

Roughwood Primary School

Roughwood Road, Kimberworth Park, Rotherham, South Yorkshire, S61 3HL

Inspection dates 27–28 January 2015

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The Executive Headteacher provides a clear direction for school improvement. She is well supported by senior and middle leaders and an effective governing body. As a result, the quality of teaching and learning has improved well since the previous inspection.
- Pupils of all abilities achieve well throughout school and make good progress in reading, writing and mathematics.
- The children's experiences in the early years prepare them well for their future learning.
- The school is increasingly reducing the gap between the achievement of disadvantaged pupils and that of others.
- The quality of teaching is good. Teachers' expectations are high and they make good use of marking and feedback overall to help pupils improve their own work.
- Pupils are well behaved and feel safe. They are considerate and thoughtful towards their teachers and other pupils. They take a pride in their work and present it well.
- The well-planned curriculum successfully promotes pupils' spiritual, moral, social and cultural development and their enjoyment of learning.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. As a result, pupils do not always make rapid progress.
- On a few occasions, teachers do not effectively check that all pupils are achieving as well as they could while they are working.
- Teachers do not always ensure that all adults are deployed well to maximise pupils' learning in lessons.
- Pupils do not consistently retain and apply the vocabulary they need to secure and deepen their learning, particularly in literacy and numeracy.

Information about this inspection

- Inspectors observed teaching throughout the school and conducted several shorter observations of teaching and learning. These included three observations carried out jointly with the Executive Headteacher. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 29 responses to Ofsted's on-line questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Mark Randall

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- The school is larger than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is well above the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a breakfast club run by the governing body.
- The early years includes nursery and reception classes. Children attend the nursery part time.
- The school meets the current government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- An Executive Headteacher was appointed to run the school in September 2014 following the resignation of the previous headteacher. The Executive Headteacher also has leadership responsibilities for Greasborough Primary School and Herringthorpe Junior School and the three schools regularly work together. A significant number of teachers are new to the school since the previous inspection.

What does the school need to do to improve further?

- Move teaching from good to outstanding throughout the school in order to accelerate pupils' progress and raise standards further by:
 - checking regularly on pupils' achievement whilst they are working to ensure that they are fully and appropriately challenged
 - making effective use of teaching assistants and other adults during lessons to maximise the achievement of all groups of pupils
 - improving pupils' vocabulary to deepen their learning, especially in literacy and numeracy.

Inspection judgements

The leadership and management are good

- The Executive Headteacher provides a precise and challenging direction for improvement throughout the school. She is rapidly building on improvements to teaching and learning made since the previous inspection. There is an accelerating pace of change. She is supported well by senior leaders. As a result staff morale is high.
- Middle and subject leaders, including some who are new to their roles, provide good role models for other staff through their own teaching and the support and challenge they provide. Accurate data on the pupils' achievement and the quality of teaching underpin sharply focused plans for further improvement. The development of the role of middle leaders is a particularly good improvement since the previous inspection. This is particularly effective in improvements to the teaching of reading, pupils' mathematical calculation skills, pupils' presentation and the use of marking and feedback.
- Procedures to measure and analyse pupils' progress are thorough and enable the governing body to hold senior leaders to account well. Self-evaluation is rigorous and accurate. As a result, the leadership has a clear knowledge of the few aspects of teaching and learning still to be improved and a good capacity to address them.
- The local authority has provided effective support to the school through regular monitoring reports and facilitating partnerships with other schools. This has made a good contribution to improving the accuracy and use of measures of pupils' progress, subject and other leaders' skills and several aspects of the work of the governing body.
- The school has appropriate and rigorous procedures to ensure that staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding is used well to narrow the gap in attainment between disadvantaged pupils and that of others. The impact of all areas of expenditure is carefully analysed and adjustments made in a speedy fashion. As a result, historical gaps in pupils' basic literacy and numeracy skills are rapidly being improved to address any remaining weaknesses.
- Additional funding for sport and physical education is used well. The school is developing the skills of all staff and the quality of curriculum planning. This makes a good contribution to pupils' health and well-being. This is very evident in the high standards pupils increasingly aim for in their movement and dance work and increased uptake in sporting clubs and team games.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. They promote positive relationships and there is no evidence of discrimination.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record-keeping and well trained and vigilant staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Religious, historical, geographical studies and personal and social education promote pupils' appreciation of different cultures and their awareness of the values of modern British society such as democracy and tolerance. This is complemented by an exciting range of visits, including residential visits, and visitors.
- The curriculum is well planned and promotes reading, writing and mathematics skills well through an increasingly wide range of subjects. Pupils' studies in science, art and history, for example, give pupils exciting and purposeful reasons to develop their research skills and write for many different reasons.
- **The governance of the school:**
 - The governing body has improved well since the previous inspection and provides rigorous challenge and support to the senior leadership. It is well led and managed. The School Improvement Committee is particularly effective in ensuring that leaders are fully accountable for all aspects of pupils' progress. The governing body has a good understanding of data on pupils' progress and the quality of teaching from increasingly precise feedback through the headteacher's reports and their own monitoring visits. They have taken full advantage of training opportunities from the local authority and in collaboration with other local schools.
 - The governing body has a range of professional skills which are closely matched to their areas of responsibility. They have undertaken a full review of their work with guidance and support from the local authority and national governing body organisations. This contributes to good procedures and policies for many aspects of school life. Policies are reviewed regularly through the committee system. The governing body receives detailed information on the strengths in the quality of teaching and the steps the school is taking to eradicate weaknesses. This is a good improvement since the previous inspection. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase. The school's budget is

managed well and contributes to driving achievement higher. The governing body ensures that sport and physical education and pupil premium funding are used well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them.
- Pupils are proud of their school. They take pride in presenting their work to a high standard. This is particularly evident in their topic books and closely observed art work.
- Pupils have positive attitudes to learning. They move quickly and efficiently to their tasks and work well with others. Only very occasionally their concentration wanes when activities are not engaging enough. However, they are rarely badly behaved and there are few exclusions.
- Classrooms are calm, orderly and attractive. The school makes good use of large outdoor spaces at break, lunchtimes and during outdoor sessions in the early years to help pupils develop cooperation, social and physical skills.
- Pupils behave responsibly towards others. Good relationships are established from the early years and children share and work together well. Pupils take their responsibilities as school councillors and in other organisations seriously. This contributes to their understanding of democracy and other British values.
- The school's breakfast club provides a friendly start to the day, prepares pupils for a busy day's work as well as providing opportunities for completion of homework and time to relax.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and the large majority of parents agree. Pupils have a good understanding of potential bullying situations, including racial and Internet concerns. They discuss these well with adults. Pupils understand different forms of bullying, including the use of racist comments and cyber bullying; they give good examples of how the staff successfully address the few issues that emerge.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Those who have emotional and social concerns are effectively helped to manage their own behaviour, especially through work with the learning mentor and support from well-trained teaching assistants.
- Attendance is increasingly close to the national average and rising rapidly from previously low levels. There has been a rapid and sustained improvement to pupils' punctuality. They come to school well prepared to work. The school works well with other professionals to monitor and address any concerns.
- Pupils are well prepared for keeping themselves safe in later life. For example, programmes of personal, social and health education, including work with health services, ensure that pupils have a strong understanding of the dangers of drugs and alcohol. Year 6 pupils participate in role-play activities led by emergency services which contribute strongly to the development of their health and well-being.

The quality of teaching is good

- Teachers have high expectations for all groups of pupils. As a result, pupils are ambitious and increasingly aim high. This is evident in the pride they take in presenting all their work well and trying hard and is a good improvement over time.
- There is a calm and academic atmosphere for pupils to learn in. They know that they come to school to learn and are ready and able to do so. This is encouraged by the friendly and positive relationships the Executive Headteacher and her staff have established.
- The use of marking and feedback is good overall. It is used well to guide pupils to improve their own work and deepen their understanding. Work is marked regularly and guidance for pupils is largely precise and informative. In Year 1, for example, pupils look carefully at the coloured highlighting on their writing to see what they need to correct before they start new work.
- The teaching of reading is good. Pupils' comprehension skills, including their ability to make deductions and draw inferences, are increasingly well developed through regular, challenging activities. Good quality contemporary and historical children's literature supports learning in many subjects. For example, pupils' studies in history are informed by the novels of Charles Dickens or Samuel Pepys' diaries. Effective teaching of letters and sounds (phonics) from the early years onwards underpin pupils' success.

- Teachers ask carefully considered questions to help pupils to secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers, and often ask supplementary questions to address any misunderstandings.
- The learning needs of disabled pupils and those who have special educational needs are understood well and all staff who work with them are appropriately trained and well informed. Small-group work on specific literacy or numeracy skills is linked to pupils' other studies, when appropriate, to embed new learning.
- The most-able pupils are generally taught well. Pupils largely learn to develop independent learning skills, such as perseverance and self-criticism.
- The teaching of mathematics is good. Pupils' mental and calculation skills are systematically taught in a timely way. This is a good improvement since the previous inspection. Pupils increasingly apply their skills in real-life problem-solving situations and make very good use of homework to embed them. Rigorous marking contributes to their success.
- Sometimes the rate of pupils' progress is reduced because teachers do not always check carefully enough on how well they are doing during the lesson. As a result, pupils sometimes do not make the best use of their time or spend too long tackling work which is too easy or too hard for them.
- The deployment of teaching assistants to boost learning for pupils of all abilities is not consistent. Sometimes, for example, chances are missed to allow the most-able pupils to press on with their work while the teacher is talking to others. Occasionally, adults are too quick to intervene and do not give pupils a chance to work things out for themselves.
- Pupils' progress is sometimes limited by poor recall of accurate vocabulary to express their learning in reading and mathematics and deepen their learning. For example, they sometimes confuse the names of grammatical terms or mathematical concepts, such as partitioning, and this is not always sufficiently addressed.

The achievement of pupils is good

- All groups of pupils make good progress through school. They build well on their earlier learning in all subjects from the early years to when they leave in Year 6. Their progress is accelerating. Pupils of all abilities have increasingly strong skills for improving their own learning which is contributing to their success.
- The results of national curriculum tests in Year 2 and Year 6 are improving well. In particular, pupils are now making much more consistently good progress from Year 3 to Year 6 than at the time of the previous inspection. In 2014 standards in reading, writing and mathematics were above average by Year 2. They were below average in reading and writing in Year 6, but improving rapidly, and slightly above average in mathematics. The current work of Year 6 pupils is largely above what is typical for their age.
- The disadvantaged pupils also make good progress overall and the gap between the standards they reach and that of other pupils is reducing. In 2014, the results of National Curriculum tests for these pupils in reading were two terms behind other pupils in school, in writing two terms behind and in mathematics they were less than half a term behind. The attainment of these disadvantaged pupils was one term below national averages in reading and writing and in line in mathematics. The gap is almost half that of the previous year. Throughout the school, including in the early years, this reducing gap is evident in the school's own progress data and the inspection evidence.
- The most-able pupils make good progress overall and the proportion of pupils reaching higher levels is improving. The pupils generally show good levels of maturity, enthusiasm and the an increasing ability to take the initiative. For example, they raise thought-provoking questions and undertake well planned investigations in their science work. In mathematics, for example, they make good use of calculation skills to solve problems involving decimals and percentages.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. Their individual needs are accurately checked. Comprehensive targeted teaching ensures that these pupils make good academic and personal progress.
- Pupils' achievement in reading is good. Pupils of all abilities generally read aloud with confidence, expression and increasing fluency. Pupils' reading skills are generally improving quickly. Pupils exceeded the expected levels in Year 2 for phonic skills to progress with their reading into Key Stage 2, although results were still below the national average in Year 1. The rigorous introduction and investment in new teaching resources and professional development means that the majority of pupils in Year 1 are now working at expected levels.
- Older pupils use their reading skills in a wide range of subjects. However, sometimes they do not have the

breadth of vocabulary and the language of reading to clearly express their understanding of plot and character.

- Pupils' achievement in mathematics is good. Pupils make improving progress in learning and using mental and written calculations. They apply these skills in problem-solving situations in a number of subjects. However, occasionally they do not have a precise and accurate recall of mathematical vocabulary to explain their reasoning. This limits the very best progress especially for the most able.
- Writing skills are good. Spelling, punctuation and grammar is improving and is now at least average. All groups of learners take pride in presenting their work carefully and forming their handwriting neatly. Occasionally, pupils, rely too much on adults to guide them in their written work, rather than making an independent attempt.

Early years provision

is good

- Children's starting points are generally below those typical for their age. In particular, children's speaking, social, physical and number skills are low. A significant proportion finds it difficult to articulate clearly and to speak in sentences. This limits their ability to engage in social relationships. Children of all abilities make good progress in all areas of learning and often rapid progress in their communication skills. As a result, standards are rising and in 2014 were average when they started Year 1.
- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection. The quality of teaching is good. Teachers and teaching assistants are well trained and understand the needs of young children. They have highest expectations for them and are skilled in asking children questions about their learning.
- Children's behaviour and safety are good. Staff establish good relationships with parents from the start through rigorous induction procedures. These procedures enable the staff to build a good initial knowledge of children's individual starting points and to move quickly to eliminate any gaps in their learning.
- Disadvantaged children achieve well, making particularly good gains in their early language and communication skills. They are increasingly confident in talking to adults and other children. They feel safe and secure. The school works closely with other professionals, particularly a speech therapist, to support individuals' specific needs.
- The most-able children make increasingly good progress because they make good gains in key skills such as phonics comprehension and addition and subtraction. They engage in problem-solving activities such as ordering numbered cones outside to 20 and beyond and conducting their own calculations.
- Writing and reading skills are generally well developed. Children have regular opportunities through their role-play and group work to practise forming letters and reading letters and words both indoors and out. Detailed records are kept of their progress and used to plan future learning.
- Children's spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. They tidy up with care and enthusiasm.
- Occasionally, staff do not check closely enough on children's progress during the session to ensure that activities provide a good level of challenge and build on previous achievement.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 106853 |
| Local authority | Rotherham |
| Inspection number | 442204 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 286 |
| Appropriate authority | The governing body |
| Chair | Lorraine Hobson |
| Headteacher | Jane Fearnley (Executive Headteacher) |
| Date of previous school inspection | 13 February 2013 |
| Telephone number | 01709 740254 |
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