Pupils

Inspection of Rockingham Junior and Infant School, Rotherham. S61 4HY

Thank you very much for your warm welcome when the other inspectors and I visited your school recently; a special 'thank you' to those members of the school council who gave up their time to talk to us. Many of you told us how much you enjoy being at school. We believe that Rockingham provides you with a satisfactory education.

What we liked most about your school:

- you are very friendly, polite and helpful to visitors and each other
- your behaviour is good
- you get off to a good start in the Nursery class and make satisfactory progress over your time in the school to reach average standards
- you enjoy coming to school and are keen to learn
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers try to make lessons interesting and exciting
- the school is well led and managed, and almost all your parents are very pleased with the school and the help you receive
- you show a very good understanding of healthy lifestyles and know how to stay safe
- you contribute to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

To make your school even better, this is what we would like to happen now:

- for your teachers to mark your work carefully and let you know what you have to do to make your work even better
- that you have the chance to do your corrections and answer any comments your teachers might write in your books
- for you to do more demanding work so that you can reach higher levels in your work, also we would like you to sometimes have a go at marking your own work or that of a classmate.

I know you will help your teachers to carry on making your school even better by continuing to work hard.

Yours sincerely,

Mrs Christine Millett

Lead inspector

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