

Roose School

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

Inspection dates 21–22 April 2015

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, governors, leaders, managers and all staff have worked together to maintain the school's strengths and to tackle areas for improvement successfully. Pupils' achievement, particularly in mathematics, is now getting better; progress is tracked more carefully and both teaching and behaviour continue to improve.
- The determined and experienced leadership of the headteacher has been instrumental in moving the school forward. This has ensured that suitable priorities for further improvement have been identified and that the school is well placed to achieve them.
- Pupils' behaviour is excellent. They are well aware of each other's needs, show great respect for staff and are very kind to visitors. They attend regularly and feel extremely safe in school.
- Children make good progress in the early years and the majority reach a good level of development by the end of the Reception Year.
- Current pupils continue to make good progress as they move through the school. Although achievement dipped slightly after the last inspection, in 2014 attainment rose, progress accelerated and pupils reached average standards by the end of Year 6.
- Teachers plan a range of interesting activities which engage pupils' interest so that they enjoy learning. Work in pupils' books is well presented and of good quality. It clearly demonstrates the good progress that pupils make as a result of their excellent attitudes to learning and the good teaching they receive.
- The curriculum develops pupils' literacy and numeracy skills well and very successfully promotes their spiritual, moral, social and cultural awareness. High-quality artwork, a Japanese tea ceremony, expertise in karate and skateboarding, walks on the Lake District fells and talented piano playing are a very small selection of the skills Roose School nurtures and the experiences it provides for its pupils.

It is not yet an outstanding school because

- In a few lessons, teaching does not move pupils on quickly enough to more challenging work.
- Pupils do not always have sufficient opportunities to use their writing skills in all subjects.
- The outdoor learning area does not provide children in the Reception class with the same level of good opportunities as those found in the classroom to develop all their skills.

Information about this inspection

- Inspectors observed 12 lessons being taught to full classes and smaller groups of pupils of all ages and in a range of subjects, including mathematics and English. The headteacher and inspectors made several shorter visits to classrooms. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- The 26 responses to the online questionnaire, Parent View, were considered, as well as those from the school's own parental surveys and from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Full report

Information about this school

- Roose School is smaller than the average-sized primary school.
- The proportion of disabled students and those who have special educational needs is above average.
- The proportion of pupils who are disadvantaged and so eligible for the pupil premium is similar to that found nationally. The pupil premium is additional funding for pupils eligible for free school meals and those in the care of the local authority. No Year 6 pupils who took national tests in 2014 were supported by the pupil premium funding.
- A below-average proportion of pupils are from minority ethnic backgrounds and a similar proportion speak English as an additional language.
- A well-above-average proportion of pupils join the school partway through their primary education.
- The on-site provision for childcare, Roose Nursery, is not managed by the governing body and receives its own inspection report which is available on the Ofsted website.
- Children in the early years are of Reception age and attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The headteacher is a local leader of education (LLE) and the assistant headteacher is a specialist leader of education (SLE). They both give support and advice to other local primary schools.

What does the school need to do to improve further?

- Improve teaching, so that pupils reach higher standards and make even faster progress, by:
 - giving pupils more opportunities to use their writing skills in a range of subjects
 - checking pupils' learning regularly and moving them on to more challenging work as soon as they are ready.
- Improve provision in the early years by developing the outdoor area so that pupils have equally good opportunities to learn both in the classroom and out-of-doors.

Inspection judgements

The leadership and management are good

- The headteacher, fully supported by governors and all staff, has ensured that a climate exists at Roose School where good teaching and good behaviour flourish. The talents of both pupils and staff are nurtured so that pupils achieve well and staff feel valued.
- The school's work is evaluated accurately, and clear and achievable priorities are established for further improvement. The leadership of teaching is good. The quality of teaching is carefully monitored and staff are fully accountable for the progress pupils make. Staff performance is well managed. They share their expertise and have access to good training to improve their skills further.
- Extra funding, the pupil premium, is spent wisely on providing one-to-one and small-group tuition for disadvantaged pupils who need extra help. Although there are gaps between their attainment and that of other pupils, these gaps are now closing. The school's accurate tracking system and work in pupils' books show that disadvantaged pupils are now making similar progress to their classmates.
- The school does not allow any form of discrimination. All pupils are given equal opportunities to succeed. The school fosters good relations between all groups of pupils. Pupils are well aware of the needs of others and show respect for and tolerance of those who have different faiths and cultures from their own.
- Middle leaders monitor the work of their areas of responsibility carefully and share their expertise willingly. They have clear priorities about how to make further improvements and know how to achieve them.
- The curriculum ensures that all groups of pupils develop good basic skills in literacy and numeracy. However, opportunities for pupils to develop their writing skills in all curriculum subjects are sometimes missed.
- A strength of the curriculum is the way in which it allows pupils to gain a keen understanding of spiritual, moral, social and cultural issues and promotes their excellent attitudes to learning as well as preparing them well for life in modern Britain. It is further enriched by a wealth of exciting extra activities which add greatly to pupils' enjoyment of learning. Pupils speak with great enthusiasm about drama productions in which they take part, such as *Treasure Island*, residential visits they have experienced, new sports they enjoy, and the after-school art club they attend.
- Safeguarding arrangements are extremely effective and meet all requirements. Staff are highly trained and acutely aware of child protection and risk assessment procedures.
- Schools in this area provide support for each other and share expertise through a Local Alliance of System Leaders (LASL). The local authority provides very light-touch support for the school through attendance at LASL meetings. The headteacher and assistant headteacher, in their roles as local and specialist leaders of education, provide other schools with valuable advice and expert coaching, which helps them improve the quality of teaching and of leadership and management.
- The primary school physical education and sport funding is used well to provide opportunities for pupils to participate in new sports such as karate, golf, short tennis and skateboarding. This adds greatly to their enjoyment of school, promotes their fitness and allows them to perform to the level of which they are capable.
- **The governance of the school:**
 - Governance is effective. Governors monitor the school's work carefully and are well informed about its performance data and the quality of teaching. Consequently, they know the school's strengths and weaknesses and are in a position to ask challenging questions about pupils' progress. Finances are well managed and governors ensure that the pupil premium funding is carefully spent.
 - Governors have a good knowledge of the school's performance management procedures; they know how good teaching is rewarded and how weaknesses are tackled. Governors are very knowledgeable about health and safety requirements and ensure that these are met.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. All groups of pupils play together very harmoniously at breaks and lunchtimes. They move around the school very sensibly with a real awareness of the needs of others. They open doors, offer to help, and are keen to tell visitors how proud they are of their school.
- In lessons, pupils are extremely keen to learn. They want to do their very best and work extremely hard. There is a good quality and quantity of work in pupils' books which is carefully completed and very well presented.

- Records show that incidents of challenging behaviour and bullying are extremely rare and are always dealt with very swiftly and effectively.
- Attendance is above the national average. Pupils attend school regularly and are highly punctual. They arrive well equipped and ready to learn.
- Pupils relish taking on responsibilities and are keen to help those both older and younger than themselves. For example, Year 6 pupils provide valuable assistance to younger children to help them eat their lunch and also regularly organise very well attended coffee mornings for older members of the community.

Safety

- The school's work to keep pupils safe and secure is outstanding. Regular audits confirm that the school is highly rigorous in ensuring that all health and safety procedures are of a high standard. The school yard is very secure and visitors are carefully checked. Thorough checks are made on the suitability of staff to work with children and leaders who appoint new staff are well trained in safer recruitment procedures.
- Pupils say they feel completely safe in school. They have great faith in school staff and are confident that any of their concerns or worries will be quickly sorted out. Parents are unreservedly positive about how well the school keeps their children safe.
- The school works exceptionally effectively with outside agencies to ensure that any pupils who are vulnerable get the expert help they need.
- Pupils are very knowledgeable about how to keep themselves safe. They are absolutely clear about possible dangers associated with using the internet and mobile phones, and are well informed about the consequences of alcohol and drug abuse.

The quality of teaching is good

- Work in pupils' books demonstrates the good progress they make in literacy, reading and mathematics as a result of the good teaching they receive. Teachers plan varied and interesting activities so that pupils enjoy learning and gain new knowledge and skills quickly.
- In literacy, pupils made particularly good progress during the inspection in understanding how to use punctuation, as their teacher read aloud from a piece of text and they jumped to their feet every time they thought a comma should be inserted. Teaching ensures that pupils develop good writing skills in literacy lessons but does not always provide sufficient opportunities for pupils to use these skills when they study other subjects.
- Pupils are keen readers and most read aloud confidently using expression to give meaning to the text. They receive good quality phonics (the sounds that letters make) teaching to develop their basic skills and are successfully encouraged to enjoy reading a range of books for pleasure.
- Pupils' progress in mathematics has accelerated because there has been a greater whole-school focus on the subject. Moreover, teaching gives pupils good opportunities to solve problems and gain a deeper understanding of mathematical concepts.
- Pupils' social and moral development is promoted very well in lessons. Teachers have high expectations of pupils' work and behaviour. Consequently, pupils cooperate very well when working in groups, they learn from assessing each other's work, and share ideas and resources sensibly.
- Disabled pupils and those who have special educational needs, a small number of pupils who speak English as an additional language and pupils who join the school partway through their primary education are all given good support in lessons. Teachers and teaching assistants ensure that work is carefully matched to their needs and they are given constructive extra help when this is required.
- Pupils' books are marked regularly, and pupils know how to take the next steps in their learning and improve their work. Teachers use a good balance of comments between those which praise good work done and those which point out what could be improved.
- In a few lessons, pupils make slightly slower progress when they have grasped an idea or understood how to do something because teaching does not move them to more demanding work quickly enough.

The achievement of pupils is good

- Work in pupils' books, that displayed on walls, and the school's detailed tracking system all confirm that all groups of pupils make good progress.
- After the last inspection, published data showed a dip in pupils' achievement. This was because of the

particular abilities and needs of a group of pupils, several of whom had joined the school towards the end of their primary education. Since that time, test results show that attainment has risen and pupils reached average standards overall in 2014. They achieved particularly well in reading and mathematics, where attainment was above average.

- Disadvantaged pupils are now making the same good progress as their peers because their progress is carefully monitored and they receive very well targeted extra help if this is needed. Although gaps between their attainment and that of other pupils remain, these are now closing. No Year 6 pupils who took national tests in 2014 were eligible for support from the pupil premium.
- The most-able pupils make good progress. They complete more demanding work to help them achieve the higher grades. For example, they attend workshops for more-able pupils at other local schools where they receive expert tuition and are challenged to think more deeply.
- Disabled pupils and those who have special educational needs are given very good support by teachers and teaching assistants, which both meets their personal needs and allows them to make good progress and achieve well. They receive constructive help which allows them to access the curriculum and complete work to the best of their ability.
- Pupils who join the school partway through their primary education are given good support to help them settle into the school quickly. Their progress is assessed carefully and those who need it are given well-targeted extra help. A small number of pupils who speak English as an additional language achieve well because they receive knowledgeable help in improving their language skills if this is needed.

The early years provision is good

- Very good links with parents and with the on-site nursery ensure that children settle quickly into the Reception class. From starting points which are often below those typical for their age, particularly in literacy and mathematics, they make good progress and their achievement is good. By the end of the Reception Year, most children reach a good level of development and are well equipped with the skills they need to succeed in Year 1.
- Children behave very well in the Reception class because teachers have high expectations of them and good routines are quickly established. Children soon learn to follow instructions carefully, share and take turns. Children are kept extremely safe because staff are highly trained and well aware of the needs of individuals.
- Children really enjoy learning because teaching is good. Teachers plan a wide range of interesting activities. Children soon become confident learners who are able to choose activities for themselves as well as concentrate when activities are led by the teacher. Children were particularly enthusiastic about their topic of 'super heroes' and developed good literacy skills by writing a letter to their greatest super hero - who they decided was their mum!
- The early years is well led and managed. Staff are well deployed and children's progress is carefully tracked and assessed. There are clear priorities for improving the provision further. The school recognises, rightly, that opportunities for children to develop all their skills, including those in literacy and numeracy, are not as good in the outdoor area as those found inside the classroom.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 112207 |
| Local authority | Cumbria |
| Inspection number | 461728 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 168 |
| Appropriate authority | The governing body |
| Chair | Lynn Furzeland Ridgway |
| Headteacher | Wendy Jacobs |
| Date of previous school inspection | 13 March 2012 |
| Telephone number | 01229 838841 |
| Fax number | N/A |
| Email address | admin@roose.cumbria.sch.uk |

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