

Rosley CofE School

Inspection report

Unique Reference Number	112306
Local Authority	Cumbria
Inspection number	337900
Inspection dates	15–16 November 2010
Reporting inspector	Janette Corlett

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Mrs Lorraine Huntington
Headteacher	Miss Stephanie Wilson
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors saw six lessons or parts of lessons, observing three teachers. They held meetings with staff and two members of the governing body, and held informal discussions with groups of parents, carers and pupils. They looked at a range of documentation including data about pupils' progress and the school development plan. They considered 47 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether pupils make consistently good progress as they move through the school.
- Whether the quality of teaching in the Early Years Foundation Stage and Key Stage 1 has improved since the last inspection.
- The extent to which pupils have enough information on how to improve their work.

Information about the school

This is a smaller-than-average-size primary school serving a rural community. A very few pupils are known to be eligible for free school meals and the vast majority of pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is below average. Pupils are taught in three mixed-age classes, and children in the Early Years Foundation Stage learn alongside pupils in Key Stage 1. The school has achieved the Activemark and Artsmark awards.

Over the past two years there has been a high turnover of staff in the class containing the youngest pupils.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a warm and stimulating learning community, where pupils feel safe and have every confidence in the adults who care for them. Parents, carers, pupils and staff are rightly proud of the school. 'The school deserves great credit - it produces clever, confident children' and 'the staff team are engaging and creative' are comments that aptly reflect the views of many parents and carers. Pupils are polite, courteous and behave well. They very much enjoy coming to school and this is reflected in their above-average attendance. Pupils have a good understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and regularly taking part in the wide range of sporting activities on offer as part of the school day and in after-school clubs.

Achievement is good and pupils' attainment is above average by the time they leave the school. Pupils' overall progress is good as they move through the school. Their progress in writing in Key Stage 1 is not as good as it is in reading and mathematics because they do not always have enough opportunities for sustained writing and teachers' expectations of the quality and quantity of work are not high enough. The school provides good support for pupils with special educational needs and/or disabilities, who make good progress as a result. Teaching is good and pupils have a clear understanding of their individual targets and how to improve their work. Occasionally, the more-able pupils are not sufficiently challenged in lessons and, as a result, they do not always reach the highest possible standards in the end of Key Stage 2 national tests. Curricular provision is well organised and imaginative and has a positive impact on pupils' attitudes to learning and their progress.

The strong leadership of the headteacher has established a shared vision for improvement in pupils' academic and personal skills, which is embedded in all aspects of the school's provision. As a result, pupils are confident, reflective and creative learners, with good spiritual, moral, social and cultural awareness.

Self-evaluation is effective in providing school leaders with a developed view of the school's performance and what needs to be done to improve. As a result, for example, there is now a consistent approach to assessment throughout the school, which supports a rigorous approach to tracking pupils' progress and swiftly identifies potential underachievement. School leaders' clear sense of direction, together with the good record of pupils' progress and the effectiveness of the governing body, demonstrate that this school has a good capacity to improve further.

What does the school need to do to improve further?

- Improve Key Stage 1 pupils' progress in writing by:
 - providing these pupils with a wider range of opportunities for sustained writing

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- raising the expectation of the amount and quality of pupils' written work.
- Improve the attainment of the more-able pupils at the end of Key Stage 2, by ensuring that activities and tasks in all lessons are challenging and appropriately matched to these pupils' individual abilities.

Outcomes for individuals and groups of pupils

2

Pupils are eager to learn and their good behaviour contributes strongly to their learning. The great majority of pupils are independent learners who listen well and enjoy opportunities to work in pairs or in small groups. They make good progress in lessons because most work is tailored well to meet their learning needs and good teaching inspires their keen enthusiasm for learning. Children generally enter the Early Years Foundation Stage with expected skills for their age. They achieve well and reach above-average standards in reading, writing and mathematics by the time they leave Year 6.

Pupils enjoy the opportunities to take responsibility within the school, such as being part of the school council where they are involved in important decisions about outdoor play equipment and learn to operate a small budget. Older pupils take great pride in looking after their younger friends, and there is a real sense that the school is one big family. Pupils are reflective. They have a strong sense of right and wrong, show respect for other people's feelings and beliefs and are developing an awareness of different cultures. Pupils make a good contribution to the wider community through helping to organise a wide variety of fund-raising events for local and national charities. For example, they recently held a coffee morning in aid of the Macmillan Trust. Additionally, pupils take part in a variety of local events, including sports tournaments and the local music festival.

Attendance is above average because pupils are well motivated and want to learn as much as they can. Pupils say that they feel safe in school and show a developing awareness of the possible dangers of drugs, alcohol and the inappropriate use of the internet. They say that bullying is rare, and any incidents are swiftly dealt with by adults. Pupils leave the school with a set of academic and personal skills which give them a good start in the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good. Lessons are planned well, based on a secure knowledge of what pupils already know and what they need to learn next. The key aims of each lesson are shared with pupils so that they have a clear sense of what is expected of them. There are high levels of engagement and enjoyment in the practical sessions which feature strongly in the best lessons. For example, in one mathematics lesson, pupils sorted themselves according to a variety of different criteria and formed human Venn diagrams on the school yard. Teachers have good subject knowledge and questioning skills. This means that pupils have clear instructions and are well able to contribute to discussions, whatever their individual ability. Most lessons move on at a brisk pace and no time is wasted. Occasionally, the level of challenge in tasks and activities for the more-able pupils is not quite high enough and this means that they do not always achieve as much as they could. Assessment is accurate and used well. Teachers mark pupils' work regularly and give pupils good hints and guidance on the next small steps in their learning.

The good curriculum is matched well to pupils' needs. Recent improvements offer increased opportunities for pupils to apply their basic skills in reading, writing and mathematics in other subject areas. Additionally, pupils use information and communication technology confidently as an everyday tool to support and enhance their learning. The curriculum is enriched by a good range of extra-curricular activities, as well as interesting educational visits and visitors to school. Pupils take part in a number of

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artistic and musical activities and learn to speak French. Older pupils have the opportunity to go on an annual residential visit, with a cultural or outdoor educational focus. Last year, pupils particularly appreciated a visit to London where they visited museums and other places of interest, as well as fitting in a performance of 'The Lion King'. Physical education is a real strength of the school. In addition to the physical activities which take place in the school day, strong partnerships with other local schools mean that pupils enjoy participating in an extensive range of sporting activities.

Parents and carers appreciate the school's family ethos and the good care and support that their children receive. Teachers and support staff know pupils well and provide good pastoral support for their needs. Careful tracking of their work enables individual support programmes to be initiated for those pupils who may need a little extra help. Good transition arrangements mean that pupils are confident in moving between key stages in the school and, ultimately, on to the next phase in their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong leadership and has effectively developed the skills of subject leaders to ensure a shared drive for improvement. As a result assessment procedures are now consistent and accurate throughout the school, enabling appropriately challenging targets for further improvement to be set, and the curriculum is more exciting and relevant to the needs of learners. The headteacher monitors the quality of teaching and learning rigorously and provides effective guidance to enable teachers to improve their skills. The leadership team is effective in ensuring that the vast majority of pupils have equality of opportunity and that there is no discrimination. Links with parents and carers are effective and there are good partnerships with other schools and outside agencies to support pupils' learning and development.

The school's promotion of community cohesion is satisfactory. Pupils demonstrate a good awareness of their school, local and worldwide community, but do not have enough opportunities to develop their understanding of their place in wider British society. The school has good procedures in place for safeguarding that fully meet requirements, and all staff receive regular and relevant training. Resources are deployed well. The governing body is well informed, effectively challenges the school's performance and supports the school well in managing its finances and in securing good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The majority of children start school with the skills and the stage of development expected for their age. Good links with the local pre-school group mean that they settle swiftly into the school family. Children make good progress because the class teacher and teaching assistants have a good understanding of how young children develop and learn. Adults work together closely and support children's learning well, but there are sometimes too many adult-directed activities and this limits the opportunities children have to choose the direction of their own learning. The indoor learning environment is bright and appealing to young children and leads onto a well-resourced and safe outdoor area, where children can continue their learning through explorative outdoor play.

Parents and carers make valuable contributions to their children's learning and are warmly welcomed into school at all times. Children form good, caring and trusting relationships with each other, with the older children in the class and with adults. They are excited and motivated to learn, and they are confident to try new activities and speak in a large familiar group. Behaviour is good and children work well together. Arrangements to promote children's health and safety are secure, which ensures that children feel safe and are happy in school.

The Early Years Foundation Stage leader is an experienced and dedicated professional who reflects on practice and has a clear view of what needs to be done to improve further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of the parents and carers who replied to the questionnaire are very happy with the quality of education and care provided at the school. They typically comment on the way in which the school prepares pupils well for moving on to secondary education. A very few parents and carers raised a concern about the frequent changes of teacher in the Reception, Year 1 and Year 2 class. Inspectors endorse this concern, but found that the governing body and the headteacher have done everything possible to minimize disruption to pupils' education, and that the current staffing structure is stable. Additionally, a very few parents and carers raised an issue with regard to the adequacy of supervision in the school yard. During the course of the inspection, inspectors saw adequate supervision in the school yard at all breaks and lunchtimes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosley CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 47 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	72	9	25	0	0	0	0
The school keeps my child safe	27	75	9	25	0	0	0	0
My school informs me about my child's progress	16	44	19	53	0	0	0	0
My child is making enough progress at this school	15	42	18	50	2	6	0	0
The teaching is good at this school	15	42	19	53	2	6	0	0
The school helps me to support my child's learning	15	42	19	53	2	6	0	0
The school helps my child to have a healthy lifestyle	20	56	13	36	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	39	17	47	1	3	0	0
The school meets my child's particular needs	16	44	19	53	1	3	0	0
The school deals effectively with unacceptable behaviour	13	36	20	56	1	3	0	0
The school takes account of my suggestions and concerns	14	39	18	50	0	0	1	3
The school is led and managed effectively	14	39	19	53	0	0	1	3
Overall, I am happy with my child's experience at this school	13	36	21	58	2	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 November 2010

Dear Pupils

Inspection of Rosley CofE School, Wigton, CA7 8AU

Thank you for your warm welcome when I inspected your school recently. I was very impressed with your good manners, sensible behaviour and the way in which you treat one another with respect and kindness. A special thank you to those of you who are members of the school council and who gave up your time to talk to me about the things you do to try and make your school an even better place in which to learn and have fun. It was good to hear how you also try and help others through your fund-raising events for charities, such as the Macmillan coffee morning.

You have a good school, where all the adults look after you well and make sure that you are safe and happy. You also have good teachers who make sure that learning is interesting so that you make good progress and achieve well. You told me how much you appreciate the exciting visits your teachers arrange for you and all the activities in after-school clubs.

I have asked your headteacher, all the other staff and the governing body to help pupils in Years 1 and 2 to improve their writing. Also to make sure that the tasks and activities that are given to those of you that find learning easier than most, always challenge you to reach the very highest standards you possibly can.

All of you can help by continuing to work hard and listening carefully to teachers' instructions.

Yours sincerely

Mrs Janette Corlett

Lead inspector

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