

Rockingham Junior and Infant School

Roughwood Road, Wingfield Estate, Rotherham, South Yorkshire S61 4HY

Inspection dates

7–8 March 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not done enough over time to reverse the underachievement of pupils in the school.
- Key areas for improvement identified at the previous inspection have not been addressed quickly enough. Leaders' plans for improvement do not address all urgent priorities in the school.
- Teaching over time, especially in key stages 1 and 2, is inadequate. As a result, too many pupils underachieve.
- The work given to the most able is not demanding enough. Expectations of what pupils can achieve are not high enough throughout the school.
- Leaders have not been rigorous in checking the progress made by different groups of pupils. As a result, the progress of too many pupils has been allowed to slip.
- Staff do not intervene effectively enough to move children's learning on in the early years.
- Governors have not checked closely enough on some important aspects of the school's work, including the use of pupil premium funding and the information published on the school's website.
- Leaders do not make effective use of the pupil premium funding. Disadvantaged pupils, especially in key stage 2, underachieve and fall behind other pupils nationally.
- Not all parents support the school. Some parents feel that concerns relating to progress and some aspects of behaviour are not dealt with well by leaders.
- Pupils' attendance, although improving, is still too low.

The school has the following strengths

- Safeguarding arrangements are effective. Pupils are safe in school.
- The sport premium grant is used to good effect. Pupils enjoy the range of sporting activities and benefit from participation in sports.
- Most pupils have a positive attitude and enjoy attending school.
- The recent changes in the leadership of English are helping pupils to develop skills in writing.

Full report

In accordance with section 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve leadership and management at all levels by:
 - implementing stringent action plans that focus on improving pupils' outcomes rapidly throughout the school
 - developing the skills of leaders so that information collected about the quality of teaching is used to improve the progress that different groups of pupils make
 - making sure that leaders at all levels, including governors, use the pupil premium funding to ensure that pupils throughout the school reach the standards of which they are capable
 - ensuring that governors check the impact of the school's work more rigorously
 - addressing parental concerns about pupils' progress and behaviour in a timely manner.
- Improve the quality of teaching throughout the school by ensuring that:
 - teachers' expectations of what pupils can do are consistently high across the school
 - work provided for pupils, especially middle-ability pupils and the most able, more accurately matches their learning needs
 - the work of teaching assistants helps pupils to make rapid progress.
- Improve the quality and accuracy of assessment in the early years.
- Ensure pupils' attendance improves and persistent absence reduces to at least in line with averages nationally.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders and governors have not been rigorous enough in tackling the areas for improvement found at the previous inspection. Leaders' plans for improvement lack rigour and not enough has been done to improve progress. As a result, too many pupils underachieve.
- Leaders' actions to improve the overall quality of teaching have not brought about the swift improvements needed to improve pupils' progress.
- Leaders do not check the quality of teaching and learning rigorously enough. They do not focus on the progress different groups of pupils make, including disadvantaged pupils. Although there are some improvements, pupils are underperforming significantly in key stages 1 and 2 and are not achieving the standards of which they are capable.
- Leaders and governors have not used the pupil premium funding effectively to ensure that disadvantaged pupils achieve well. Leaders' understanding of the use and impact of the funding is vague. As a result, disadvantaged pupils' achievements lag behind other non-disadvantaged pupils nationally, especially in reading and mathematics.
- Systems to appraise staff performance are in place but are not robust. Teachers' targets are linked to the school improvement priorities and staff value the training provided by the school. However, due to the lack of focus on the learning of different groups, appraisal procedures have yet to improve the overall quality of teaching.
- Middle leaders responsible for English and mathematics are keen to do well. They recognise the weaknesses in pupils' progress over time. The introduction of storybooks is helping to develop key aspects of writing across the curriculum.
- The curriculum provides a range of opportunities for pupils to learn and to be inspired, for instance, by a range of different stories. Pupils enjoyed the challenge of making a bird's nest linked to the story of 'Skelling'. Writing skills are being developed well in other subjects. For example, older pupils wrote a poignant diary by a soldier linked to the Christmas truce. Pupils also enjoy the range of extra-curricular activities on offer including a glee club and gardening.
- Adults who support pupils who have special educational needs and/or disabilities are caring and committed to meeting the needs of these pupils. While leaders evaluate some aspects of learning and the progress these pupils make, strategies for raising attendance have been less effective. As a result, the impact of special educational needs funding is inconsistent.
- A significant proportion of parents who spoke to inspectors and those who responded to Ofsted's online questionnaire, Parent View, expressed concern about key aspects of the school's work, including the progress made by pupils. Leaders have undertaken their own surveys which show more positive responses. However, more work is needed to bring parents on board and for their concerns to be dealt with swiftly.

- The local authority has recognised the fragility in the progress made by the school. The local authority arranged support for the governing body with a view to improving and strengthening leadership. The rate of improvement has been slowed due to the number of vacancies on the governing body. The chair of the governing body is currently carrying a great deal of responsibility while new governors are recruited and inducted.
- The primary sport funding is used appropriately to provide pupils with a range of activities and competitive events including athletics. Teachers benefit from working alongside experienced specialists in order to improve their teaching of dance and gymnastics. The award of a sports quality mark reflects the school's commitment to sports.

Governance

- Governors are committed and determined to improve outcomes for the school. Following training, they are beginning to ask searching questions regarding some aspects of underachievement since the time of the previous inspection.
- Governors know that outcomes in 2016 for all pupils were too low at key stages 1 and 2 but are not fully aware of the progress and underachievement of disadvantaged pupils.
- Governors do not fulfil all statutory requirements including the publication of information on the school's website.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff know how to keep pupils safe and know how to report concerns should they arise. Staff have access to regular training that helps them in their duty of care to safeguard pupils and report concerns should they arise.
- Leaders make sure that vulnerable families are well supported and draw on the expertise of external agencies. The school has not yet addressed all parental concerns about instances of poor behaviour and bullying.

Quality of teaching, learning and assessment

Inadequate

- As a result of weak teaching over time, too many pupils, including middle-ability and the most able pupils, make inadequate progress at key stages 1 and 2. Teachers' expectations of what pupils can achieve are not high enough.
- Middle-ability and most-able pupils often complete work that is similar and sometimes undemanding. Time in lessons is not used effectively which holds back pupils, especially the most able. Teachers' low expectations and lack of challenge result in pupils' disengagement in some lessons.
- Some teachers do not pinpoint questions well enough for pupils to explain, and develop and justify reasons for their thinking.

- The teaching of mathematics is variable in key stages 1 and 2. Inspectors did observe teaching which allowed pupils to grapple with tricky problems. For example, pupils were challenged to justify whether one fraction was larger than another. However, evidence in books shows that pupils, including the most able, are not moved on quickly enough nor stretched sufficiently over time.
- Pupils have a positive attitude to reading and enjoy the books on offer. Older pupils read with fluency and expression. Some pupils indicate the lack of adult involvement at school in supporting them to become better readers. The teaching of phonics is variable. Learning is best when pupils are supported to tackle unfamiliar words, yet in other lessons pupils' needs are not well met and progress is slow.
- A scrutiny of pupils' writing books indicates that the most able pupils sometimes select adventurous vocabulary to enliven their writing. Handwriting is an area of weakness for too many pupils.
- Pupils in key stage 2 are somewhat uncertain about how much progress they make. Parents have similar frustrations and would like more information with regard to their child's progress.
- Homework is variable in quality and rates of completion. Some homework helps pupils to practise spelling age-appropriate words but pupils do not get enough opportunities to apply these in their writing. In some homework, pupils enjoy challenges such as making models including igloos. Pupils are often proud to share their achievements with others during assembly time.
- Teaching assistants are not used to maximum effect in some classrooms to move pupils' learning on. Teaching assistants in some classes provide helpful and timely support to lower-ability pupils to further their learning. Opportunities are sometimes missed to extend children's learning and model appropriate behaviour, especially in the early years.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The school places high emphasis on promoting pupils' personal development, including moral development. Most pupils know the differences between right and wrong which are promoted through school rules.
- Pupils' understanding of British values is at an early stage. Pupils in key stage 2 have an understanding of democracy by being elected to the school council. Pupils' understanding of other values such as tolerance of other cultures is less secure.
- Pupils understand some of the different forms of bullying and know that bullying is wrong. Some pupils report that issues out of school relating to cyber bullying are not dealt with. As a consequence, some pupils feel uncomfortable when they are in school.
- The school is a friendly place. Most pupils say they feel safe and well looked after.
- Staff are caring in supporting vulnerable pupils including those who have issues in and outside school. Some pupils are mature and sensitive in their approach to pupils who have behaviour difficulties.

- Pupils have some understanding of the ways to keep fit and healthy. They know why exercise is important and the need for a healthy diet.

Behaviour

- The behaviour of pupils requires improvement.
- Most pupils are polite and courteous around the school. Pupils often held doors open for inspectors and greeted them with a cheerful smile. However, learning in lessons is sometimes stalled by low-level disruption when teachers' expectations are not high enough.
- The school's systems for managing behaviour are mostly followed by pupils. Pupils understand the importance of rules, following the 'consequence ladder'.
- The school's strategy to improve attendance has not been successful. Overall attendance rates have not improved rapidly enough since the time of the previous inspection. The rate of persistent absence has improved a little since last year but remains stubbornly high.
- Pupils' conduct around the school at different times of the day is often good. Older pupils work in harmony with one another discussing books in the reading shed and the regular 'book swap shop'.

Outcomes for pupils

Inadequate

- By the time pupils leave the school, their achievements are well below those of their peers nationally. Published outcomes for 2015 show that pupils' outcomes were well below the national average in reading, writing and mathematics. Outcomes for 2016 show that pupils' progress was well below their peers nationally in reading and mathematics.
- Since the previous inspection, not enough has been done to improve progress or to stem the decline in standards. No pupils reached the higher standards in reading, writing and mathematics at the end of key stage 2 in 2016.
- Validated national results in 2016 show that the attainment and progress of Year 6 pupils are unacceptably low in reading and mathematics. This lack of progress is similarly mirrored for different groups of pupils in Year 2.
- The progress made by pupils, including the most able, middle-ability and disadvantaged pupils, is inadequate from their individual starting points. In 2016, key stage 2 pupils' progress in reading and mathematics was in the lowest 10% of all pupils nationally with the same prior attainment. Similarly, at the end of key stage 1, pupils, including those who were disadvantaged, underachieved considering their individual starting points.
- Work in books shows wide variation in the progress pupils make. Current pupils make steady rather than accelerated progress because work does not challenge them well enough.
- Leaders have recently implemented new ways in which pupils who have special educational needs and/or disabilities are supported. Staff are starting to track the progress these pupils make more closely. Current progress information shows that progress for these pupils is variable throughout the school.

- Leaders have not used the pupil premium funding effectively over time to improve the progress of disadvantaged pupils. Leaders do not give a sharp enough focus to the progress current disadvantaged pupils make.
- The proportion of pupils entering Year 1 with a good level of development in writing and mathematics has shown a modest improvement since the previous inspection. The proportion of children who reach standards typical for their age in reading in the early years has remained static and not risen overall.
- Despite an improvement in 2015, the proportion of pupils meeting the standard in the Year 1 phonics screening check in 2016 was considerably below the national average. The progress of current pupils in phonics is mixed because of the differential impact of teaching that is too variable in quality.
- Leaders recognise that outcomes have been low and the rate of improvement fragile. Despite meetings to discuss the progress pupils make, not enough has been done to ensure that the older pupils are adequately prepared for the demands of life at secondary school.
- In other areas of the curriculum, for example in physical education, pupils achieve well and were observed enjoying a gymnastics class. Pupils enjoyed the challenge of creating a dance based on 'Romeo and Juliet'. Pupils are proud of the opportunity to exhibit their work to parents, including for instance about how a neighbouring city evolved to be a 'city of steel'.

Early years provision

Requires improvement

- Senior leaders do not have an accurate understanding of children's skills and abilities on entry to this key stage. Their view that children enter with skills and abilities below those typical for their age is at odds with the school's own assessment records.
- Children's achievements have improved steadily since the time of the previous inspection. Leaders' plans to address boys' progress have resulted in an improvement overall in reading, writing and mathematics. Girls' skills in these key areas have not matched the improvement of the boys and leaders have not remedied this issue.
- As with other pupils in the school, different groups of children, including those who have special educational needs and/or disabilities, as well as those who are disadvantaged, do not make the progress of which they are capable.
- Staff regularly assess children's progress but their judgements of what children can do across the early years are not universally agreed or wholly accurate. Staff do not identify if some groups, especially the most able children, are performing better than others.
- Children generally behave well and follow instructions, especially when completing the tasks directed by adults. Children enjoyed the challenge of building a castle and undertaking a counting activity relating to the story of 'Superworm'.
- Staff ensure that all safeguarding and welfare requirements are met. Staffing ratios are appropriate to ensure that children are kept safe although staff do not take the opportunity to challenge some inappropriate behaviour.
- Links with parents are mixed. Some parents value the opportunity to join in learning and settle their children at the start of the day. Other parents report that they are

unhappy with the level of support given.

School details

Unique reference number	106855
Local authority	Rotherham
Inspection number	10023907

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Claire MacCormac
Headteacher	Angela Wild
Telephone number	01709 740 266
Website	www.rockinghamji.co.uk
Email address	rockingham.junior-infant@rotherham.gov.uk
Date of previous inspection	23–24 January 2013

Information about this school

- The school does not meet requirements on the publication of information about governors and information relating to the school's curriculum on its website.
- This is a larger than average-sized primary school.
- Nearly all pupils are of White British heritage.
- The school has provision for early years education that starts from when children are aged two.
- The proportion of pupils who are disadvantaged and are supported by pupil premium funding is above average.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The school meets the current government floor standards. The school is defined as a

coasting school. It does not support its pupils to fulfil their potential over time.

Information about this inspection

- Inspectors observed a range of lessons, some jointly with the headteacher and deputy headteacher.
- Inspectors held meetings with senior leaders, middle leaders and a representative of the local authority. A telephone call was held with the chair of the governing body.
- Documentation relating to recruitment checks, minutes of governors' meetings, pupils' books and evaluations of school improvement were considered. Inspectors analysed a range of information provided by the school relating to pupils' progress and attendance.
- Inspectors spoke to pupils both formally and informally, and listened to them read.
- Inspectors took account of the 30 responses to Parent View. Inspectors also took into account confidential feedback from parents and the school's own surveys.
- Inspectors also looked at online staff and pupil questionnaires, and the school's own questionnaires.

Inspection team

Brian Stillings, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Mike Smit	Ofsted Inspector
Janet Keefe	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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