

Roose School

Inspection report

Unique Reference Number	112207
Local authority	Cumbria
Inspection number	378444
Inspection dates	13–14 March 2012
Lead inspector	Sue Sharkey

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Sue Gorry-Edwards
Headteacher	Wendy Jacobs
Date of previous school inspection	20 May 2009
School address	North Row Barrow-in-Furness LA13 0HF
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Introduction

Inspection team

Sue Sharkey
Paul Edmondson

Additional inspector
Additional inspector

The inspection was carried out with two days' notice. The inspectors observed eight teachers and visited 15 lessons. Discussions were held with the headteacher, school staff, groups of pupils, parents and carers and members of the governing body. The inspector observed pupils' work and looked at a wide range of documentation provided by the school including the school's system for tracking pupils' progress, documents regarding the safeguarding of pupils and key policies. Inspection questionnaires from 60 parents and carers were scrutinised and those from school staff and pupils were also taken into account. The lead inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection.

Information about the school

This is a smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. Almost all pupils are from White British backgrounds. A few speak English as an additional language. The proportion of disabled pupils and those with special education need is above the national average as is the proportion with a statement of special educational needs. The proportion of pupils moving into school at times after the Reception year is higher than average.

The school met the government's current floor standard in 2011. The school has the Eco-school Silver and the Artsmark awards. An independent management committee provides a nursery on the school site. This setting did not form part of the inspection but a report about the quality of its provision can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It provides a purposeful environment that contributes well to the pupils’ enjoyment of school and this is a key factor in their above average attendance.
- Pupils make good progress over time from their starting points, leaving at the end of Year 6 having reached broadly average attainment in English and mathematics. It is not an outstanding school because teaching is not outstanding and over time pupils’ progress in mathematics has not been as good as it is in English.
- Teachers make lessons interesting so pupils develop enthusiasm for their learning. Teachers generally ensure that learning moves at a good pace and pupils are fully engaged. Some aspects of teaching are not as strong. Expectations of what pupils can achieve in mathematics are not consistently high nor is there sufficient challenge for pupils to achieve higher levels. Marking does not always indicate to pupils how they can improve their work.
- The behaviour and safety of pupils are good. Pupils have a good understanding of how to stay safe and say they feel secure in school. Pupils say that all adults in school protect them and help them if they have a problem. They show good levels of engagement, courtesy and cooperation in and out of lessons.
- The school is led and managed well. Leaders have secured good improvements, but the tracking of pupils’ progress to ensure pupils’ best progress lacks sufficient rigour. The success of the school’s focus on improving writing is evident throughout school. However, the profile of mathematics is not as high to fully support pupils’ learning. Teaching is regularly monitored to ensure that pupil and school targets are met. The school communicates well with parents and carers, and is always keen to involve them in their children’s learning.

What does the school need to do to improve further?

- Raise the quality of teaching to better than good by:
 - ensuring that all staff have consistently high expectations of what pupils can achieve in mathematics in order to raise achievement further
 - increase the degree of challenge in mathematics so that pupils can aspire to higher levels
 - ensure that teachers' marking and feedback regularly provide pupils with clear guidance on how to improve their work.
- Ensure that the tracking of individuals and groups of pupils is rigorous in order for school leaders to guarantee that the best possible progress is made by all pupils.
- Raise the profile of mathematics throughout the whole school in order to ensure that it has the same high priority as English.

Main Report

Achievement of pupils

Children make a good start in the Early Years Foundation Stage where they usually enter with skills that are below what is expected for their age and much lower in reading, writing and calculation. Stimulating activities, both inside and outside, excite and engage the children so that they enjoy learning from this early age. The stimulating learning environment helps children to play, share and talk together. They are keen to learn, for example, by looking at books and using computers to design African patterns or counting objects.

Good progress is sustained through Key Stages 1 and 2 so that when pupils leave in Year 6 their attainment is broadly average. Pupils who are disabled, those with special educational needs and those known to be entitled to claim free school meals make the same progress as others. Since the previous inspection there has been an increasing number of pupils joining the school in both Key Stages. This has resulted in the school making adjustments to teaching in order to support pupils needing additional assistance, particularly in English or mathematics. This has a positive impact on pupils' learning. There has been a gap in the performance of girls and boys in mathematics, but recent assessment and lesson observations indicate that more girls are now making the same good progress as boys and the gap is closing. In a Year 5 lesson, pupils' learning moved at a fast pace as they discussed the properties of different triangles and how to identify each one. The lesson continued with pupils working in pairs and groups identifying other shapes by their properties. Pupils talked and challenged each other well. They respected each other's views and asked questions of each other to check answers. Pupils show enthusiasm for their work and talk confidently about why they enjoy lessons. This successfully promotes their social and moral development. All parents and carers who returned the questionnaires felt that their children were making good progress and confirmed that the school has met their children's need. This was supported by parents and carers who spoke with the inspectors.

From low starting points in reading, attainment at the end of Year 2 is broadly average. Throughout the school pupils have good access to a wide range of reading material suitable for their interest and level of understanding. Guided reading sessions help pupils to develop more advanced skills working in small groups. The teaching of sounds and letters is effective and helps to develop pupils' reading skills. Year 1 pupils say they particularly enjoy books on animals while in Year 2 adventure stories are popular. Pupils in Key Stage 1 are developing their skills of reading new words. They read confidently indicating that they recognise, for example, exclamation marks and speech marks as well as laughing when the book has humour. By the end of Year 6 attainment in reading is broadly average. This constitutes good progress overall in reading for pupils from their low starting points.

Quality of teaching

Teaching is good and sometimes outstanding. A positive feature of all lessons is the good relationships staff have with their pupils, which ensures that pupils behave well and have good attitudes to learning. Teachers know their pupils well and the good support of teaching assistants means adults work effectively with pupils in very small groups. Teaching in the best lessons is demanding and fun and teachers spend time responding to pupils' questions. This has a good impact on learning because it allows pupils to extend their understanding and skills. Teachers' planning is generally good but does not consistently show high expectations of what pupils can achieve in mathematics, nor does it show sufficient challenge ensuring that pupils are aiming high. The marking of pupils' work is regular, giving praise, but does not consistently tell pupils how they can improve.

Teachers plan lessons so that there is plenty of opportunity for talk and discussion enabling pupils to learn together and develop their speaking and listening skills with confidence. Pupils work well together, particularly in pairs, as well as independently. In a Year 6 lesson, the teacher reminded pupils of the rules for working together and they were adhered to well. Pupils had lively discussions and all listened to one other well as they explored characters in a book. Parents and carers agree that teaching is good because it is reflected in pupils' good progress. Over time, however, it has been more effective in English than in mathematics lessons.

The curriculum provides regular opportunities for extended writing in most subjects. Lessons also include music and creativity and planning includes good use of the school's rich outdoor environment. The sport and physical education curriculum means that pupils have the chance and confidence to join in with teams and activities after school. Pupils have opportunities to learn about local people as well as the cultures of different people around the world. In these ways, pupils' spiritual, moral, social and cultural development is fostered well.

Behaviour and safety of pupils

Pupils' behaviour was seen to be consistently good in lessons, around school and at break times and pupils say it is always good. Racial harmony is good. Attendance is above average. Parents and carers of pupils who joined the school after the Reception year say that their children settled quickly and were pleased with how welcome they were made to feel. Parents and carers are very positive and

acknowledge the good standards of behaviour and good arrangements for keeping pupils safe. Bullying is rare and parents and carers report little bullying. If pupils are worried about anything they are well aware of what to do and confident that actions taken in response will be swift and effective. Through the planned curriculum, pupils are provided with appropriate guidance about staying safe, including when using computers and mobile phones. Staff work closely with parents and carers to ensure that issues are dealt with promptly.

Pupils participate in the school council and develop an excellent awareness of taking responsibility in the school and wider communities. Pupils respond well to the wide range of opportunities to take on extra responsibilities such as ensuring that pupils have access to fruit and drinks at morning break. Further opportunities for greater participation in helping the school and the wider community are always available for pupils, supported well by parents and carers, for example litter picking or tidying the hedge around the school field.

Leadership and management

The headteacher, assistant headteacher and the governing body work well together and share a sense of purpose to bring about improvement. This is demonstrated through the effective initiatives leaders have put in place to improve pupils' writing as well as those to raise the achievement of mathematics for girls. Targets set for pupils in mathematics indicate that standards for each year group are set to rise. These demonstrate the school's good capacity for further improvement. New initiatives and projects are supported by suitable professional development and training. Leaders and staff work together to track pupils' progress, but as yet this is not rigorous enough to ensure that all pupils make the best progress possible. Strong links with other schools and agencies as well as the local community bring substantial benefits to pupils' learning and personal development.

The curriculum engages pupils well and there are good links across subjects. Visits, visitors and whole school themed weeks provide enrichment. Pupils talk enthusiastically about the wide range of extra-curricular activities that include gardening, choir and gymnastics and provide hands on, purposeful learning. As a result, pupils' spiritual, moral, social and cultural development is promoted well by staff. Improvements to provision in mathematics are helping to raise pupils' achievement, although the subject does not have as high a profile across the school as English.

The governing body has improved its skills since the previous inspection and is aware that it needs to develop its proficiency in the use of school data. It is very supportive of the school, carries out monitoring and challenges with enthusiasm. Safeguarding arrangements meet statutory requirements ensuring that safe practices for pupils are promoted. All leaders work effectively to prevent discrimination and ensure that all pupils have equal opportunities to the curriculum.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2012

Dear Pupils

Inspection of Roose School, Barrow-in-Furness, LA13 0HF

Thank you for making us feel welcome when we visited your school recently. We enjoyed talking with you, watching you learn in lessons and listening to some of you read. Your behaviour is good overall both in the classroom and outside and we were impressed to see how well you all play together at break time. Overall, we found that your teachers teach you well and your school provides you with a good education, so that you are able to make good progress in your work.

There are a few things that we have asked the school to do to help you make even better progress, especially in mathematics. First, teachers should always expect the very best from you to help you get even better in mathematics. Second, in mathematics they should always challenge you so that you can reach the highest levels possible. Third, when teachers mark your work they should regularly add comments so that you know how to improve your work. Fourth, when your assessments in English and mathematics are recorded, they should be looked at very carefully to make sure that you are always making the very best progress you can. Finally, mathematics should be seen all around school just like your writing and art work.

Congratulations on everything you do to help your school. Talking with the school council helped me to see what a good job they do in raising money to help to buy new things for school as well as you all raising money for charities. We were pleased to hear you say that teachers make lessons fun while you learn. We were also delighted to hear you say you enjoyed school.

I know your school is very proud of you. Your headteacher, staff and the governing body care for you well. Remember always to do your best and help your teachers. Thank you for helping us.

Yours sincerely,

Sue Sharkey
Lead inspector

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