

Roughwood Primary School

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

Unique reference number (URN): 144195

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities or other barriers to their learning, make excellent progress through the curriculum from their individual starting points. The school prepares pupils very well for the next stage of their education. Consistently high-quality teaching of reading, writing and mathematics contributes to Year 6 attainment that is above the national average.

The school prioritises the teaching of basic knowledge and skills. Staff close any gaps in pupils' knowledge quickly so that this does not hinder pupils' achievement.

In the early years, adults' focus on communication and vocabulary has a positive impact on children's achievement and readiness for Year 1. Adults develop children's early skills in reading, writing and mathematics effectively. Year 1 pupils have a secure understanding of phonics. Pupils' attainment in the phonics screening check at the end of Year 1 is in line with the national average.

Attendance and behaviour

Strong standard ●

Leaders are relentless in their work to raise attendance. They make thorough checks to ensure that they identify absences quickly and use a range of strategies to support pupils to attend, including adaptations to the school day and rewards. Leaders work with families and wider agencies to remove barriers to regular attendance. Their targeted action has had a notable positive impact on attendance for specific groups of pupils, as well as individuals. However, there are still some pupils who do not attend school regularly enough. Consequently, despite leaders' efforts, attendance is not in line with the national average.

Leaders' high expectations for behaviour create a culture of care and collaboration. As a result, pupils' behaviour is impeccable. They are considerate and respectful towards everyone. Seamless routines are understood and followed by all. The sense of calm and purpose across school allows pupils to work hard at their learning and be collaborative in their play.

Pupils learn how to manage their emotions and independently resolve issues. Adults provide early intervention, where needed, to teach pupils self-regulation. On the rare occasions when pupils need help with relationships, pupil leaders and staff are readily available with a helping hand. This sensitive and timely help develops pupils' independence. Leaders respond promptly to resolve the rare instances of bullying.

Curriculum and teaching

Strong standard ●

Leaders give careful thought to what pupils will learn, when and why. Cross-curricular themes build pupils' knowledge as well as developing their understanding of other cultures. For example, pupils study a theme with links to Bangarra dance. The curriculum builds pupils' knowledge coherently over time to prepare them well for the next stage of their

education. Leaders ensure that the curriculum meets the needs of all pupils. They carefully consider the community that the school serves in their curriculum design.

Staff teach the curriculum skilfully. They use their knowledge of how pupils learn best to adapt lessons. This includes making precise adaptations for pupils with special educational needs and/or disabilities and pupils with barriers to their learning. Pupils enjoy learning and take pride in their work. Well-chosen practical activities and real-life experiences support them to make secure progress through the curriculum. They speak with confidence about a range of learning, making links between different topics.

Teachers systematically follow the school's phonics programme, and pupils quickly become competent, fluent readers. They also demonstrate a secure grasp of other important skills. For instance, their written work shows accurate letter formation. Additionally, pupils apply their understanding of number well in mathematics. Staff identify and fill any gaps in pupils' knowledge quickly.

Early years

Strong standard 

The early years is a warm and welcoming environment. Children enjoy coming to school. They feel safe and happy. Staff meet their welfare and safeguarding needs effectively. Consequently, children demonstrate confidence and independence in the environment.

Leaders have created a structured curriculum that develops children's skills and knowledge from the 2-year-old provision through to the end of the Reception Year. Adults carefully check children's progress through the curriculum. This enables them to provide precise teaching that moves children's learning on. As a result, children achieve well and are ready for Year 1. Staff develop children's language skills through high-quality interactions. They model the words that they want children to learn and use.

Children follow the routines of the school day well. Staff work in collaboration with parents and carers to identify children's areas of interests and any barriers to learning, including potential special educational needs and/or disabilities. They make adaptations to the provision which enable all pupils to thrive.

Staff choose resources in the environment wisely. This is the case in both the indoor and outdoor environments. Children engage with activities with sustained concentration. Children play cooperatively together. They show high levels of resilience and curiosity. They are confident to invite each other and adults to join in their play.

Inclusion

Strong standard 

Leaders create a culture in which all pupils are welcome. Staff benefit from comprehensive training that enables them to support pupils effectively. They are highly skilled. Staff know pupils well and identify any additional needs quickly. The school's work with pupils, families and wider services creates a structured approach to support that reduces pupils' barriers to learning and wellbeing.

Pupils with special educational needs and/or disabilities receive bespoke support to help them to achieve well. This includes those who access the school's enhanced provision. Staff

skilfully use well-chosen programmes to help pupils to access their learning. The targets in pupils' individual support plans help them to make secure progress through the curriculum.

Leaders have established systems that enable them to make careful checks on pupils and share information with relevant parties. All pupils with vulnerabilities, such as those who are disadvantaged or those known to social care, are mapped on this system, meaning they receive swift support when they need it. The system helps leaders to be highly proactive in their approach to helping pupils and their families.

The pupil premium strategy is well considered to effectively meet the needs of pupils both academically and through enrichment experiences.

Leadership and governance

Strong standard 

Leaders and governors have a detailed understanding of the school's strengths and areas to develop. Governors have the skills and training needed to provide effective support and challenge for leaders. They meet regularly with leaders, pupils, parents and carers and staff to fully check the impact of leaders' actions.

Together, governors and leaders have a clear vision for the school. Leaders have a detailed understanding of the school's priorities. They make precise checks on different areas of the school's work. This enables them to make strategic decisions about where improvements are needed. Leaders are proactive in their work with wider professionals and other providers. This sharing of effective practice is purposeful and brings positive change for pupils.

Staff are proud to work at the school. They feel well supported by school leaders. Staff appreciate leaders' consideration of their workload and wellbeing. Leaders work with staff to identify training needs both for their development and to provide specific support for pupils. Staff value these opportunities. Leaders, governors and staff work closely with families to build positive relationships. Parents value the experiences their children have at the school. They speak very positively about the school and the staff.

Personal development and wellbeing

Strong standard 

Leaders have designed a comprehensive programme to promote all pupils' personal development. This includes opportunities for creative learning. Every pupil learns how to play a different instrument each year and has an opportunity to perform for an audience. Leaders carefully check pupils' participation in extra-curricular activities. Consequently, all pupils participate in at least one of these each year. Staff consider educational visits carefully to ensure that they have a clear purpose, such as broadening pupils' cultural awareness or providing them with experiences which will be useful to them in later life. For example, pupils visit the shops and post letters.

Leaders are committed to developing pupils into future citizens who have the skills, knowledge and values to lead happy and fulfilling lives. They provide pupils with the skills they need to succeed as adults. Pupils are clear about their ambitions and aspirations for the future. They have a secure understanding of the world around them. This includes

detailed knowledge of fundamental British values and world religions. Pupils know that some people are protected by law. They understand the importance of tolerance and respect.

Leaders foster a strong sense of community. Families play an active role in school life, participating in varied activities with their children, from Bhangra dancing to celebrating pupils' successes at the 'Willow Tree Oscars'.

The comprehensive curriculum for personal, social and health education, along with planned assemblies, provide a range of opportunities for learning. Pupils learn how to keep themselves safe, including online, and understand the importance of this.

Adults in school provide high-quality pastoral support for pupils. They regularly check on pupils throughout the day to gauge their emotions and behaviour. This enables them to act quickly if pupils need additional support. Pupils know that the adults in school will help them with any problems or worries they have.

What it's like to be a pupil at this school

Roughwood is a welcoming and inclusive school with high aspirations for its pupils. Pupils thrive. They are happy and feel safe and valued. Pupils receive high levels of nurture and care. This supports their sense of belonging and wellbeing. Pupils know that they can share any worries with trusted adults and they will receive support. These positive relationships create a culture of belonging. Pupils form close friendships and treat each other with respect. Bullying is rare, but staff deal with it swiftly if it does happen.

Pupils enjoy coming to school. They demonstrate compassion and consideration for others and behave very well. The curriculum brings learning to life. Pupils enjoy, and greatly benefit from, an exciting and skilfully crafted curriculum. Pupils, no matter where their skills and talents lie, have their chance to shine. The school embodies the trust motto, 'Together anything is possible'.

Pupil leaders play an important role in improving and supporting different areas of work across the school. They speak with pride, positivity and knowledge of the many and varied differences they make. For example, they help to resolve disagreements and organise a range of playground activities and games for their peers.

Pupils achieve well. They are focused learners who take pride in their work. This is evident from the early years, where children persevere to develop their phonics skills, through to Year 6, where pupils develop their skills in business enterprise. Leaders ensure that pupils who require additional support, including pupils with special educational needs and/or disabilities, receive this swiftly. Parents and carers appreciate the dedication of staff and support for pupils. Leaders' dedication to working with parents and understanding each pupil as an individual is evident across all elements of the school.

Next steps

- Leaders and those responsible for governance should continue their work with families and wider services to promote high attendance.
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About this inspection

This school is part of Willow Tree Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jane Fearnley OBE, and overseen by a board of trustees, chaired by Tony Trueman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the trust CEO, headteacher, senior leaders, trust leaders, the school improvement partner and school staff during the inspection. They spoke with pupils in lessons and during social times. They looked at samples of pupils' work and school development documentation and considered responses to the parent, pupil and staff surveys.

The inspectors confirmed the following information about the school:

The school runs an additionally resourced provision for early years children and key stage 1 pupils with neurological differences. This opened in 2022.

The school offers provision for 2-year-old and 3-year-old children.

The school provides a breakfast club provision for its pupils.

The school currently makes use of one registered alternative provision.

Headteacher: Nathan Williams

Lead inspector:

Bec Yeadon, His Majesty's Inspector

Team inspectors:

Stephanie Ngenda, Ofsted Inspector

Rebecca Rowett, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

267

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

336

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

46.12%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.87%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.22%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	61%	Above
2024/25 (final)	81%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	84%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (final)	96%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (final)	85%	72%	Above
2023/24 (final)	88%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (final)	89%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	46%	Above
2024/25 (final)	73%	47%	Above
2023/24 (final)	80%	46%	Above
2022/23 (final)	78%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	91%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	85%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	59%	Above
2024/25 (final)	82%	59%	Above
2023/24 (final)	87%	58%	Above
2022/23 (final)	81%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	60%	Above
2024/25 (final)	82%	61%	Above
2023/24 (final)	87%	59%	Above
2022/23 (final)	89%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	68%	10 pp
2024/25 (final)	73%	69%	4 pp
2023/24 (final)	80%	67%	13 pp
2022/23 (final)	78%	66%	11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	91%	80%	11 pp
2024/25 (final)	91%	81%	10 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	85%	78%	7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	78%	5 pp
2024/25 (final)	82%	78%	4 pp
2023/24 (final)	87%	78%	9 pp
2022/23 (final)	81%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	7 pp
2024/25 (final)	82%	81%	1 pp
2023/24 (final)	87%	79%	7 pp
2022/23 (final)	89%	79%	10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.6%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.4%	13.0%	Above
2023/24 (3 term)	19.5%	14.6%	Above
2022/23 (3 term)	19.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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