

Rawmarsh Community School

Address: Monkwood Road, Rawmarsh, Rotherham, South Yorkshire, S62 7GA

Unique reference number (URN): 140553

Inspection report: 10 March 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.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have a well-informed and accurate understanding of the quality of the curriculum. To improve achievement, leaders have changed how the curriculum is taught. The school has devised an agreed teaching method based on useful and informative evidence. Mostly, teachers apply this teaching method well. Leaders and staff generally check pupils' knowledge, understanding and progress through the curriculum effectively. Teachers have secure subject knowledge. The curriculum is well designed and well sequenced. However, there is still work to do to ensure that the curriculum is consistently taught well across all subjects and year groups.

Leaders and teachers know pupils' individual needs well. They use this knowledge to adapt the curriculum effectively so that pupils with special educational needs and/or disabilities and those who are disadvantaged can access the learning.

A significant number of pupils start school with gaps in their reading, writing and mathematical knowledge. The school identifies these pupils effectively. Leaders ensure they receive appropriate support, including through phonics learning, to help them secure their knowledge. Reading is a high priority across the school. All pupils take part in regular reading sessions. This helps to improve their reading fluency and comprehension.

Inclusion

Expected standard 

This is an inclusive school. Leaders, teachers and staff care passionately about meeting the needs of each individual pupil. Leaders quickly and effectively identify any additional needs that pupils may have. An increasing number of pupils have special educational needs and/or disabilities. Leaders have responded by developing provision within the school to cater for different needs. This provision offers different levels of support based on pupils' individual needs. The support pupils receive enables many to access the mainstream curriculum and improve their attendance and behaviour.

Staff receive effective training to help them support pupils to access the curriculum. Leaders engage positively with parents. The school uses external agencies and professionals, when appropriate, to help shape pupils' support.

The school uses a range of alternative provision within and outside of the trust. This provision is chosen based on pupils' individual needs and aspirations. It is always used in the best interest of the pupils. Many pupils who attend alternative provision are thriving.

The evidence-informed action plan to support disadvantaged pupils is generally well understood and applied by staff. Pupils who are looked after and those with a social worker are well supported by the school.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have a secure understanding of the school's strengths and areas for development. Governors and trustees meet their statutory duties. They support and challenge school leaders effectively to improve the school. Leaders have prioritised achievement, attendance and the curriculum as areas for improvement. These are the right priorities for the school. Leaders have introduced an agreed teaching method based on a wide range of published research and evidence. The positive impact of this can be seen in many areas of the school. It is not evident yet in pupils' outcomes in national tests.

At all levels, leaders are committed to the school's continued improvement. Leaders have the best interests of pupils at the centre of their decision-making. This is clearly demonstrated through the inclusive nature of the school. Pupils with special educational needs and/or disabilities, and those who are disadvantaged, are a priority in leaders' decision-making.

The professional learning programme for staff is of a high quality. It is based on evidence of high-quality practice and is clearly linked to school improvement priorities. Teachers in the early years of their careers are well supported. Staff feel listened to by leaders. They feel supported with workload and wellbeing and feel valued by leaders. Staff particularly appreciate the 'Golden Whispers' peer recognition. Leaders support staff with behaviour management. This has helped lead to improvements in pupil behaviour in recent times.

Personal development and wellbeing

Expected standard 

Pupils access a well-planned and appropriate personal development offer. This programme is delivered effectively through a combination of timetabled lessons, assemblies, drop-down days, enrichment activities and tutor time. Pupils learn age-appropriate relationships education. They understand concepts such as consent. Pupils develop their understanding of fundamental British values and different faiths and beliefs. Their understanding ensures that pupils are tolerant of each other and do not accept discrimination. Pupils display an in-depth knowledge of mental and physical health. They know how to stay safe online and in the community.

A range of extra-curricular and enrichment opportunities are available at the school. Pupils attend clubs in the arts, sports and science. Staff and pupils are proud of the annual musical theatre performance. Trips to the theatre support pupils in developing their knowledge of the curriculum. Overseas trips help expand pupils' cultural awareness and raise aspirations. The 'Rawmarsh Pledge' encourages pupils to track their participation in this enrichment offer. Pupils proudly display their bronze, silver and gold awards for reaching certain milestones.

Pupils benefit from a coherent careers offer that builds from Year 7 to Year 11. Pupils with special educational needs and/or disabilities, and those who are disadvantaged, receive priority one-to-one independent careers advice. All pupils have access to this offer and take part in work experience. Each half term, pupils receive a careers-focused lesson in each subject across the curriculum. As a result of this offer, more pupils are staying in education,

training or employment than they previously were. The programme supports pupils effectively in understanding pathways and preparing for post-16 education and employment.

Needs attention

Achievement

Needs attention 

On the whole, pupils do not achieve well at the school in national tests and examinations at the end of key stage 4. Disadvantaged pupils' achievement is closer to the national average than that of their non-disadvantaged peers at the school. Leaders are aware of this and have taken appropriate action to improve pupils' achievement. Recent improvements to teaching have had a positive impact on the quality of pupils' work in some areas of the school. However, improvements are not yet reflected in published outcomes.

Some pupils have gaps in their reading, writing and mathematical knowledge. While appropriate support is in place for these pupils, some gaps in knowledge are not closing as quickly as they might. For example, gaps remain in pupils' knowledge of handwriting.

Pupils have the knowledge to make informed choices about their next stages of education. However, many pupils do not achieve the outcomes they need to be well prepared for their next steps in education, training or employment.

Attendance and behaviour

Needs attention 

Attendance at the school, including for pupils with special educational needs and/or disabilities and those who are disadvantaged, is below the national average. Leaders have taken action and made it a priority to improve attendance at the school. However, leaders' work to improve pupils' attendance has not yet had the necessary impact. Leaders are refining this work to ensure that they have a bigger impact, moving forward. There is evidence of a positive impact for small groups and individual pupils. The number of pupils who are persistently absent is reducing over time. However, this positive impact is not evident in the school's overall attendance rate.

Pupils typically behave well at the school. Most lessons are calm and orderly. Pupils take an active part in their learning. At social times, pupils behave well. Most of the time, they are kind and respectful to each other. Staff and pupils understand the behaviour system. Staff apply this consistently and effectively. Staff and pupils acknowledge that behaviour has improved recently. Bullying does sometimes happen. When this is the case, the school deals with it effectively. Discrimination and harassment are not tolerated. Suspensions are used appropriately and as a last resort.

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

Most pupils enjoy coming to school. They feel cared for and well supported by staff. Pupils feel safe at school and have trusted adults to share concerns with if needed. Many pupils

enjoy learning.

On the whole, pupils do not achieve well at the school. Attainment in national tests is below national averages and has been for some time. School leaders have responded by improving the quality of teaching. Pupils have access to a curriculum that is being taught better than it was. As a result, the quality of work they produce is improving.

Inclusion has a high priority at the school. Pupils with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and those who are known to social care are well supported. Every effort is made to ensure that pupils have a sense of belonging at Rawmarsh.

Pupils, including those with SEND and those who are disadvantaged, do not attend well. This has a negative impact on their learning. Pupils behave well across the school. Leaders offer well-considered support for pupils who need help to improve their behaviour. If bullying happens, the school deals with it effectively.

Pupils have access to a wide range of extra-curricular and enrichment opportunities. The student council members play an active part in school and community life. They help raise money for local charities through events such as sponsored walks. All pupils receive appropriate careers education and guidance.

Next steps

- Leaders should continue their work to ensure that the curriculum is consistently taught well and that highly effective teaching is embedded across subjects and year groups, so that pupils achieve well at the end of key stage 4.
- Leaders should continue their work to improve pupils' attendance and reduce the number of pupils persistently absent.
- Leaders should continue their work to ensure that gaps in pupils' foundational knowledge, particularly handwriting, are closed.

About this inspection

This school is part of Wickersley Partnership 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), Helen O'Brien, and overseen by a board of trustees, chaired by Steve Calvert.

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 headteacher, a representative of the CEO, a trustee and the chair of the local governing body during the inspection.

The school makes use of 8 alternative provisions, of which 2 are registered and 6 are not.

Headteacher : Mark Conlin

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Tricia Stevens, Ofsted Inspector

Helen Lane, Ofsted Inspector

Yvonne Bootman, Ofsted Inspector

Natasha Greenough, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

1,091

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: 1,067

School capacity

1,075

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: 1,153

Pupils eligible for free school meals (FSM)

41.34%

Above average

What does this mean?

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

National average: 28.9%

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

4.22%

Above 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: 3.09%

Pupils with special educational needs (SEN) support

26.95%

Well above average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	35.7%	45.4%	Below
2023/24 (final)	29.5%	45.9%	Below
2022/23 (final)	22.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	38.8	46.0	Below
2023/24 (final)	38.7	45.9	Below
2022/23 (final)	37.8	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.43	-0.03	Below
2022/23 (final)	-0.51	-0.03	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	26.7%	25.8%	Close to average
2023/24 (final)	18.7%	25.8%	Close to average
2022/23 (final)	5.0%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	30.6	34.9	Close to average
2023/24 (final)	31.6	34.6	Close to average
2022/23 (final)	25.6	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.79	-0.57	Close to average
2022/23 (final)	-1.07	-0.57	Below

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	26.7%	53.1%	-26.5 pp
2023/24 (final)	18.7%	53.1%	-34.4 pp
2022/23 (final)	5.0%	52.4%	-47.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	30.6	50.4	-19.8
2023/24 (final)	31.6	50.0	-18.4
2022/23 (final)	25.6	50.3	-24.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.79	0.16	-0.95
2022/23 (final)	-1.07	0.17	-1.23

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	87%	91%	Below
2022 leavers (revised)	91%	93%	Average
2021 leavers (revised)	94%	94%	Average

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 (2 term)	9.5%	8.1%	Above
2023/24 (3 term)	9.6%	8.9%	Close to average
2022/23 (3 term)	10.3%	9.0%	Close to average

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 (2 term)	23.8%	21.9%	Close to average
2023/24 (3 term)	24.9%	25.6%	Close to average
2022/23 (3 term)	30.5%	26.5%	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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