

# Rawmarsh Rosehill Junior School

## Inspection report

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<b>Unique Reference Number</b>	106875
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336759
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Jane Hughes

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Diane Douglas
<b>Headteacher</b>	Mr Martin Wagstaff
<b>Date of previous school inspection</b>	9 October 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and observed nine teachers during the inspection. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 63 parents and carers, as well as those returned by pupils and staff.

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

- whether boys do as well as girls in relation to national averages
- how consistently teaching meets the needs of pupils with special educational needs and/or disabilities
- whether higher attaining pupils access an appropriately challenging curriculum that meets their needs and accelerates their progress
- the extent to which staff with management responsibilities and the governing body improve school performance
- evidence of previously identified strengths in pupils' personal outcomes.

## Information about the school

This is a school of average size. The proportion of pupils known to be eligible for free school meals is larger than the national average. More than double the average proportion of pupils has special educational needs and/or disabilities. Almost all pupils are of White British heritage. Very few pupils speak English as an additional language. The school has Advanced Healthy Schools status as well as a number of external awards including Activemark, Heartstart, Investors in People and International School (intermediate).

**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

Rawmarsh Rosehill is a satisfactory school. It provides satisfactory value for money as pupils of all groups and abilities learn and progress at an equal and adequate rate. Leaders, managers and the governing body encourage staff to work hard as a team to raise pupils' attainment and accelerate the progress they make. Current data show that this is proving more difficult to achieve in writing than in other areas of the curriculum. Inconsistencies in the quality of teaching result in a mix of high quality and more ordinary lessons. Senior leaders and the governing body know what elements need to develop and the pace of improvement is gradually gaining momentum. Although school self-evaluation is broadly accurate and is leading to improvements in areas of previously identified weaker practice, such as teaching and use of assessment information, it is too positive in some areas. At times, senior leaders, managers and the governing body are not sufficiently rigorous as they measure the school's performance with the result that improvement is not as rapid as it could be. At this time, the school demonstrates satisfactory capacity to improve. Raising attainment and accelerating pupils' progress are clearly at the centre of development priorities. The school's inclusive approach ensures that there is appropriate individual learning support for pupils of all abilities, including those with special educational needs and/or disabilities and also for higher attaining pupils and those with particular gifts and talents.

Consistently strong elements of the school's work include the way staff encourage parents and carers to engage effectively in the life and work of the school and their children's learning. Close working partnerships with a range of external agencies and organisations, including the local authority, make a good contribution to pupils' learning and well-being and add value to the school's work. Strengths in the care, guidance and support pupils receive; coupled with the effectiveness of safeguarding procedures, ensure pupils feel secure and able to focus on their learning. Pupils' attendance is above average and they behave well. They have a good understanding of the key characteristics of safe and healthy living and many successfully pursue a range of sporting activities while at school. Within this relatively monocultural school and local community, pupils do not develop a strong enough awareness of diversity in modern Britain.

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

- Raise attainment in writing by:
  - helping pupils to see themselves as writers by using their own interests as starting points

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- highlighting the value of the written word within classrooms and around school
- improving the presentation of pupils' work.
- Increase the proportion of good and better teaching by:
  - raising further teachers' expectations of all pupils in terms of the quality of their work, the standards they attain and the pace at which they learn
  - improving the match of work to pupils' ability by using information from assessment data even more effectively to ensure pupils meet their challenging targets.
- Improve the impact of leaders, managers and the governing body by:
  - increasing the urgency with which senior leaders work to raise pupils' attainment and accelerate progress
  - increasing the rigour with which the governing body monitors and evaluates the performance of the school and of its own impact
  - developing further the impact of newer middle leaders on whole-school improvement.
- Raise pupils' awareness of diversity in British society by developing links with schools and organisations which comprise a variety of cultural heritages.
- 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 achieve and enjoy satisfactorily. They confirm that 'lessons are really interesting and fun and we get on with our work'. Inspectors saw pupils collaborate successfully in pairs and groups during lessons. Pupils especially enjoy visitors who come into school to expand their knowledge and widen their experiences. For example, during the inspection, pupils were thoroughly engaged by sessions with a poet who enthused them with tales of the stories behind his poems. Nevertheless, pupils do not always see the value of refining their writing skills and the experiences within some lessons do not engage their interest sufficiently and so the pace of their learning slows. Pupils respond well to the high expectations of the most challenging staff. In Year 5, for instance, pupils assumed the role of different characters in the film 'The Piano'. They responded very well, in character, to classmates' questions, remembering fine detail from the film excerpts and expressing their answers eloquently. Pupils know what is expected of them in terms of their behaviour and respond well. However, many neglect to take care in the presentation of their written work. Pupils with special educational needs and/or disabilities benefit from small group work or individual support from teachers and mentors and this helps them to make similar progress to their classmates. Pupils produce a good volume of work and attain broadly average standards in English, mathematics and science by the end of Year 6. The relative attainment of boys and girls in relation to national expectations fluctuates from year to year, with no significant

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differences over time. Pupils understand the importance of punctuality. The large majority of parents conscientiously ensure that their children attend as often as possible. Pupils cement strong relationships and try to uphold the core values of the school in their daily lives. They agree that pupils show respect for others. Many pupils make the most of the new sports hall as they participate in extra-curricular clubs and competitive sports – nearly 50% have represented the school in competitive sports. Pupils have a clear understanding of how to live safe and healthy lives. They also enjoy learning more about their local and national cultural heritage. However, they do not have a well-developed understanding of the multicultural nature of British society.

*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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teachers are enthusiastic and show secure subject knowledge. They use question and answer sessions very effectively to check pupils' knowledge and understanding before moving on, sometimes through enjoyable and challenging 'hot seating' activities. Teaching assistants work well alongside class teachers and offer effective support to pupils with special educational needs and/or disabilities. The strong elements of

<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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challenge and high expectation which are consistent features of the most successful teaching are not firmly established throughout the school and so pupils' pace of learning is not always fast enough. New technologies are used well in lessons to engage pupils' interest but classrooms and corridors do not provide enough evidence or examples of the importance of literacy in support of pupils' learning. Teachers mark pupils' work regularly and include clear points for improvement. Staff track pupils' progress with increasing accuracy. Assessment information provides a detailed picture about the performance of pupils in each class, although where teaching is less successful, the match of tasks to pupils' ability is not accurate enough.

The evolving curriculum provides an increasing focus on creativity and skills' development, although it results in broadly average pupil outcomes. Enrichment through extra-curricular activities, residential experiences, and a variety of sporting opportunities enables pupils to participate in new activities that garner their enthusiasm. Pupils with identified gifts and talents are encouraged to attend local 'master classes' to develop more advanced skills in, for instance, mathematics and art.

Adults pay close attention to the care, guidance and support of all pupils.

Knowledgeable mentors identify swiftly any pupils whose circumstances have made them vulnerable and put the right support in place. Parents and carers value this strong pastoral support highly and comment typically, 'This is an extremely caring and nurturing school. My child is thriving'. There are well-established links with a wide range of outside support agencies and these help engage all groups of pupils in their learning. Effective incentives support pupils' regular attendance, with close regard for vulnerable pupils and their families. Induction and transition programmes are carefully considered and much appreciated by parents and carers. All adults are very consistent in their expectations and management of pupils' behaviour and the school successfully integrates pupils who have had trouble settling in other schools. Pupils say they feel safe in school and know who to go to with any worries.

*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 senior leadership team provides increasing motivation and promotes a desire to improve among staff, although the required rigour to support rapid improvement is relatively recent and continues to gather momentum. All staff are encouraged to develop their professional skills and classroom practice. Team spirit is strong and pupils

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learn from the good role models set by staff. Highly effective administrative, ancillary and lunchtime teams support the daily smooth running of the school. The supportive governing body is well organised and brings a range of skills to the school. It takes pupils', parents' and carers' views into regular account when helping to set the direction for the school. However, the governing body does not challenge the school's performance or rate of improvement with sufficient rigour. The school promotes equality of opportunity and tackles discrimination soundly. It follows the 'rights respecting school' programme with a focus on human rights. Strong safeguarding procedures place a high priority on site safety and security. Pupils say they feel safe, secure and well cared for. They are able to learn from the life experiences of others as the leadership ensures potential hazards in the community are discussed. The school analyses broadly its local context in support of community cohesion and continues to ensure that it plays a central role in local community life. There are close working relationships and many shared policies with local schools. International links with countries such as Zanzibar, Zimbabwe and Austria help pupils to learn more about global differences and similarities. Nonetheless, there are no links with culturally mixed communities in Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Approximately one third of parents and carers responded to the inspection questionnaire. Almost all are overwhelmingly supportive of the school. This reflects feedback from the school's own surveys. A very few parents and carers raised a variety of individual concerns but these had no underlying pattern. Overall, inspectors agree



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with parents' and carers' positive views, particularly about the pastoral care the school provides. Where inspection judgements are less positive than those expressed by parents and carers, the reasons are detailed in the body of this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Rawmarsh Rosehill Junior 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	28	44	1	2	1	2
The school keeps my child safe	46	73	17	27	0	0	0	0
The school informs me about my child's progress	36	57	26	41	1	2	0	0
My child is making enough progress at this school	35	56	27	43	1	2	0	0
The teaching is good at this school	40	63	23	37	0	0	0	0
The school helps me to support my child's learning	33	52	28	44	1	2	0	0
The school helps my child to have a healthy lifestyle	34	54	27	43	0	0	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)	35	56	27	43	0	0	0	0
The school meets my child's particular needs	35	56	27	43	1	2	0	0
The school deals effectively with unacceptable behaviour	35	56	26	41	1	2	1	2
The school takes account of my suggestions and concerns	31	49	30	48	1	2	0	0
The school is led and managed effectively	46	73	17	27	0	0	0	0
Overall, I am happy with my child's experience at this school	43	68	19	30	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



9 July 2010

Dear Pupils

Inspection of Rawmarsh Rosehill Junior School, Rotherham, S62 5QH

Thank you for your friendly welcome when we inspected your school. We enjoyed meeting you and hearing your views. We found your school to be satisfactory.

You told us that you enjoy coming to school, that your lessons are interesting and that adults take good care of you so you feel safe. You also said that people behave well and we saw that during our visits to your lessons and when we walked around school. You attain average standards in English, mathematics and science and your achievement, learning and progress are satisfactory. Your teachers provide clear guidance on how to improve your work. Competitive sport plays a large role in school life and lots of you are proud to represent your school. Well done! This focus also helps you become fitter and to value the benefits of regular exercise.

One reason for our visit was to find out what your school could do better. We have asked your school to look at a number of things in order to improve. These are: to help you to reach higher standards in your writing; to make sure that there is more high quality teaching; to ensure that all the people who run the school check even more closely on how well it is performing; and to help you understand more about multicultural Britain. You can help by sharing your interests with your teachers so that they can incorporate more of these into lessons, and writing tasks in particular. Also, please try to present your work as neatly as possible every time you write something down.

On behalf of the whole inspection team, I send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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