

Inspection of Rawmarsh Rosehill Junior School

Kilnhurst Road, Rawmarsh, Rotherham, South Yorkshire S62 5QH

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy learning at Rosehill Junior School. They are proud of their school and happy to attend. Staff have high expectations of pupils' achievement. Classrooms are productive places where there is a hive of activity. Staff support pupils closely. As a result, pupils achieve well. This includes in national tests at the end of key stage 2.

The school is calm and orderly. At play time, pupils socialise well. For example, they play sports such as basketball and football cooperatively. In lessons, pupils follow instructions. The school's clear routines are well-embedded. Pupils trust the staff and feel safe. They have adults in school whom they can report concerns to. Pupils can use the 'worry monsters' in classrooms to share their concerns in writing. Pupils have confidence that staff will resolve any worries they have.

There are well-considered opportunities for pupils to pursue their interests. These include taking part in clubs. For example, there are clubs for performing arts, sports and crafts. The school promotes pupils' understanding of equality effectively. Pupils celebrate their individuality in singing assemblies and through the personal development programme.

While there have been improvements made to the quality of education, some other aspects of the school's work are not as effective as they need to be.

What does the school do well and what does it need to do better?

There are several strengths to many aspects of the school's work. However, leaders have made limited progress in some of the specific areas for improvement identified at the previous inspection. For example, the governing body is not as effective as it needs to be. Although governors are ambitious for the school, they have not challenged and supported the school as well as they should. The school provides governors with detailed information about the school. However, this is not always shared with governors in a timely way. This is limiting how well governors can fulfil their duties.

Parents and carers have mixed views about the school. Many are positive. They value that class teachers 'go above and beyond' to ensure their children are supported. A significant minority of parents do not feel listened to by the school. They are frustrated by the communication with leaders, especially when they have concerns. This means that relationships between the school and some parents are not as positive as they should be.

Much of the school's work to support pupils with special educational needs and/or disabilities (SEND) is successful. There is an effective process to identify pupils' needs. Teachers make careful adaptations to teaching to ensure that pupils with SEND access the curriculum and achieve well. However, the school does not check closely enough the consistency of the reviews for pupils with SEND. There is variation in the quality of the school's contribution to these and in how well the school communicates information to parents.

The school's curriculum is broad and ambitious. It is thought out in a logical order. In some subjects, the essential knowledge that pupils should learn is not identified precisely. This affects the clarity of what knowledge staff teach and when. In these subjects, there is some variation in what essential information pupils know and remember.

Teachers have secure subject knowledge. They provide activities that help pupils to learn and remember the curriculum carefully. For example, in geography, pupils create models of rainforests that teachers use in their explanations of deforestation. In mathematics, lessons begin with arithmetic to ensure pupils have secured the knowledge they need to complete problem-solving activities.

The school's effective checks on pupils' knowledge of phonics and reading ensure that it quickly identifies those pupils who need additional support. The ways that it helps pupils to catch up with their reading are successful. The school ensures that pupils read increasingly ambitious books to help broaden their knowledge of important words. Pupils use their reading knowledge to understand aspects of key texts such as an author's intended meaning. The school promotes reading for pleasure by encouraging pupils' frequent use of its well-stocked and inviting library. However, there are some inconsistencies in the ways the school is ensuring pupils read widely and independently beyond the classroom.

Pupils behave well. They are kind and courteous. The school monitors attendance closely and puts effective support in place when concerns arise. Rates of attendance are high.

The school prepares pupils for life in modern Britain appropriately. Pupils are passionate about the fact that everyone should be treated equally and fairly. Pupils have a secure understanding of fundamental British values such as democracy and the rule of law. Residential trips support pupils to develop their independence, resilience and teamwork skills.

The school prioritises staff workload and well-being sufficiently. Most staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

The school keeps pupils safe and takes appropriate actions to do so. Staff know the community well and the potential risks that pupils face. They have an assured understanding of how to report their concerns. Some internal records do not currently capture and reflect all the actions that the school has taken to keep children safe, or the wider communications with other professionals.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The governing body does not hold school leaders to account sufficiently well. This

hinders some important aspects of school life, including actions to enhance the school's relations with some parents. The school should strengthen its governance arrangements to ensure that the governing body works consistently and robustly to challenge and support school leaders.

- Some parents and carers lack confidence in aspects of the school's work, as they feel communication is not good enough, especially when they raise concerns. This leaves some parents feeling dissatisfied and, in some cases, others feeling ill-informed about how the school is meeting their child's SEND needs. The school should improve its partnership with parents. It should be consistent in the way it reviews with parents the support in place for pupils with SEND.
- In some foundation subjects, the school has not identified the core knowledge and skills that pupils should learn with enough precision. This means there is some variation in teaching and what pupils know and remember in these subjects. The school should ensure that the curriculum is well thought out in all subjects and that pupils are supported to learn essential information well.
- Some of the school's safeguarding records do not reflect all the actions that it takes to keep pupils safe, or its communications with other professionals. As a result, the school is not consistently able to review some of its actions and their impact. The school should ensure that all safeguarding records are sufficiently detailed about the actions that it takes and the wider communications to keep pupils safe.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106875
Local authority	Rotherham
Inspection number	10346153
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair of governing body	Chris Oxe
Headteacher	Adrian Hayes
Website	www.rjsch.uk
Dates of previous inspection	20 and 21 September 2023, under section 8 of the Education Act 2005.

Information about this school

- The school uses one registered alternative provision.
- The school runs its own breakfast club.
- Inspectors were aware during this inspection that complaints of a safeguarding nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate complaints of this kind, actions taken by the school in response to the complaints were considered alongside the other evidence available at the time of the inspection to inform inspector's judgements.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with various leaders from the school. The lead inspector met with members of the governing body. Inspectors reviewed documentation relating to governance, including minutes from governor meetings.
- Inspectors carried out deep dives in these subjects: English, including reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils during the inspection and spoke with them at social times and in lessons.
- Inspectors met with groups of staff during the inspection and spoke with them throughout the inspection. Inspectors also considered the opinions expressed through the Ofsted staff survey.
- The lead inspector took account of responses to Ofsted Parent View, including the free-text responses.

Inspection team

Dan McKeating, lead inspector

His Majesty's Inspector

Andrew Gibbins

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025