

Inspection of a good school: Roose School

North Row, Barrow-in-Furness, Cumbria LA13 0HF

Inspection dates: 25 and 26 June 2024

Outcome

Roose School continues to be a good school.

What is it like to attend this school?

Pupils really enjoy coming to Roose School. They are very happy and relish being part of the school community. Pupils value the vibrant and exciting learning environment. Staff know pupils and their families very well.

The school has high expectations for what pupils, including those with special educational needs and/or disabilities (SEND), will learn. Pupils' positive behaviour ensures that they can learn in a calm environment which is free of disruption. They generally achieve well across a range of subjects.

Pupils benefit from a broad offer beyond the academic curriculum. Trips to the Lake District and York ensure that pupils learn about the wider world in which they live. Pupils take part in a broad range of clubs, such as sports, music, mathematics and 3D printing. In this way, pupils develop and nurture their talents and interests. Older pupils enjoy supporting children in the early years with their learning.

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

The school has established an effective approach to developing pupils' early reading knowledge. Staff have been well trained. They deliver the phonics programme consistently well. Teachers carefully check pupils' progress through the programme. Teachers then make sure that pupils who find reading difficult receive extra help so that they can catch up. This enables most pupils, including those with SEND, to become fluent and accurate readers by the time that they leave key stage 1.

The school has designed an ambitious and broad curriculum from the early years to Year 6. It has identified the key knowledge and vocabulary that pupils should gain across different subjects. Teachers deliver learning in a well-ordered manner and, in most subjects, use assessment information to check pupils' learning. As a result, most pupils achieve well over time.

In a very small number of subjects, teachers do not support pupils to build on what they already know sufficiently well. This is because the school has not identified the essential knowledge that pupils need to learn over time. As a result, some pupils do not progress through these subject curriculums as well as they do in other curriculum areas.

The school quickly identifies the additional needs of pupils with SEND. Teachers know how to adapt the delivery of the curriculum so that these pupils access all subjects. When necessary, the school works with external agencies to ensure that pupils with SEND have the support that they need to achieve well.

The school has thought very carefully about pupils' wider development. Pupils know how to keep themselves safe, including when they are working and playing online. They understand the concept of risk and how to protect themselves from harm. Pupils have a strong awareness of respecting each other. They learn about different religions and faiths. Pupils know about the differences between people, and they are respectful of others who may have different faiths, cultures or backgrounds. They take great pride in their school and its community. Pupils are well prepared to grow up in modern Britain.

From the start of their time in the early years, children follow the well-established routines. Pupils' positive attitudes to learning continue as they move through key stage 1 and key stage 2. The school maintains a strong focus on securing pupils' regular attendance. When absence rates increase, the school takes swift action so that the attendance rates of individual pupils improve.

The school considers staff's well-being very carefully. Staff appreciate the changes to the marking policy, which have reduced their workload. They feel proud to work at Roose School. They support each other well, for example pulling together to help one another when faced with the recent sad events at the school.

Governors are actively involved in the school. They have an accurate understanding of the school's strengths and the areas that require further development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not defined the essential curriculum knowledge that it wants pupils to remember in key stages 1 and 2. This means that pupils do not build on prior knowledge well enough. The school should ensure that staff have the curriculum guidance that they need to enable pupils to progress well through these subject areas.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2019.

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	112207
Local authority	Westmorland and Furness
Inspection number	10348094
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Fred Chatfield
Headteacher	Jenny Redhead
Website	www.rooseprimary.co.uk
Dates of previous inspection	8 and 9 October 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- The inspector observed pupils reading to a familiar adult.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. He met with subject leaders and with teachers. He visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The inspector also considered other subjects in the curriculum through discussions with staff and reviewing samples of pupils' work.
- The inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The inspector looked at a range of policies and documentation. He observed pupils' behaviour during lessons and around school.
- The inspector met with parents and carers at the start of the school day. He took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with staff about their workload and well-being. He also took account of the responses to Ofsted's online survey for staff.
- The inspector spoke with groups of pupils about their experiences at school. There were no responses to Ofsted's pupil survey.

Inspection team

Keith Wright, lead inspector

Ofsted Inspector

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