

Roos Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117989
Local authority	East Riding of Yorkshire
Inspection number	379511
Inspection dates	27–28 March 2012
Lead inspector	Rajinder Harrison

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Brian Rannard
Headteacher	Marlene Miller
Date of previous school inspection	19 May 2009
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Introduction

Inspection team

Rajinder Harrison

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers in nine lessons over approximately five hours. The inspector observed the school's work, and looked at its development planning, data about the achievement of pupils and their behaviour, and samples of pupils' work. Some pupils were heard to read. Meetings were held with school leaders, groups of pupils and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Questionnaires from pupils and staff were analysed, as were the 49 questionnaires returned by parents and carers.

Information about the school

This is a smaller than average primary school. Pupils are taught in four mixed-age classes. All pupils are of White British heritage. Very few pupils are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is below average. Provision for the Early Years Foundation Stage includes Foundation Stage 1, where children enter in the term after their third birthday for five sessions each week. A few pay to attend full time. The school offers a breakfast- and after-school club that a small number of pupils attend regularly. Since the last inspection the school has experienced a high number of staffing changes. The present headteacher was appointed in September 2010. The school meets the government's current floor standards for pupils' attainment and progress.

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. Despite staff changes in the last two years, the school has maintained above average attainment for pupils at the end of Year 6. Pupils, including disabled pupils and those with special educational needs, make good progress from their starting points and achieve well. The school is not outstanding because, while the quality of teaching is mostly good or better, it is not consistently so to ensure good progress in every class.
- In most lessons work is well matched to pupils’ abilities. In less effective lessons, work does not always challenge the higher attaining pupils and is too demanding for lower attaining pupils. Teaching assistants are not always deployed to maximum effect to increase the pace of learning for all groups of pupils.
- Reading is generally taught well, but lower attaining pupils in Key Stage 2 sometimes have too few opportunities to practise the skills they have learnt when they encounter unfamiliar words.
- Relationships across the school are very strong. Pupils behave well in lessons. They have a good understanding of how to keep themselves safe. They say they feel very safe and are happy at school. They understand what is right and wrong and undertake responsibilities that develop their social skills effectively. Their understanding of cultures and lifestyles other than their own is less well developed.
- Leadership and management are good. The headteacher leads a dynamic staff team that is keen to improve outcomes for pupils. The leadership of teaching and the management of teachers’ performance are rigorous. As a result, teaching and learning have improved in the last year. Members of the governing body use their skills well to support and challenge the school. Parents and carers are extremely supportive of the school and play an active part in school life.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' progress is good in every class by ensuring that:
 - pupils of all abilities are challenged appropriately in every lesson
 - teaching assistants are deployed to maximum effect in all lessons.
- Ensure that the lower attaining readers in Key Stage 2 have the help they need to practise their reading skills more regularly.
- Provide more opportunities for pupils to understand and appreciate cultures and lifestyles other than their own.

Main Report

Achievement of pupils

Pupils' progress overall is good. Pupils are enthusiastic learners and make the best progress when they are actively engaged through discussion. For example, in a Year 1 and 2 lesson where the teaching was outstanding, the teacher skilfully posed probing questions as pupils considered why the records of the moon landing were more reliable than information about the Great Fire of London. The well chosen video clip of the first step on the moon helped pupils to think and apply previous learning effectively as they watched spellbound and all chorused 'Wow!' Adults support pupils well with individually planned programmes of study to ensure that good progress is maintained. Parents and carers consider that their children are making good progress. Inspection evidence confirms this.

Pupils are working at above average standards throughout the school. Procedures to assess and track each pupil's progress are rigorous. Pupils who show signs of falling behind get speedy access to support that helps them to improve. Disabled pupils and those who have special educational needs make good progress. Occasionally, progress is not good because lesson introductions are too demanding for lower attaining pupils and do not challenge the higher-attaining pupils enough.

Children make good progress in the Early Years Foundation Stage. Children's skills on entry are generally at those levels expected for their age. A minority is less secure in their language and literacy skills when they start school, but develop well because of the personalised intervention they receive. Children confidently count numbers beyond ten and write words by sounding out letters accurately. They play safely and explain that campfires are dangerous because 'the fire could spread out of control'. The stimulating environment and good teaching promote children's love of learning effectively. They all reach the expected goals for their age at the end of the Reception Year and most exceed them.

By the end of Year 2 and throughout the school progress in reading is rapid and attainment above average. Pupils enjoy reading; many achieve well above average levels by the end of Year 6. Most parents and carers are highly supportive of their

children's reading at home and make a very effective contribution to the standards attained. Lower attaining pupils sometimes struggle to apply their word-building skills when they encounter words that are new to them. This is because the letters and sounds work is not sustained sufficiently for those who need it in Key Stage 2 and they do not always have enough opportunities to read aloud. Attainment in writing is above average, with many pupils in Year 6 working at well above average levels because they have good opportunities to practise their skills in a wide range of contexts. Pupils' above average literacy skills support their good progress in other subjects, for example, by enabling them to read and understand problem-solving questions in mathematics. Attainment in mathematics is above average overall. Fewer pupils in Year 6 are working at well above average levels in mathematics than in reading and writing because a minority has gaps in their learning from previous years.

Quality of teaching

Teaching is good overall. Teachers' good subject knowledge and accurate and timely assessments of pupils' progress mean that most lessons are continuously being adapted to promote good learning. Careful planning ensures that activities meet the needs of most pupils. Individual or small-group interventions support any pupils not making good progress. Occasionally, particularly so in Years 3 and 4 when teaching is satisfactory, a few pupils find the work either too easy or too difficult. This is because work is not matched accurately to pupils' needs and teaching assistants are not deployed effectively, particularly during teachers' sometimes over-long introductions.

Good strategies encourage pupils to enjoy reading. The step-by-step development of linking sounds to letters in the younger age classes and guided reading sessions as pupils progress into Key Stage 2 build their skills effectively. While these sessions motivate more confident readers well, they are less productive for the few lower attaining pupils who need more time to practise their skills.

Assessment and the planning for children's next steps are good in the Early Years Foundation Stage. The classrooms and outside areas allow children to experience the curriculum fully. The large toys and extensive gardens are particularly popular. Children develop knowledge of letter sounds and new vocabulary through stimulating activities. Adults allow children to play independently as well as benefiting from very instructive and timely intervention, for example when they need help with writing Easter messages.

Teachers support pupils' learning well. Marking is generally good in showing pupils how they could improve their work. Pupils have individual targets and receive helpful guidance as to how well they are doing against these targets. They are confident to ask for help when needed. Teachers use the curriculum effectively to add interest and extend pupils' literacy and numeracy skills. For example, older pupils discuss enthusiastically the impact on the environment and the local economy of building a theme park in the area. Many extend their learning by conducting research at home. Good emphasis on promoting pupils' spiritual, moral and social development is evident in all classrooms. Links with the local community are good and support pupils' satisfactory cultural development. Opportunities are missed for pupils to gain

a good understanding of diversity in the United Kingdom and the wider world. Parents and carers consider, correctly, that their children are taught well at school.

Behaviour and safety of pupils

Behaviour and safety are good. Pupils are friendly and considerate towards others. They are articulate, polite and very eager to engage with visitors. In the Early Years Foundation Stage, children show high levels of courtesy as they offer to share toys and equipment. Further up the school pupils take on responsibilities, for example, older ones help younger ones at lunchtimes. The school is pro-active in making sure pupils have an understanding and respect for all beliefs and cultures, but accepts that pupils have insufficient opportunities to experience diversity in its broadest sense.

Over time, behaviour is typically good. When pupils are fully engaged in lessons, behaviour and attitudes to learning are at their best. When the pace of learning slows, a few become restless and inattentive. A minority of pupils in the pupil questionnaires raised concerns about the behaviour but said that staff deal with disruptions promptly. Pupils said that incidents of bullying and racism are rare and any incidents that occur are dealt with quickly. Parents and carers are accurate in their opinion that behaviour is good and that pupils are safe and enjoy school.

Pupils know what constitutes a safe or unsafe situation. They say they feel safe and are confident that all adults in the school would help them if needed. They know of different forms of bullying that might happen and are aware of the dangers of communicating with others on the Internet. In the Early Years Foundation Stage children ride wheeled toys sensibly so that, 'We don't crash and hurt each other'. Pupils' attendance is good. The school is successful in discouraging families from taking holidays in term time.

Leadership and management

The headteacher leads the school well. Monitoring of teaching and learning is rigorous and subject leaders support this process well. Management of teaching performance is used effectively to develop consistent practice and identify improvement priorities, and staff have good opportunities to develop their skills.

The school is successful in promoting equality of opportunity and tackling discrimination, including for disabled pupils and those with special educational needs. The school tracks the progress of all pupils closely. It has robust systems for identifying and helping individuals, particularly the most vulnerable. Safeguarding arrangements meet current statutory requirements. Staff who supervise pupils are appropriately trained. Safeguarding issues are threaded through the curriculum, which helps pupils to feel safe.

Parents and carers feel that they are well informed about their children's progress. The school organises many events to meet them, particularly through school performances and family activities for charity. This not only fosters good links with parents and carers, but helps develop pupils' personal and social development well.

The curriculum is good. Pupils select themes they want to explore and teachers plan activities carefully to ensure that all the subjects and skills are covered well. The curriculum in the Early Years Foundation Stage is stimulating and promotes adult-led and child-initiated learning well. Pupils' spiritual, moral, social and cultural development is good overall. Activities promoting good awareness of environmental issues help pupils appreciate the wider world and their place within it. This combines effectively with good academic progress to ensure that pupils are prepared well for the next stage of their education.

The school's self-evaluation is accurate. Assessment of pupils' progress is now more accurate and support is targeted effectively. Provision for reading and writing has improved and overall standards are rising. The governing body supports and challenges the school well. With leaders having successfully maintained good performance since the last inspection despite high staff turnover, capacity to make further improvements is good.

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 up 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.



29 March 2012

Dear Pupils

Inspection of Roos Church of England Voluntary Controlled Primary School, Hull, HU12 0HB

Thank you for the friendly welcome you gave me when I inspected your school recently. It was lovely to meet you and talk to you. Thank you too for completing the questionnaire telling me what you think about your school. I looked at your responses and considered them when making my judgements. Your school is a good school. You are all doing well in all your work. You achieve particularly well in reading and writing. It was good to learn that many of you enjoy reading. You make good progress and achieve well because you work hard and receive good teaching.

Your behaviour is good. You listen carefully to your friends and the adults in lessons as well as at other times. You play very well together and treat each other with kindness and respect. I was particularly impressed to see how sensibly you work by yourselves and how older pupils help younger ones at lunchtimes. You all told me you all feel safe and happy at school.

Your school is led and managed well and all staff, including the governors, are working hard to improve the school. In order to help you to do even better and to improve the school further, I have asked the school's leaders and teachers to make sure that all your lessons are good and that all the adults in your classes help you achieve the best you can in every lesson. Some of you find it hard sometimes to read words you have not come across before and do not have enough opportunities to read to staff. I have asked teachers to help you with this. I have also asked teachers to do more to help you to learn about communities that are different from Roos, both in this country and around the world.

You can help your school by working hard and keeping up your good behaviour and positive attitude to learning. I wish you every success in the future.

Yours sincerely

Rajinder Harrison
Lead inspector

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